



**3 Wills Terrace,  
Alice Springs NT 0870**

# **2017 ANNUAL REPORT**

This annual report for 2017 is published to provide information about the St Joseph's Catholic Flexible Learning Centre for parents/carers, young people and other interested parties. This report contains the detail mandated by the Commonwealth and Territory Governments and Edmund Rice Education Australia reporting requirements.

*I see no value in a centre of learning, which churns out numberless school leavers each year and is passively part of a society torn apart by divisions of race and partisan politics...*

*Our schools exist to challenge popular beliefs and dominant cultural values, to ask the difficult question, to look at life from the standpoint of the minority, the victim, the outcast, and the stranger\*.*

*\*Former Congregational Leader of the Christian Brothers, Br Phillip Pinto. New York 2002*



## Table of Content

### Contents

Introduction .....	2
Youth+ Foundation Statement.....	3
Best Practice Guidelines.....	4
Individualised Education Program .....	4
Negotiated and Articulated Goals.....	4
Professional and Community Driven .....	4
Young Person Support .....	4
Family/Carer Involvement .....	4
Learning Choices .....	4
Multi Professional and Multi Disciplinary Teams.....	4
School Profile as at August Census .....	5
The total 2017 enrolment of the St Joseph's Catholic FLC full time equivalent students is shown below. ....	5
Full-time Students by Year and Age (2017) .....	5
Full-time Indigenous Students by Year and Age (2017).....	5
Young Person Support .....	6
Attendance Rate .....	7
Curriculum – Learning Choices Program.....	8
Subjects offered in 2017 at various year levels: .....	8
Learning Outcomes .....	9
Cert 1 in Work Preparation .....	9
Electives .....	9
NAPLAN .....	9
Co Curricular Activities.....	9
Special Programs that Produced Improved Outcomes for Young People .....	10
Yungbul Program.....	10
Soccer Wellbeing Program.....	11
Girls Canberra Camp .....	11
Duke of Edinburgh Bronze Award.....	12
Athletics Carnival .....	12
Drive Safe Program .....	12
Connections with other agencies:.....	12
Congress – Ingkintja Men's Health Clinic.....	12
Gap Youth and Community Centre .....	12
St Patrick's College Strathfield, Sydney.....	13
EnviroBank .....	13
Year 12 Cohort 2017 Post School Destination .....	13

End of Year Formal .....	13
Staffing .....	13
Staff Professional Development Priorities 2017 .....	13
Staff Qualifications .....	14
Staff Absence .....	15
Financial Performance .....	16
Information Communication Technologies .....	17
School Review/Survey .....	17
Progress Towards Goals for 2017 .....	17
2017 Milestones .....	18
Goals for 2018 .....	19
Conclusion .....	19

## Introduction

St Joseph's Catholic Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. St Joseph's Catholic FLC commenced operation as a registered Non-State School in 2012, and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

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 in Alice Springs is the engagement with young people who, for many reasons have been unable to connect in a mainstream school environment. The philosophy of the St Joseph's Catholic FLC draws on the spirit and vision of Edmund Rice Education Australia (EREA). Our learning community 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 of *Respect, Safe and Legal, Participation* and *Honesty* among all participants of the St Joseph's Catholic FLC. This is evident in the ways the organisational culture and practices are shaped through the application of these principles. In essence, the principles establish a *common ground* among staff, young people and parents/carers. This collective forum offers the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences as they are modelled and explored. This occurs both within the group, as individuals and as members of the broader community.

St Joseph's Catholic FLC works with young people who are vulnerable and experience a complexity of inter-related needs. As discussed above, participation and retention are key elements in the philosophy of St Joseph's Catholic FLC. The development of moral reasoning through the application of the four principles prepares students for responsible citizenship. The learning experiences also build self-confidence and esteem in young people and promote an optimistic view of their potentialities and future. The FLC assists them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

St Joseph's Catholic FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Our schools intentionally support the 2008 Melbourne Declaration on the Education Goals for Young Australians: "Australian Governments commit to working with all school sectors to:

"Close the gap' for young indigenous Australians,  
Provide targeted support to disadvantaged students, and  
Focus on school improvement in low socioeconomic areas."

Young people are enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Indigenous culture.

Young people are exposed to learning experiences that develop understanding and appreciation of 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 education pathways.

## Youth+ Foundation Statement

Youth+ seeks to respond to the needs of young people disenfranchised and disengaged from education.

Youth+ provides a place and an opportunity to re-engage in a suitable, flexible learning environment.

Youth+ seeks to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

Youth+ is guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.



## Best Practice Guidelines

St Joseph's Catholic FLC identifies a number of best practice guidelines supportive of meaningful, socially inclusive educational experiences. While not exhaustive, the following provide a basis for programming and young person support.

### Individualised Education Program

Education programs need to be attuned to the individual young person by an assessment of need and delivery within a supportive environment that will re-engage the young person with learning and encourage a sense of community. Personal Learning Plans are developed and negotiated with young people and form an integral part of daily learning programs.

### Negotiated and Articulated Goals

Education programs will negotiate goals and the methods of achieving those goals. Such goals will be tailored to the identified needs of the individual.

### Professional and Community Driven

Education programs should be characterised by a high degree of professionalism, and supported by a close relationship with communities in which they are located.

### Young Person Support

Young People are encouraged to make a commitment to the program and its principles. Young Person achievement is valued and celebrated with appropriate recognition given to the uniqueness of adolescent development.

### Family/Carer Involvement

Families/carers are viewed as partners in their children's educational experience. While family circumstances may be related to student alienation, the importance of building positive family/carers relationships is a priority.

### Learning Choices

Diagnostic assessment is important to provide guidance in planning individualised programs. Effective programs will engage young people in learning toward defined literacy and numeracy outcomes and other areas of knowledge relevant to real life situations. Young people experiencing risk will be provided with programs that cater for their spiritual, physical, social, psychological and intellectual development. As well, they will be provided with learning choices both in and beyond the school and with programs that are effectively linked to community agencies and vocational pathways.

### Multi Professional and Multi Disciplinary Teams

Team members use a multidisciplinary, multi-professional approach to provide health, educational, cultural, social and emotional support for young people. Multi professional teams are encouraged to develop supportive relationships with young people and assist them with their basic life needs. The teams are encouraged to develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol Services, Accommodation Services, Counselling Services). Staff selection processes identify staff members who are: flexible, able to relate to young people, willing to negotiate, clear about operation by principles, as well as being clear about the responsibilities and the rights of all.

## School Profile as at August Census

The total 2017 enrolment of the St Joseph's Catholic FLC full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	8	9	7	10	24	11	69
Female	10	3	7	10	8	3	11
Total	18	12	14	20	32	14	110

### Full-time Students by Year and Age (2017)

Secondary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F	M	F
12	5	7		1									5	8
13	2	3	6	2	1	1							9	6
14	1		3		5	6		3					9	9
15							7	6	2	1			9	7
16					1		3	1	7	3			11	4
17									11	3	2	1	13	4
18									2	1	6	1	8	2
19									2		3	1	5	1
Total	8	10	9	3	7	7	10	10	24	8	11	3	69	41

### Full-time Indigenous Students by Year and Age (2017)

Secondary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F	M	F
12	5	7		1									5	8
13	2	3	6	2	1	1							9	6
14	1		3		5	5		3					9	8
15							7	6	2	1			9	7
16					1		3	1	7	2			11	3
17									11	3	2	1	13	4
18									2	1	6	1	8	2
19									2		3	1	5	1
Total	8	10	9	3	7	6	10	10	24	7	11	3	69	39





## Young Person Support

Each young person at St Joseph's Catholic FLC has staff who support them in their education and wellbeing. The staff work collaboratively in learning teams consisting of teachers and youth workers. Each team is allocated to three learning spaces; Years 7-8, Years 9-10 and seniors, Years 11-12. The three spaces are not strictly divided according to age and can contain young people of varying ages, abilities and interests.

The role of the team is to establish a close relationship with the young people, to monitor their progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues, and to achieve their stated personal and educational goals. The role of staff is broad in scope, in-depth in its substance, and long-term in relationship. It includes:

- In-house mentoring and advocacy.
- Supporting the young person and their families in times of emotional crisis or practical need.
- Maintaining the close partnership between school, young person and parent/carer.
- Working in partnership with other agencies who are involved with students e.g. CYMHS (Child Youth Mental Health Service), Department of Communities and Families, Youth Justice, Healing Centre, Men's and Women's Health Centre, Gap Youth Centre).
- Supporting and mentoring young people who live independently.
- Helping students to build capacity and resilience in social and emotional aspects of their lives.
- Informally helping young people develop positive self-concept.
- Supporting young people with issues of drug misuse and self-harm.
- Networking with other agencies such as Youth and Family Services to provide specialist assistance e.g. family mediation, counselling, and anger management.

The Pastoral Care program also includes the support work of the designated class Youth Worker, Class Teacher, Head of Wellbeing and School Chaplain.

In 2017, the total number of young people who were enrolled at the St Joseph's Catholic Flexible Learning Centre as full time equivalent students is shown below. These figures highlight the transient nature of the student population.

Year Level	Student Enrolment during 2017
7	25
8	19
9	22
10	25
11	43
12	15
<b>Total</b>	<b>149</b>



## Attendance Rate

The average student attendance rate for 2017, is highlighted in the table below. The table included, shows the number of enrolments and attendance across the 8 data collection periods during 2017. At the end of week 4 and 8 of each term, attendance data is submitted to the Northern Territory Government. Our attendance and enrolment numbers are affected by young people moving in and out of town, cultural obligations, incarceration of young people and medical issues. Throughout 2017 St Joseph's Catholic FLC had a total active enrolment of 170 students with the highest enrolment of 114 in August.

	2017	
	Actual Enrolments	Active Attendance %
February	116	32.8%
March	94	35.1%
May	90	45.6%
June	103	34.0%
August	114	37.7%
September	108	38.9%
October	101	24.8%
November	101	28.7%

% Attendance	Semester 1 2017	Semester 2 2017	Whole Year 2017
75-100%	14	8	9
50-75%	30	28	29
25-50%	35	42	57
0-25%	56	44	54
Number of students departing	47	36	83
Total numbers of students attended	135	122	149
Not attending but connected	12	9	21
Overall (total number plus those connected)	147	131	170



### Curriculum – Learning Choices Program

The St Joseph's Catholic FLC provides holistic learning experiences that address the social needs of students and promotes their emotional, physical, spiritual and academic development. The purpose of the learning experiences is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

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

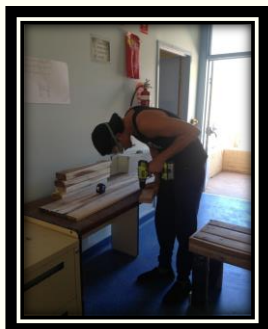
### Subjects offered in 2017 at various year levels:

YEAR LEVEL	CORE	Cross-curricula
Year 7- 9	Literacy Numeracy	Integrated learning projects

Following the introduction of SACE subjects last year, St Joseph's Catholic FLC continued to encourage the senior cohort to participate in Stage 1 Essential English and PLP.

The VET offerings in Art and Music from last year were dropped in 2017 due to the lack of availability of specialist staff in these areas. The CERT 1 in Hospitality was introduced in 2017. New options were introduced in Semester 2 with a view to continuing and consolidating in 2018. Accreditation in the VET courses is expected in 2018.

YEAR LEVEL	2017 SACE Subjects	2017 VET Certificate Courses
Years 10 - 12	<ul style="list-style-type: none"><li>• Personal Learning Plan</li><li>• stage 1 Essential English A&amp;B</li></ul>	<ul style="list-style-type: none"><li>• Certificate 1 Functional Literacy</li><li>• Certificate 2 Functional Literacy</li><li>• Certificate 1 in Work Preparation</li><li>• Certificate 1 Vocational Pathways</li><li>• Certificate 1 Hospitality</li></ul>



## Learning Outcomes

Outcomes for Year 11- 12 Students	
<b>Cert 1 in Work Preparation</b> - 10 enrolled	- 6 Have successfully completed 1 unit of competency
<b>SACE Stage 1 Essential English</b>	8 young people completed 4 assessment tasks to gain 10 credit points towards SACE

In 2017 a program of electives was introduced for the afternoon learning sessions. A wide variety of activities was negotiated between staff and young people based on interests and skills. The following table shows the extent and variety of the activities offered. Although no formal assessment was linked to the electives, the aim was to develop organisational skills and routines with a view to establishing a degree of commitment to the core principle of 'participation'. The theme for the year was very much, 'let's have a go' and see what we can do. A certificate of participation with a simple rubric highlighting interest and effort was awarded to students at the end of the reporting period in semester one.

## Electives

Music	Cooking	Get Physical
Aboriginal Language Studies	Construction	Swimming
Young Peoples Voice	Duke of Edinburgh	basketball
Robotics	School Magazine	tennis
Art	Land Management	Soccer
Drone Project	Hairdressing	Volleyball
Circus Skills	Wing Chung	bowling

## NAPLAN

St Joseph's Catholic FLC, encourages all young people in years 7 and 9 to participate in the NAPLAN testing. Unfortunately, due to the transient nature and variable attendance of the cohort, participation was sporadic. Of the seven students in year 7 and eleven year 9 who participated, one student was resulted as being at national standard in all three areas of literacy, the rest were below national and state level. This was the first year that any students at the Flexi had actually attempted NAPLAN. This was an encouraging sign that students were willing to engage and 'have a go'. Due to the low level of completion, or lack of completion, we do not have data reports.

## Co Curricular Activities

The Centre provides extensive opportunities for young people to participate in co-curricular or non-classroom activities at their level and within their areas of interest. Participation is encouraged. The broad range of opportunities or choices for young people includes activities that are described as cultural, sporting, and intellectual and/or service related.

Co Curricular Activities offered at St Joseph's Catholic FLC in 2017:

Cultural	Sporting	Intellectual	Service
Back to Country camps and Day Trips	7 a side soccer team in local completion & EREA National Football Competition	Drivesafe	Recycling
Bush Medicine and Bush Tucker	Male AFL teams in school competition	Drumbeat	St John's First Aid Training
Yungbul Mob Immersion and Exchange with St Patrick's Strathfield	Athletics carnival		
Canberra Girls Trip and Exchange with St Clare's College			
Duke of Edinburgh			

### Special Programs that Produced Improved Outcomes for Young People

St Joseph's Catholic FLC used the following programs to improve engagement of young people and family members during 2017.

- Bush tucker activities including, making traditional healing lotions and seed collection.
- Community Lunch for young people, families/carers and wider community each term.
- Soccer – 7 a side team in local Monday night competition.
- Soccer Wellbeing Program and trip to the EREA National Football (Soccer) Competition in Brisbane (as outlined below).
- AFL – male teams competing in local school competition.
- Girls only camp to Canberra.
- Providing breakfast, lunch and take home meal packs (when requested) free of charge.
- Offering a door to door bus service for young people with transport issues.
- School Holiday program that offered activities across all school holidays during 2017. Youth Workers also made home visits and ensured young people were prepared for school after holiday breaks.
- Yungbul Mob and St Patrick's College Strathfield, Sydney Exchange (as outlined below):

### Yungbul Program

There are a number of negative issues, which impact on the lives of our young people and their families and unfortunately there is sometimes a widespread view that men are the causes/culprits of these negative issues.

A lot of young men are growing up believing they are the problem. We want them to learn and start believing, that in fact, they are the key to helping solve some of these problems in our community. We aim to do this through engaging with key community organisations/services and regular camps. The Yungbul program involves an immersion experience to St Patrick's College in Sydney. Seven young men accompanied by two staff visited the school to exchange knowledge, language and culture. This was a valuable experience in leadership for the young men and a very positive step towards reconciliation. Two of the Yungbul fellas were invited to study at St Patrick's in term three. Unfortunately, due to family obligations, one had to return after only a week, but the other one enrolled at the College for the remainder of term three. A group of year 11 students and staff from St Patrick's made a turn visit to St Joseph's at the end of term three. They participated in many Flexi activities and helped in the organization and running of the Flexi Athletics carnival. This program is now a regular partnership and exchange between our two schools

### Soccer Wellbeing Program

This program used football (soccer) as a means to engage a group of young men in a wellbeing program. This program focused on the following three very important foundations:

**Physical** - Our young people attended every Monday and Tuesday for gym, skills and game training sessions, from the Australian Football National Curriculum that included high intensity training and recovering sessions as well as learning about how to live and eat in a healthier way.

**Mental** - Our young people attended a 5 session mindfulness course in Alice Springs. The mindfulness sessions were designed to support our young people in developing mindfulness skills to assist them in everyday living. Sessions provided a range of activities and skills training, including guided instruction in mindfulness meditation, mindful movement and walking meditation. Classes were highly participatory, supportive and structured.

**Spiritual** - Our young people met with significant Central Australian elders, with the intention to connect/re-connect young people with their culture. This included outdoor activities such as;

- Smoking ceremonies,
- Making of bush medicine, and
- Cooking bush tucker.

In addition, our young people were able to form a combined team with students from St. Edmund's, Ipswich for the inaugural EREA Football Competition in Brisbane. This opened up an opportunity for an ongoing relationship between our two Edmund Rice schools. The project concluded with our participation in the EREA National Competition. Eight young people from our school, six players from St. Edmund's, Ipswich, formed our team, Falcons United FC.

### Girls Canberra Camp

In 2017, it was noted that there was no specific program for female students linked to wellbeing goals. In view of this, a girls' only camp was organized for the first time. The aims of the camp were linked to wellbeing and attendance goals in response to school data that indicated that girls were less inclined to participate in school on a regular basis compared to the fellas. The camp included a full educational program visiting Canberra locations such as Parliament House, War Museum, Sports institute and Australian Museum. The girls were also exposed to experiences completely outside their comfort zone such as participating in a skiing lesson. For most of them, this was the first time they had seen snow. The girls also had the opportunity to visit and connect with students from St Clare's College, a girls Catholic College in Canberra.

### Duke of Edinburgh Bronze Award

In 2017, St Joseph's offered its young people the opportunity to participate in the Bronze level of the Duke of Edinburgh Award. The non-competitive nature of the award allowed young people to set their own pace, goals and levels of effort in four key areas:

**Service-** volunteering in the community

**Physical recreation** -focusing on personal fitness and recreation

**Skills-** focusing on extending prior interests and hobbies or learning new ones

**Adventurous journey-** undertaking a journey with others to an unfamiliar location to develop team skills, problem solving and leadership qualities

Under the guidance of the FLC staff mentors, seven students achieved Bronze by the end of the year and five of them attended the Awards night to receive their certificates presented by Ms. Dale Wakefield, Minister for Territory Families. The flexible nature of this program with its self-paced completion allows each young person to achieve at their own pace and level of confidence. The program will be extended to years 9-10 in 2018 due to its success and popularity this year.

### Athletics Carnival

In keeping with the theme of new experiences, the FLC hosted its very first athletics carnival in term 3. This was new for all the students many of whom were used to the familiar sports of soccer and AFL, but had not tried track and field events. The day was a great success, with the participation of students from St Patrick's who were able to demonstrate the various events, and motivate the Flexi young people in having a go with something new.

### Drive Safe Program

In 2017, the Drive SafeNT program was offered to young people sixteen years old and over. The program allowed them the opportunity to learn safe and legal practices while using the roads as drivers, passengers and pedestrians. The program involved a trainer coming to the Flexi and working with ten of the senior young people to sit their learner test and also some basic first aid training and awareness. The program will be extended into next year when the young people will be able to do the practical driving lessons under the guidance of a local driving school. The cost of the program will be funded by a grant from the MacKillop Foundation.

### Connections with other agencies:

#### 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. This year St Joseph's continued to form close links with congress and encouraged many of our young people to seek advice and health services.

#### Gap Youth and Community Centre

Gap Youth and Community Centre (GYCC) have a number of youth programs and facilities that our young people can utilise from a Reconnect Program (which provides support to youth at risk of homelessness), internet cafe, media program, gym, music studio and an industrial kitchen. Some of our young people were assisted to take advantage of these services.



### St Patrick's College Strathfield, Sydney

St Patrick's is an EREA Boys College in Sydney who have been on immersion trips to our school here in Alice Springs since 2013. See the Yungbul Program that has continued this connection.

### EnviroBank

This year the fellas going on Soccer camp to Brisbane raised money for their trip through recycling. This was also a valuable lesson in raising awareness about environmental issues in Alice Springs as well as the wider context.



### Year 12 Cohort 2017 Post School Destination

Of our nominal Year 12 Cohort, three young people left with the intention of looking for employment. One other was involved with Youth Justice at the end of the year, and one destination unknown. Most of the other Year 12 young people returned to continue their program in 2018.

### End of Year Formal

In 2017, St Joseph's saw many successes across the whole school. In particular, the senior young people achieved merit for the first time in many areas such as Essential English (SACE), driving, Duke of Edinburgh and sports carnivals. To acknowledge and celebrate their success the Flexi organized its very first Senior Formal. The occasion was supported by the Alice Springs community with donations of clothing and other services, such as makeup and hair. For all our young people this was their first formal and they certainly rose to the occasion. The event was reported on national ABC and got wide praise from across the nation with numerous likes on our Facebook page as well as personal emails of congratulations to the Flexi staff and young people.

### Staffing

#### Staff Professional Development Priorities 2017

St Joseph's Catholic FLC is committed to the ongoing professional development and formation of staff. This continues to enrich the educational opportunities provided for our young people and models to our young people the modern reality of lifelong learning. The average amount spent per staff member in 2017 on professional learning was approximately \$841 including travel costs associate with attending professional learning opportunities beyond Alice Springs.



Staff Member	In-service/Course/Conference	Date:	Support/Funding
All	Work practice reflection and planning day - each term Youth+ Practice Development PD	1 day/term	CWFS Network Team
Teaching Staff	Working with CEO T/L staff to create Whole School Literacy / Numeracy Plans	4 days in Semester 2 each semester	Youth+ Institute St Joseph's
New staff	New Staff Days - Induction program for new staff (2 days): Trauma Informed Practice; Working with the Principles; Child Protection Training, Code of Conduct; Formation in EREA	2 days in March in either Brisbane or Melbourne	Youth+
Head of Curriculum	Curriculum meetings –CEO Darwin	4 days	NT CEO
All	First Aid Training- CPR, Asthma, Anaphylaxis	1 day	St John's
1 Teacher	Middle Leaders Development Program	Various	NT CEO
1 Teacher	SACE Moderation	various	NT CEO
Campus Principal	Head of Campus PD CEO Principal's PD	10 days	Youth+ & NT CEO

All staff engage in an Annual Performance Development and Review Process. Teaching Staff also engaged with the Australian Institute for Teaching and School Leadership (AITSL) Standards, as part of this review process and Teacher Registration. Our Youth Workers have been utilising the areas of the Youth Sector Code of Ethical Conduct.

#### Staff Qualifications

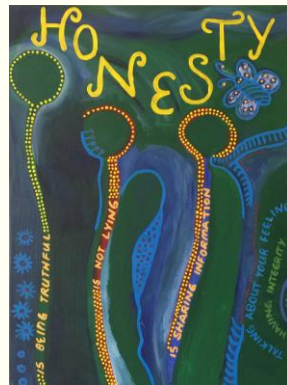
Staff	Number
Total number of Teachers	9
Total number of Support staff	11
Total Number of Staff	20

Qualifications	Teaching Staff
Certificate	7
Graduate Certificate	
Diploma	
Graduate Diploma	1
Post Graduate Diploma	1
Bachelor Degree	10
Masters Degree	1
Doctorate	
Other	

## Staff Absence

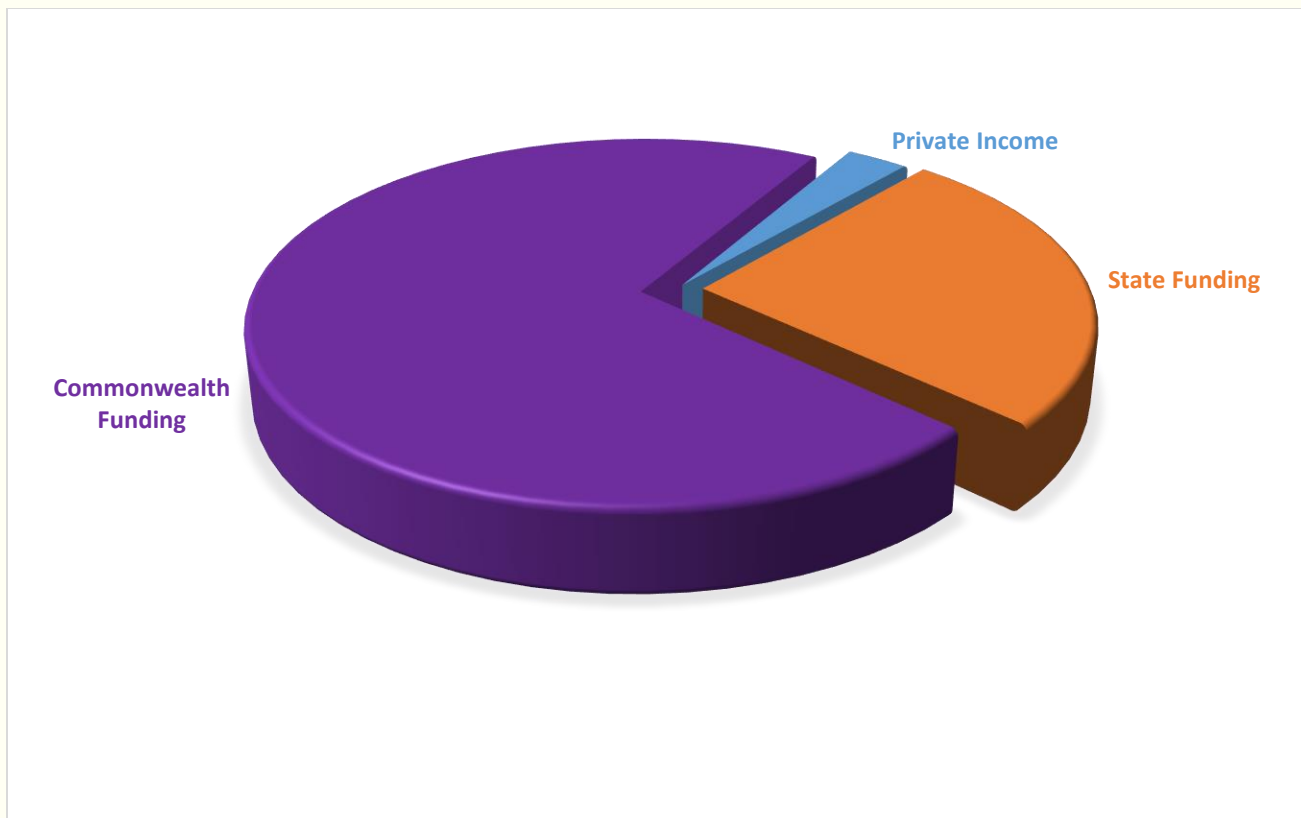
The average attendance rate for teachers in 2017 academic year was 98.7%. The average attendance rate for non-teaching staff in the 2017 academic year was 98.4%. These figures do not take into account days away from school for Professional Development that was accessed over the calendar year.

The low rate of sick leave accessed, demonstrates that temporary relief staff are not generally used in Flexible Learning Centres, due to the importance of relationships in working with our young people.



## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH	\$
Recurrent income		
School fees		
Other fee income		
Private income	107,907	
State government recurrent grants	929,612	
Australian government recurrent grants	2,591,034	
Total recurrent income	3,628,553	
Recurrent Expenditure		
Salaries; allowances and related expenses	2,140,816	
Non salary expenses	965,905	
Total recurrent expenditure	3,106,721	
Capital income and expenditure		
Government capital grants		
Capital fees and levies		
Other capital income	0	
Total capital income	0	
Total capital expenditure	89,549	
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance		
Total closing balance		



### Information Communication Technologies

In recent times, substantial change has occurred in the provision of computer hardware and software for young people and staff. Professional development continues to enhance the skills of staff in this important facet of learning. Information management has become a critical literacy. Integration of technology within all learning continues to evolve across the variety of the school's subject offerings.

The IT infrastructure for Youth+ was expanded. Staff and young people have access to ITC resources and are used to enhance teaching and learning across all years.

### School Review/Survey

St Joseph's Catholic FLC also completed the annual School Improvement Renewal Framework process with the Catholic Education Office with commendations and recommendations are formulated into the Annual Improvement Plan based on the current 2017-2019 Strategic Plan. Key areas of this plan relate to enhancing the initiatives in relation to Teaching and Learning as well as Catholic Identity. A whole school community survey was undertaken in 2017 as part of our Service Agreement Report. The young people, families/carers, staff and wider community participated in this survey.

### Progress Towards Goals for 2017

The Central West Flexi Schools Network Leadership recognise the value of strategic planning for the long term, sustainable development of programs, capital and human resources, the minimisation of exposure to risks and to assist fidelity of operation to mission. Operational goals are set each year in consultation with staff. The following outlines achievements in reaching goals in 2017 articulated in the 2016 Annual Report.

Throughout 2017 the following goals that were articulated:

- A broader range of SACE and VET courses was established.
- A wellbeing rubric was continued to be used to gather qualitative data around this area.
- Professional development for staff in curriculum planning, assessment and reporting.
- Focus on attendance strategies to keep young people connected and engaged.
- Catholic Identity and connections to the local parish were strengthened. This included school religious celebrations and a staff retreat day.

## 2017 Milestones

Throughout 2017 the following milestones were achieved at St Joseph's Catholic FLC:

- School population of over 100 young people was maintained. In the August census 110 young people were enrolled at the FLC.
- 170 young people were enrolled in the FLC during the course of 2017.
- Teachers worked with CEO staff and the CWFSN Assistant Principal -Teaching and Learning to implement a Whole School Literacy and Numeracy Plan.
- Acting Head of Curriculum and Head of Wellbeing were appointed internally to build staff capacity and support wellbeing, and teaching and learning in the Centre.
- New literacy and numeracy assessment processes, MAI for maths and PROBE2 for reading comprehension, were implemented to give base line assessment data.
- Wellbeing rubric implemented and used to track wellbeing outcomes
- Continuation of Yungbul Immersion to St Patrick's Strathfield. A group of seven young fellas and two staff spent one week attending St Patrick's who also continued their Immersion to St Joseph's Catholic FLC in term 3, 2017.
- Successful participation of male teams in local school AFL competition.
- A 7 a side soccer team in the local men's competition and the Soccer Wellbeing program involving participation in the EREA Schools National Competition in Brisbane.
- Inaugural Girls camp to Canberra.
- First ever Flexi Athletics Carnival.
- Flexi Yearbook published at end of 2017.
- First Formal for Senior Students.
- Seven YP completed Bronze Duke of Edinburgh Award.
- Eight YP completed 10 credits of SACE Essential English.
- Five YP completed 1 unit of competency in Workplace Practices.

## Goals for 2018

In 2018 emphasis will be given to:

- Strengthening the Whole School Literacy and Numeracy plan.
- Increasing the Accredited Learning Options for young people enrolled at St Joseph is including VET and SACE.
- Improved collaborative practices among staff across all areas of wellbeing and curriculum.
- Stable staffing numbers and improved staff recruitment/retention.
- Enhancement of both attendance and wellbeing tracking, support and intervention programs.
- Maintaining enrolments at over 100.
- Greater involvement in community projects and programs.
- Closer links with families of the young people attending St Joseph's.
- Improving attendance.
- Closer working relationships with Elders.
- Involvement of the local parish priests in the life of the St Joseph's.
- Development of a Cultural Toolkit to better inform practice.
- Building the understanding of the Youth+ Education model amongst all staff.
- Imbedding the Berry Street Trauma Informed Practice ideas into the practices across the school.

## Conclusion

2017 was a challenging year for the St Joseph's Catholic Flexible Learning Centre community. The challenges of recruiting and retaining quality staff meant that the full complement of staff were not employed until Semester 2. The changes in leadership at the centre and the staff turnover facilitated the need for a practice support and professional development plan to be implemented in the second semester. This plan included a targeted professional learning visits to other EREA Youth+ Flexible Learning Centres in South East Queensland.

It is pleasing to see the achievement of our young people being recognised and celebrated in this community. St Joseph's looks forward to supporting more young people to achieve positive learning and wellbeing outcomes in 2018.

***Sitinder Bahia***

Campus Principal

St Joseph's Catholic Flexible Learning Centre

***Gerard Keating***

Network Principal

Central West Flexi Schools Network