



St Joseph's Flexible Learning Centre North Melbourne

2022
Annual Report to the School Community



Registered School Number: 2079

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Minimum Standards Attestation

I, Anthony Stockwell, attest that St Joseph's Flexible Learning Centre is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

Except aspects of the governance minimum standard and of the Child Safe Standards which are the responsibility of The Trustees of Edmund Rice Education Australia, the governing body of St Joseph's Flexible Learning Centre. The governing body is undertaking work in consultation with the Catholic Education Commission of Victoria Ltd and St Joseph's Flexible Learning Centre towards being fully compliant.

13/04/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Vision and Mission

VISION

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

MISSION

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

College Overview

St Joseph's Flexible Learning Centre (FLC) is a co-educational Catholic Specialist Secondary School within the Diocese of Melbourne. St Joseph's FLC operates within the policy and compliance framework of Catholic Education Melbourne, the Department of Education and Training (DET) and Edmund Rice Education Australia (EREA), a national association that owns and governs EREA schools, that includes Flexible Learning Centre's. St Joseph's FLC commenced operation as a registered school in 2012 and has grown to meet the needs of young people from around Melbourne aged 12-25 years through its campuses in North Melbourne, Geelong (2016) and a Colac outreach through the Geelong Campus.

The philosophy of St Joseph's FLC draws on the spirit and vision of EREA and the Nano Nagle Network principles of operation. It has a clear commitment to social justice and stands in solidarity with disenfranchised young people of all social, cultural and religious backgrounds. The philosophy also has a practical focus, based in the application of four core principles among all community members. These principles are Respect, Safe and Legal, Participation and Honesty. In essence, the principles establish common ground among staff members, young people, parents, guardians and carers. These shared principles provide a means to resolve conflict, negotiate learning, recognize rights, model and explore responsibilities and consequences, both within the group, individually and as members of the broader community.

St. Joseph's FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disengaged from mainstream education. Young people who enroll at the St Joseph's FLC come from a variety of language, cultural and religious backgrounds, with particular sensitivity to young people from backgrounds of socio-economic disadvantage.

At St Joseph's FLC, young people are exposed to learning experiences that develop understanding and appreciation of the diverse cultural values that constitute Australian society. Learning experiences also build self-confidence and esteem in students, promote an optimistic view of their potential and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life. In conjunction with their teachers and wellbeing workers, young people draft personal learning plans with articulated educational adjustments and pathways, thus meeting their individual needs within a diverse and inclusive learning community. Each campus offers the Victorian Curriculum and Victorian Certificate of Applied Learning (VCAL) and outreach school programs.

- The VC class aims to deliver an integrated curriculum for young people who are working at level 7-10.
- The VCAL program delivers Foundation, Intermediate and Senior VCAL. Young people enrolled in VCAL also have the opportunity to enroll in Vocational Education and Training.
- In Geelong, the Koori Culture Class (KCC) aims to deliver a culturally appropriate curriculum to young people who are interested in discovering more about their cultural identity.
- The Student Support Stream delivers a number of programs focused on supporting young people to re-engage into our school community.
- GTC Program to support the waitlist of young people wanting to engage at the Geelong Campus

- OBP program for young people who are finding the Operation by Principles framework challenging, particularly the principle of Safety, to engage in learning in different ways.

The SJFLC learning program is continually adjusted to meet the needs of young people. Social emotional learning is a major component of this. Our approach to addressing the wellbeing needs of young people is both multi-faceted and multi-dimensional, and involves an integration of learning and wellbeing, through the development and implementation of internal and external partnerships focussed on improving a young person's learning and wellbeing.

Principal's Report

St. Joseph's Flexible Learning Centre is a vibrant community of young people who have made the choice to re-engage in an education program and model that best suits their individual learning needs. We have Campuses in North Melbourne and Geelong and we support a small group of young people who live in Colac. One of our most important goals this year was to register a Campus in Colac for 2023. We wanted to make sure that this group of young people, and any future young people from Colac, had the facilities and program that they deserve and that allow them to flourish.

Our communities operate on a trauma informed practice framework; Operation by Principles. These Principles; Honesty, Safe and Legal, Participation and Respect, serve as a structure for how our schools work together to find common ground. When we find Common Ground we are acknowledging that everyone comes to school with different experiences and expectations and that, in order to create a safe and inclusive environment, we need to be aware and respectful of this.

As a Special Assistance School we have the privilege and responsibility of offering a very individualised program that ensures we are meeting the needs of the young people that bravely make the choice to re-engage in education. When we meet young people, and their families or key adults, we make sure to let them know that enrolment in our school is their choice and that they should interview us to make sure that this is the right school for them. In our schools the concept of choice is very important.

During this school year we had the opportunity to test a full year of re-engagement following the COVID Pandemic. This meant that young people were able to return for their full year of school with no lockdowns. We wanted to make sure that we didn't lose the learnings from the previous years, which were that many young people prefer an online model of education. It is because of this that we ran a pilot virtual learning program and worked alongside this to develop a fulsome dual engagement model of education that includes both online and face-to-face engagement with school. We look forward to continuing to develop this model and to launching the program in 2023.

This year also saw us continuing significant work with the development of our Senior Education programs given the changes to the VCAL program in Victoria. We look forward to offering both the VCE and Vocational options to our young people in the 2023 school year.

This year saw the implementation of Ministerial Order 1359 which provides the framework for child safety in schools. Child Safety is our core business and we acknowledge that it is a huge responsibility to do everything we can to make sure that our schools are safe, inclusive and diverse. We are fully committed to being child safe communities.

I am in awe of our young people and staff members who make the choice to be part of the community at St. Joseph's Flexible Learning Centre.

Catholic Identity and Mission

Goals & Intended Outcomes

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

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

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

We continue to focus on being aware of Catholic and multifaith based celebrations. It is important to our diverse and inclusive communities that we provide opportunity for inclusion of all faiths and spiritualities.

Achievements

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

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

VALUE ADDED

- Global Connection Increased
- Wellbeing Support

Learning and Teaching

Goals & Intended Outcomes

In 2022, St Joseph's Flexible Learning Centre (SJFLC) set out to support as many young people as possible to re-engage with their learning. Coming off two disrupted years due to Covid it was a focus of the school to ensure that students felt comfortable to return full time to school and that they had access to a safe and welcoming place of learning. As with 2021, the school helped many students to complete Victorian Certificate of Applied Learning (VCAL) outcomes in addition to individually progressing each of their goals as outlined in the respective Personal Learning Plans.

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

- Improved literacy and numeracy outcomes for all young people; and
- Consistent trauma informed pedagogical practices to ensure that the learning environment is safe, predictable, and optimal for learning.

With the additional focus...

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

Our programs are routinely reviewed to ensure the best learning opportunities for each student in our care. In the year levels seven to ten, an integrated learning approach is applied and utilises the capabilities and five key domains from the Victorian Curriculum: English, Mathematics, Technologies; The Arts; and Health and Physical Education. Young people enrolled in Senior School participate in the accredited Victorian Certificate of Education (VCAL). In addition, young people also participate in Vocational Education and Training (VET) opportunities which provide meaningful work experiences to equip our young people with the skills they will require as they transition into further study or work pathways.

Achievements

In 2022 we successfully supported young people to complete learning outcomes and units as part of their Victorian Certificate of Applied Learning (VCAL). As was to be expected there were an increased number of students completing certificates at the end of 2022, as onsite learning provided greater provision of applied learning tasks. This was additionally important in 2022, as it was the final year of the Foundation and Senior VCAL, as the Victorian education system moves to offer the Victorian Certificate of Education Vocational Major. In 2023 the school will continue to support some students through their intermediate VCAL, as many young people achieved positive results in 2022 and thus only need to complete a handful of outcomes to achieve their high school certificates.

SJFLC continued to support many young people to progress through their Victorian Curriculum learning program, with young people demonstrating a commitment to their learning and evidencing a preparedness to undertake the new senior Victorian Certificate of Education study programs in 2023.

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

The 2022 school year saw the re-introduction of the schools weekly Out and About programs. Though there were some opportunities in the 20-21 school years to engage with learning offsite, the restrictions of Covid made it difficult to plan for or to action. From walks in the Redwood Forests of the Otways and Snorkeling in the Bay, to trips to Job conventions and volunteering in wildlife reserves, the Out and About program in our schools is such an integral part of our curriculum, providing students with the opportunity to engage with learning through a genuine real-world encounter.

Throughout 2022, the school focused on our teaching and learning framework that brings both our wellbeing practice and Teaching and Learning approaches together. A strong focus on Numeracy, Literacy, Critical Thinking and Social Justice within the learning program compliments our Operation by Principals and Common Ground Practice Model, all intrinsically linked to the concepts of Catholic Social Teaching.

STUDENT LEARNING OUTCOMES

- Increased completion of VCAL certificates coming out of 2 years of Covid disruption.
- New Senior Program readied for 2023 academic school year.
- Improved Targeted assessment through introduction of ACER adaptive Testing.
- Trial and introduction of improved literacy supports including phonics intervention.
- Continued improvement on Victorian Curriculum planning and achievement through subject focused Professional Learning Communities.
- Procedures to incorporate improved planning for individual students adjustments, targeting specific needs implemented across the school
- Out and About program provided additional learning opportunities across both senior and junior curriculums.
- Electives provided students with access to opportunities to demonstrate their creative sides whether through art, music or the woodwork program.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	null
Year 9 Numeracy	null
Year 9 Reading	null
Year 9 Spelling	null
Year 9 Writing	null

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	***	-	***	***
YR 07 Numeracy	-	***	-	***	***
YR 07 Reading	-	***	-	***	***
YR 07 Spelling	-	***	-	***	***
YR 07 Writing	-	***	-	***	***
YR 09 Grammar & Punctuation	-	***	-	***	***
YR 09 Numeracy	-	***	-	***	***
YR 09 Reading	-	***	-	***	***
YR 09 Spelling	-	***	-	***	***
YR 09 Writing	-	***	-	***	***

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.

Student Wellbeing

Goals & Intended Outcomes

In 2022, our focus was to consolidate young people's engagement in education onsite, after two years of school closures due to COVID.

To strengthen the wellbeing support we provide to young people who present with significant barriers to engagement in education, we developed partnerships with the following youth focused support services:

- Youth Support and Advocacy Service (YSAS) who provide Alcohol and Other Drug (AOD) harm minimisation education and case management services.
- Lighthouse Foundation provides support to young people who have family members with a mental health diagnosis.
- Ready Set Australia who supports young people with pre-employment knowledge and resources.

In addition, we focused on upskilling staff through targeted professional development programs which focused on:

- Operation by Principles Practice Framework
- Mental Health First Aid
- 'Love Bites' training program to provide staff with the skills to identify and support young people in family or domestic violence relationships.
- Cyber Safety training delivered by Victoria Police.

The targeted wellbeing intervention and support programs delivered to and by young people included:

- Mental Health First Aid
- 'Blurred Minds' online AOD harm minimization program for young people
- Rainbow alliance, a LGBTIQ+ working group made up of staff and young people
- Koori Art and participation in the Koori Heritage Trust Art Show
- Pacifica cultural groups
- Student Voice through the Student Leadership Team and young person satisfaction survey.

Furthermore, we continued with great success to support young people to participate in our Collaborative Problem-Solving (CPS) processes when a young person has demonstrated that they are not operating in line with our school principles of Respect, Honesty, Participation, Safe and Legal.

Achievements

As a result of the robust wellbeing program at St Joseph's Flexible Learning Centre, we were able to offer target support to young people who presented with significant barriers to engaging in education and provide young people with important wellbeing education so that they can make informed life choices.

VALUE ADDED

- Young people are linked in with community support services to support their engagement in education, which they can continue to access beyond their time at St Joseph's Flexible Centre.
- Staff are highly trained in a range of wellbeing areas ensuring that our wellbeing teams are highly skilled professionals.
- Young people were empowered through harm minimization education and mental health first aid education to make informed choices about their own health and wellbeing.
- Increased community connectedness through community activities.
- Student voice through young person leadership program.

STUDENT SATISFACTION

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

STUDENT ATTENDANCE

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

For young people attending school on site, parents and guardians are responsible for ensuring that they notify the school to explain the absence of their young person on any particular school day. Notification may be provided to the school face-to-face, or via email, phone call or text message.

If the young person is expected to attend school on any given day and does not arrive by the commencement of the school day, or does not access transport support as arranged, the young person's classroom staff members will contact the young person and their carer as soon as is practical in order to seek an explanation of the absence.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If the staffing partnership are not able to reach a young person or their guardian, they are required to speak with the Program Director (NM) Head of Campus (Geelong) to determine what further action should be taken. Reasonable efforts will be made to ensure that the young person is safe. This may include contacting alternate carers or services (where consent has been previously given to do so). Follow up may also include contacting Child Protection or the Police where the Campus Principal or Head of Campus deems that the young person may be at risk of harm.

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

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

YEARS 9 – 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	179.0%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	41.0%
Y08	43.8%
Y09	41.8%
Y10	40.8%
Overall average attendance	41.9%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	null
VCE Completion Rate	null%
VCAL Completion Rate	null%

Child Safe Standards

Goals & Intended Outcomes

In the 2021 – 22-year child safeguarding continued to be a primary focus for St Joseph's. Previously identified thresholds (zero tolerance for child abuse and a commitment to the protection of all children from all forms of abuse) have been supported by initiatives that continue to recognise, respect and defend the rights of young people and all that are within our community's. St Joseph's FLC operations are also supported by the continuing work of those agency's that we work with, and we recognise the new laws (1 January 2023) supporting increased safety compliance and the work being done to support us an area that can be complex with the supply of quality resources and clarity.

SJFLC employs dedicated Child Safety personal to oversee the imbedding of Child Safeguarding in all parts of daily school life. The St Joseph's Principal leads a dedicated group of individuals who are focused on the culture that requires that child safety is a central focused of all at the school irrespective of role or position.

Child safeguarding is a program of continuous improvement, and this is achieved by the voice of all and the ongoing managing of the policy and procedures and improvements that staff are supported, trained and required to understanding, and adhere to. Our standards of safeguarding are not negotiable and all are committed to the maintenance and improvement of the systems that we use to protect our young people.

Achievements

Major achievements in relation to child safeguarding at St Joseph's FLC include:

- Child safety induction continues to be a focal point for all staff, this continues as a focus through
 - ongoing child safety training for all staff,
 - Mandatory Reporting and Child Protection training;
 - Information Sharing Training;

and

- Reportable Conduct Information Sessions.
- Continuing work to provide supported educational programs to allow a educational experience for all (i.e., blended and outreach).

Leadership

Goals & Intended Outcomes

During the 2022 school year the leadership team focused on building collaborative relationships. It was important, particularly as the team had been working offsite during the COVID lockdowns, that there were opportunities to bring the team together and to continue to flourish as a collaborative group supporting a large group of staff and young people who were still experiencing the impacts of covid and the rapid changes and expectations within education during that time.

As leaders we also worked to ensure that we were learning from and building on the positive things that came out of the pandemic which including a greater understanding of how our learners best learn and what we need to do to respond in an agile way to the needs of our communities.

In our schools we view all in our communities, including young people as leaders and managers. We provide regular opportunities for all staff and young people to participate in democratic decision making through professional learning days that we call TOP (Technology of Participation) days and through young leader's gatherings and groups.

We continue to be guided by our Strategic Plan and working towards our priorities-

1. Staff and young people participate in a safe and inclusive learning environment that is trauma informed, democratic, relational, and operates through the Four Principles of; Respect, Participation, Honesty, and Safe & Legal to establish Common Ground.
2. Young people's learning journey will be supported, enriched and captured through consistent meaningful and purposeful teaching and learning strategies.
3. Young people benefit from individual holistic wellbeing support to enable their engagement in learning and assist their opportunities for a successful future.
4. Effective organisational, administrative and evaluation systems and processes support staff to do their jobs, young people to learn and flourish, and meet all requirements of the systems in which we work.
5. Our work is guided by our Foundation Statement, the Charter for Catholic schools in the Edmund Rice Tradition and is faithful to a vision of education inspired by the Gospel. Our inclusive identity is enhanced by the fact that we are a national organisation that is leading in the field of flexible education.

Achievements

During 2022 SJFLC experienced significant changes in leadership due to a new Principal and Deputy Principal. As we know, changes in leadership can be unsettling for communities however the community responded with strength and showed that all staff and young people are truly leaders in our communities and are experts in leading and shepherding their own community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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

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

Proteus Leadership Training Mahana Cultural Training Minus 18 LGBTQI+ Training Berry Street Education Model

Operation By Principles Training Acknowledge This

Report Writing master class Master classes Run Weekly

Yearly and Biannual Required courses eg. First Aid, Code of Conduct and Child Safety Mental Health First Aid

BEYOU online modules

Number of teachers who participated in PL in 2022	80
Average expenditure per teacher for PL	\$3000

TEACHER SATISFACTION

No survey was conducted in 2022 due to significant changes in leadership.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	76.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	2.9%
Graduate	8.8%
Graduate Certificate	2.9%
Bachelor Degree	26.5%
Advanced Diploma	5.9%
No Qualifications Listed	70.6%

STAFF COMPOSITION	
Principal Class (Headcount)	8.0
Teaching Staff (Headcount)	66.0
Teaching Staff (FTE)	61.9
Non-Teaching Staff (Headcount)	97.0
Non-Teaching Staff (FTE)	96.2
Indigenous Teaching Staff (Headcount)	3.0

Community Engagement

Goals & Intended Outcomes

Increased engagement in classrooms through higher levels of direct teaching.

Increased engagement in on site learning after continued challenges with absences after Covid.

We also wanted to ensure we were prepared for the changes to the senior curriculum the following year. This involved being a part of the planning state wide as well as preparing our schools for the new learning structures in 2023.

Achievements

Student Leadership groups were formed across the sites. Looking to develop student voice and agency in our schools.

A high number of young people graduated through VCAL which indicated an increase in learning and motivation.

The change and development of several leadership roles across the sites.

On site celebration days to celebrate with young people and the communities at our schools.

Young person top days across the site provided amazing insight into student voice and supported planning for 2023

VALUE ADDED

Because of the VCAL timelines more young people were motivated to engage and therefore complete outcomes and full certification. Also meaning that young people are prepared for the 'Teach Out' program in 2023.

Due to a targeted focus on the Operation by Principles framework there was a strengthening of practice which resulted in an increase in student engagement and a stronger feeling of safety across our schools.

A stronger sense of community on each of our campus'.

PARENT SATISFACTION

No survey was conducted in 2022

Future Directions

With an effective growth strategy plan of increasing Flexible Learning Centres across Victoria being implemented, ensuring that strong leadership is appointed at each campus that is well supported by an effective coaching leadership model is imperative. With strong leadership supported by educational research on developing effective teams will greatly enhance our ability to achieve improved outcomes for our young people.

St. Joseph's Flexible Learning Centre, campuses in North, Melbourne, Geelong and Colac, will see new Heads of Campus, Instructional Leaders, and Program Directors. Each campus leadership team will be required to develop, document, and implement an engaging and effective teaching and learning curriculum and well-being and engagement initiatives and strategies that meets the needs of the young people attending their campus.

St. Joseph's will go through a strategic review in 2023 and set a four-year strategic plan, following the outcomes and evidence that is gathered. This review will analyse the evidence of achievements of young people over the past four years, recognising the strength of the program and areas for growth. It will then be the responsibility of each leadership team to set yearly measurable achievement plans that progressively builds to meet the four-year target.

We will continue to seek student voice and agency from all students who attend St Joseph's. Young people that are empowered in the collective responsibility to improve all areas of the school helps us build a community that cares about their school and learning.

We will continue to review both minor and major capital works projects that supports the physical resources at each campus to support the learning needs of all young people.

We will continue to invest in improved technology, programs, and devices that supports individual learning needs of all young people.

Saint Joseph's Flexible Centre will commit to the development of a virtual learning model that is supported by youth workers for young people that are not accessing any method of education. This unique program will strongly support young people who face additional challenges when leaving their own homes to access an educational program consistently.