

2023 Annual Report

to the School Community

St Joseph's Flexible Learning Centre



385 Queensberry Street,
NORTH MELBOURNE
VIC 3051

Principal: Chloe Hand
www.stjosephs.vic.edu.au
Registration: 2079 **E Number:** E1398



St Joseph's
A school for every journey



Blended
Learn your way in your time

Principal's Attestation

I, Chloe Hand, attest that St Joseph's Flexible Learning Centre is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act
- 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic). Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 25 March 2024

About this report

St Joseph's Flexible Learning Centre is registered by the Victorian Registration and Qualifications Authority (VRQA).

The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and

programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the school directly or by visiting the **St Joseph's School website**. Information can also be obtained from the **My School website**.

Governing Authority Report

St Joseph's School is governed by Edmund Rice Education Australia Victorian Schools Limited (EREA VSL) and offers a Catholic education in the tradition of Blessed Edmund Rice. As a registered Special Assistance School with campuses in North Melbourne, Geelong, Colac, Ballarat, and BlendED, St Joseph's School an inclusive, supportive school for 12- 25 year olds looking for an alternative to mainstream education.

EREA VSL commenced as proprietor for 6 Victorian schools on 1 January 2024. Enrolling over 7000 students, EREA VSL is responsible for the governance of schools. EREA VSL is guided by the EREA Charter for Catholic Schools in the Edmund Rice Tradition. The Charter articulates the vision, mission, and objectives for schools. The Charter calls St Joseph's School to be authentic to The Charter, which is a proclamation of an authentic expression of the Edmund Rice charism. St Joseph's School aspires to be faithful to the four touchstones: Liberating Education; Gospel Spirituality; Inclusive Community; Justice and Solidarity. The integration of the touchstones reflects St Joseph's School's mission and helps inform the authentic development of the Edmund Rice charism within the school community.

EREA VSL supports and promotes the principles and practices of Australian democracy in its operations and in the operations of the schools including a commitment to elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; and the values of openness and

tolerance. Edmund Rice Education Australia (EREA) was established by the Christian Brothers as a public juridic body to ensure the continuation of the Charism of Blessed Edmund Rice in the educational mission of the Catholic Church, especially through the schools governed and conducted in the Edmund Rice tradition. It was constituted, in accordance with the norms of canon law, as a public juridic person within the Catholic Church on 20 September 2012 on approval by the Holy See. It carries on its mission in the name of the Church ensuring that all schools and other apostolic activities are conducted in conformity with the beliefs, teachings, and laws of the Church.

Vision and Misson

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 is a co-educational Catholic Specialist Secondary School within the Diocese of Melbourne. St Joseph's operates within the policy and compliance framework of the Victorian Catholic Education Authority (VCEA), the Department of Education and Training (DET), and Edmund Rice Education Australia Victorian Schools Limited (EREA VSL).

St Joseph's Flexible Learning Centre (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), Colac (2023), and BlendED (2023). BlendED is a dual engagement program offering a virtual curriculum and intensive in-person wellbeing support.

The philosophy of St Joseph's is shaped by our adherence to our Faith Tradition, embracing our Catholic identity as part of Edmund Rice Education Australia Victorian Schools Limited (EREA VSL). Drawing inspiration from Jesus, Blessed Edmund Rice, Paulo Freire, and Dr. Miriam Rose Ungumerr Baumann, we strive to embody the core values of love, truth, justice, and compassion in our endeavours. Our firm dedication to social justice extends to standing in solidarity with marginalised youth from diverse social, cultural, and religious backgrounds.

This 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. 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, and model and explore responsibilities and consequences.

St Joseph's offers an inclusive and non-discriminating learning community to young

people, who for a variety of reasons, have become disengaged from mainstream education. Young people who enrol at the St Joseph's come from a variety of language, cultural and religious backgrounds, particularly prioritising young people from backgrounds of socio-economic disadvantage. Actively engaging with diverse communities, we celebrate cultural richness, ensure cultural safety and promote understanding, dialogue and unity.

Teaching and learning are characterised by small class sizes, a flexible curriculum that draws on individual interest and needs, and an approach that encourages learner empowerment and autonomy. Learning experiences are holistic and address the social and emotional needs of young people, promote wellbeing and develop cognitive and academic skills. Learning experiences are linked to educational outcomes and delivered through the Victorian and national curriculum frameworks, in addition to accredited vocational education and training courses. Aligned with our social justice mission, we encourage students and staff to extend their reach beyond themselves, advocating for equity, respect and compassion for all.

St Joseph's empowers young people to take personal responsibility for their actions and learning, feel enhanced wellbeing and achieve greater autonomy and self-reliance, to engage in the transition to further education training, and/or employment and to negotiate positive steps to young adulthood.



North Melbourne Campus

Principal's Report

I have had the privilege of having worked with St Joseph's for 12 years and each year our wonderful young people and their families guide our priorities and areas of focus. In 2023, because of strong community advocacy, we opened the third Campus of St Joseph's in Colac. Many young people and families from this area had already been engaged in our school through the Geelong Campus, and we were delighted to open this Campus to ensure that the young people from this community had a home for their learning, in their local area.

St Joseph's also opened our dual engagement program, BlendED, which is a virtual curriculum program that also offers intensive wellbeing support that aims to support young people and families to remove or reduce the barriers that young people may be facing. This program was developed because of the positive outcomes for some young people during the Covid lockdown period. For many, that time created a safe and secure place for learning and the challenges of leaving the home, catching public transport, and making social connections did not exist during this time. Through BlendED we want to ensure that all young people have access to education, which it is their right to do so, and that we are all working together on supporting young people to build the capacity and the tools to engage more broadly in the community.

The registration of our Ballarat Campus has been completed and we have purchased, and are completing a capital project on a beautiful building, that will provide education to more than 120 young people when it opens its doors in 2024. We have had strong community support from local high schools, youth service agencies, the Diocese of Ballarat Catholic Education Limited (DOB-CEL), Melbourne Archdiocese of Catholic Schools (MACS), and our governing authority, Edmund Rice Education Australia (EREA).

It is very exciting that St Joseph's has grown to support and provide education opportunities to more young people, and we look forward to continuing to work in areas that seek out and need a school such as ours.

There are too many achievements and celebrations from each of our campuses and our young people to mention individually. It is important that we all celebrate the formal achievements of each young person as they complete their senior curriculum, VET certificates and other micro-credentials. There are also many young people who may not choose or not be interested or ready to participate in formal certificates, and it is essential that we continue to celebrate and encourage the dreams of those

who are budding entrepreneurs, musicians, artists, community leaders, and those who are focusing on improving their health. All the aspirations of our young people are valid, important, and cherished, and we are lucky to be in a changing time in education, that better understands the diversity of young people.

I offer my gratitude to all who trust our schools to educate, support and keep safe our young people. We take this responsibility and privilege very seriously.



Chloe Hand - St Joseph's Principal

Catholic Identity and Mission

Goals and Intended Outcomes

Goal

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

The St Joseph's 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.

Value Added

We aim for a culture aligned to the Charter for Catholic Schools in the Edmund Rice Tradition:

- Liberating Education: Empowering students to seek truth, justice and transformation.
- Gospel Spirituality: Nurturing a deep relationship with God and living out Gospel values.
- Inclusive Community: Fostering belonging, harmony, respect and solidarity.
- Justice and Solidarity: Advocating for justice, especially for the marginalised.

Learning and Teaching

Goals and Intended Outcomes

Goal

Young people's learning journey will be supported, enriched and captured through consistent meaningful and purposeful teaching and learning strategies.

Intended Outcomes

1. Positive improvement in literacy and numeracy.
2. Meaningful and applied VCAL curriculum with consistent systems and processes that enable young people to engage in learning, gain qualifications and experience positive work placements.
3. Meaningful 7–10 curriculum that enables young people to achieve their academic and wellbeing goals and are prepared for senior learning pathways.
4. Significantly vulnerable young people are engaged in short-term, intensive, personalised and flexible learning pathways to enable their progression into on-site learning programs.
5. Elective activities are aligned with young people's learning goals and interests, and achieve high levels of engagement and completion.

Senior Secondary Outcomes

VCAL Completion Rate (VCAL Intermediate) - 88.90%



Student Wellbeing

Goals and Intended Outcomes

Goal

Young people benefit from individual holistic wellbeing support to enable their engagement in learning and assist their opportunities for a successful future.

Intended Outcomes

1. All staff work collaboratively to establish classroom design, culture and practices that support young people's learning.
2. Coordinated, external service relationships and partnerships support young people's wellbeing needs.
3. Young people's wellbeing is effectively supported and our practice is informed through annual evaluation.

Achievements

Developing student wellbeing is integrated into all programming and classrooms. Wellbeing and positive psychology are fully integrated into the curriculum of the skill through the explicit teaching of a growth mindset and character strengths. Our focus on wellbeing is a whole-school approach. Wellbeing leaders and support staff are in every classroom supporting trauma-informed learning and wellbeing.

Leadership

Goals and Intended Outcomes

Goal

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.

Intended Outcomes

1. Our facilities are fit for purpose, attractive, inclusive and compliant.
2. Our diverse funds, budgets and resources are managed ethically and responsibly to ensure the best outcomes for our young people, and to comply with systemic accountabilities.
3. Our staff are supported, developed and managed guided by clear policies and procedures.
4. Our compliance systems and processes at all levels mitigate risk; ensure that data collection and accurate reporting meet the requirements of registration and funding bodies; and are of high quality and timely.
5. Our administrative processes and procedures support staff across the network to do a quality job.
6. Scenarios, models and opportunities for a sustainable future are developed over time and inform the development of flexible education in the Nano Nagle Network.

Staff Composition

Principal Class (Headcount)	9
Teaching Staff (Headcount)	71
Teaching Staff (FTE)	67.1
Non-Teaching Staff (Headcount)	117
Non-Teaching Staff (FTE)	111.2
Indigenous Teaching Staff (Headcount)	5



Community Engagement

Goals and Intended Outcomes

Goal

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 and Legal to establish Common Ground.

Intended Outcomes

1. All staff confidently work together and with young people within the Operation by Principles Framework, through Common Ground.
2. Trauma Informed Practice underpins all practice, rhythms and routines.
3. Effective leadership across all levels supported by professional development, coaching and opportunities for directing projects and influencing change.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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

For more detailed information regarding our school please visit our website at www.stjosephs.vic.edu.au



ST JOSEPH'S SCHOOLS
web stjosephs.vic.edu.au

BLENDED
web stjosephs.vic.edu.au/blended

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BALLARAT

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Here at St Joseph's, we acknowledge the Aboriginal Peoples as the Traditional Owners of the Country/s on which our schools and offices are located. We also acknowledge the Torres Strait Islander Peoples as the Traditional Owners of the Torres Strait Islands. We pay our respects to Ancestors, Elders, and leaders of the future as well as to Aboriginal and Torres Strait Islander members of the St Joseph's community. St Joseph's values the spiritual connectedness and relatedness to Country and to all living systems of the world's oldest continuous living cultures. Sovereignty never ceded. We value Aboriginal and Torres Strait Islander Knowings and recognise and honour their stories, cultures, and achievements as we walk together for mutual liberation and a truth-telling history for all Australians. In this spirit, we are accepting the invitation contained in the Uluru Statement From The Heart to listen to the First Peoples of Australia and work together for reconciliation, justice, equity, and healing. St Joseph's School is a safe, diverse and inclusive learning community.