

St Joseph's Flexible Learning Centre

# 2024 Annual Report

## to the School Community



385 Queensberry Street, NORTH  
MELBOURNE VIC 3051  
**Executive Principal:** Michael Crowe  
[www.stjosephs.vic.edu.au](http://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, Michael Crowe, 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 23 May 2025*

# 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), BlendED (2023) and Ballarat(2024). 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.



# Principal's Report

As I commence in a new role as Executive Principal for Saints College. I am truly grateful for the opportunity to continue working alongside the incredible young people, families and staff in our special learning community. After 10 years working within the organisation across a number of roles. I am now supported by incredible teams who not only understand the vision and mission of Saints College, but who are able to live it through this work, every day, regardless of role.

2024 brought a period of rapid growth for the organisation where programs were developed and delivered to meet the needs of the most vulnerable young people in Victoria. With the support of EREA Victorian Schools Ltd, and the governing authorities, St Joseph's went through a transition to Saint's College, as well as increasing our capacity for enrolment both through our bricks and mortar programs and our virtual program, BlendED. A mountain of work has also gone into the planning for three further physical sites in 2025, where young people will have access to a variety of programs across Sunshine, Fitzroy North and Bungaree tailored to the needs of specific cohorts currently in need of a new educational pathway. This, alongside a further structured growth in the BlendED program that will provide further geographical access to our programs across the state.

For the reporting period I was in the role of Director of Schools where I worked alongside Campus Principals to support operational delivery of their programs. This role also allowed me into the strategic planning part of the work where the delivery of exponential growth was implemented and future planned.

In 2024, St Joseph's held an All Staff Gathering at the Catholic Leadership Centre, where the whole staffing group from across the state came together for two days of reflection, strategy, collaboration and celebration. This was an incredibly successful event that will occur again in 2025. The achievements and celebration of our young people can be felt whenever walking into/experiencing one of our programs.

Young person choice is at the centre of all that we do and provides learning experiences that embody common ground for all. Radical inclusion invites all young people to have voice and ownership of their learning while having trusted adults to support them in their decision making.

It is an honor to be trusted with the role of Executive Principal for Saints College in 2025 onwards. As we continue our growth and consolidation of programs, while continuing our mission to support and provide life changing education to those who most need it.



# 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 Opportunities

Over 30 VET subjects being offered across the school to our young people. Young people have had the opportunity to engage in Structured Work Place learning opportunities. With the introduction of the Vocational Maror VCE our young people have commenced learning across all areas of both the 1 and 2 curriculum as well as the 3 and 4. As a special assistance school we are granted the opportunity for young people to engage in these learning options for longer than 12 months and therefore we look forward to assessing results at the end of the 2025.



# 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 at Saints College.

## Staff Composition

|                                       |       |             |     |
|---------------------------------------|-------|-------------|-----|
| Principal                             | Class | (Headcount) | 8   |
| Teaching                              | Staff | (Headcount) | 92  |
| Teaching Staff (FTE)                  |       |             | 155 |
| Non-Teaching Staff (Headcount)        |       |             | 155 |
| Non-Total Staff                       |       |             | 255 |
| Indigenous Teaching Staff (Headcount) |       |             | 3   |



# 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.

### Community engagement

- Cuppa with a cop
- Parent information evenings
- School tours
- Police liaison officers
- Volunteering
- Meale on wheels
- Attendance at ANZAC ceremonies
- Engagement with local sports communities

# 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](http://www.acnc.gov.au)

For more detailed information regarding our school please visit our website at [www.stjosephs.vic.edu.au](http://www.stjosephs.vic.edu.au)



#### ST JOSEPH'S SCHOOLS

**web** [stjosephs.vic.edu.au](http://stjosephs.vic.edu.au)

#### BLENDED

**web** [stjosephs.vic.edu.au/blended](http://stjosephs.vic.edu.au/blended)

#### NORTH MELBOURNE

**Address** 385 Queensberry Street,  
North Melbourne, Victoria 3051  
**Email** [northmelbourne@stjosephs.vic.edu.au](mailto:northmelbourne@stjosephs.vic.edu.au)  
**Phone** (03) 9269 6900

#### GEELONG

**Address** 131 Torquay Road,  
Grovedale, Victoria 3216  
**Email** [geelong@stjosephs.vic.edu.au](mailto:geelong@stjosephs.vic.edu.au)  
**Phone** (03) 5201 8090

#### COLAC

**Address** 174 Hearn Street, Colac,  
Victoria 3250  
**Email** [colac@stjosephs.vic.edu.au](mailto:colac@stjosephs.vic.edu.au)  
**Phone** (03) 5297 1810

#### BALLARAT

**Address** 9-11 Humffray Street North  
Ballarat, Victoria 3350  
**Email** [ballarat@stjosephs.vic.edu.au](mailto:ballarat@stjosephs.vic.edu.au)  
**Phone** (03) 9269 6980