



EDMUND RICE EDUCATION
AUSTRALIA

Youth 

St Joseph's Catholic Flexible Learning Centre Alice Springs

Annual School Report 2014



catholic education
NORTHERN TERRITORY DIOCESE OF DARWIN

St Joseph's Catholic Flexible Learning Centre
Secondary School (7-12)

3 Wills Tce, Alice Springs 0870

Annual Report 2014

*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. **

* Congregational Leader of the Christian Brother, Br Phillip Pinto. New York 2002

Introduction

The St Joseph's Catholic Flexible Learning Centre, is a registered Catholic Secondary School within the Diocese of the Northern Territory. The SJC Flexible Learning Centre operates within the policy and compliance framework of the Northern Territory Catholic Education Office, the Northern Territory Department of Education and Training and Edmund Rice Education Australia. The SJC Flexible Learning Centre is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth + philosophy and principles. SJC Flexible Learning Centre commenced operation as a registered Non-State School in 2012 and is part of a national association (EREA) of forty schools which includes, in 2014, eighteen flexible learning centres.

SJC Flexible Learning Centre is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of the SJC Flexible Learning Centre draws on the spirit and vision of Edmund Rice Education Australia. 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 of "Respect" (for self, others and environment), "Safe and Legal" environment, "Participation" (have a go) and "Honesty" (being fair dinkum) among all participants of the SJC Flexible Learning Centre. 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, a collective forum, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group, and individually and as members of the broader community.

The 2008 Melbourne Declaration on the Education Goals for Young Australians states that "Australian Governments commit to working with all school sectors to

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

SJC Flexible Learning Centre 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 SJC Flexible Learning Centre, and 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 students, promote an optimistic view of their potentialities and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

SJC Flexible Learning Centre offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Young people are enrolled from both genders, from a variety of language, cultural and religious backgrounds, with particular sensitivity to Indigenous culture, and from backgrounds of socio-economic disadvantage. 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 students and progress is carefully documented and monitored. Young people, in conjunction with their teachers, youth workers and wellbeing coordinator, 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.

Principal's Report

EREA Youth+ is pleased to present the 2014 Annual report for St Joseph's Catholic Flexible Learning Centre. 2014 was another year of significant growth for this community and the service to young people and families within the Alice Springs community. EREA Youth+ would like to thank the Department of Education NT, The Department of Child and Families and the Catholic Education Office NT for the ongoing support and guidance as we collectively respond to the complex needs of young people. We would also like to thank all the staff and young people for making their commitment to engage with our learning community.

The philosophy of the St Joseph's Catholic Alice Springs FLC draws on the spirit and vision of Edmund Rice Education Australia and is grounded the Edmund Rice Education Australia Charter document. (see www.erea.edu.au) The document has a clear commitment to social justice and stands in solidarity with disenfranchised young people of all social, cultural and religious backgrounds, inclusive communities, liberating education and gospel spirituality.

In 2014 St Joseph's Catholic Flexible Learning Centre had 67 active enrolments when the first Data Collection was conducted at end of the week 4 of term. Through the year we established a consistent enrolment number of 85-95 young people in response to community need. An Outreach program was successfully established with a focus on the Hidden Valley community. The growth of a strong school community was evidenced by; increased parental involvement and communication, young people consistently engaging in a range of learning activities, capacity of the school to respond to wellbeing needs, participation in holiday activities, engagement in cultural and community activities. The majority of staff undertook the second and third module in a Diploma of Flexible Learning including Youth workers who have previously not held formal qualifications. St Joseph's also undertook a range of infrastructure development tasks to improve learning spaces.

Some significant highlights for 2014 have been the steady increase in enrolments and attendance, a deepening relationship with community organisations, families and a range of professional development opportunities that support the complex work of re engaging young people into educational pathways. 2015 will bring new challenges and rewards for the young people and staff at the SJC FLC I am however completely sure the faith and compassion of all who attend will continue to provide a learning community grounded in compassion, liberation and justice.

Dale Murray, Director EREA Youth

Best Practice Guidelines

St Joseph's 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 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 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 professionals are encouraged to develop supportive relationships with young people, and assist them with their basic life needs. Multiprofessionals 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 should identify staff members who are flexible, are able to relate to young people, are willing to negotiate, be clear about operation by principles, as well as being clear about the responsibilities and the rights of all.

Age and year level information of total number of enrolled students during 2014

Age	Grade	Male	Female	Total
12yrs	7	3	4	7
13yrs	8	14	12	26
14yrs	9	12	17	29
15yrs	10	15	13	28
16yrs	11	19	10	29
17yrs	12	4	3	7
18yrs	12	2	1	3
TOTAL		69	60	129

% Attendance	Term 4	Term 3	Semester 1
75-100%	14	20	17
50-75%	31	30	22
25-50%	22	22	21
Less than 25%	29	23	18
No Attendance but Still Connection	13	7	0
TOTAL	109	102	78

Referral Information

Referral Source	No. Yp
DCF	3
Youth agencies e.g. YSOS, Tangentyere	8
DET including Guidance Officers, Truancy Officer, SHS	2
Parent/Relative/Family/Friend/Self	69
TOTAL	82

Outcome of Referral	No. Yp
Enrolment in FLC	63
Enrolment in other schools	5
Relocated to community out of AS	8
Unable to make contact	3
Still making connections and deciding	3
TOTAL	82

Transition/destination information including length of period of enrolment for

Comments: Young people are supported in their transition process when young people and families indicate they would like to transition. Support actions include:

- Discussions with young people re transition options and readiness
- FLC staff will meet with DET staff to support transition to mainstream school.
- FLC staff will meet with case workers to enable transition or maintain contact with young person
- FLC staff are available for support of transitioned young people and ensure that families and young people are aware that they can contact the FLC at any time for support.

Post school transitions data: *No students completed Year 12*

Student Learning – Safe and supportive Environment

Each young person at SJC Flexible Learning Centre has a Pastoral Care team. This team comprises their classroom teacher for core literacy/numeracy and a youth worker. This team also builds relationships with family through picking up and dropping off the young person as part of school bus runs. The role of the team is to establish a close relationship to the young person and their family, to monitor their progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues, and overall to support the young person to achieve their stated personal and educational goals. The role of this team 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, student and parent/carer
- Working in partnership with other agencies who are involved with students e.g. DCF, Youth Justice, Indigenous Health services, Community Agencies etc

- 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

Student Support

The Wellbeing Coordinator and Youth Workers provide support to young people often linking young people to outside agencies for appropriate and professional support.

CAAC- Central Australian Aboriginal Congress : Young Mens Community Health Education Program (YMCHEP) and Young Womens Community Health Education Program (YWCHPEP) . They provided health education in a private and confidential way.

Central Australian Legal Aid Service: CAALAS provided a Community Legal Education Program, to provide legal education with a view to developing a greater understanding of the legal system and the relationship between customary and Australian law.

Head space: They provided professionals who are specially trained to help young people, aged 12-25. St Joseph's utilized the services for counselling for some of the young people and letting them know that there are such services around and are available to them at all times.

Akeyulerre Healing Centre: Working with the Men's Program to coordinate events and back to country events.

Gap Youth and Community Centre: GYCC run a number of youth programs that our young people have connected with both during term and the holidays

St Patrick's College Strathfield and St Joseph's Flexible Learning Centre Melbourne: both of these schools conducted Immersion trips to our school which involved joint activities including classroom work and overnight camping. We will visit St Patrick's in 2015.

Curriculum

Key Learning Areas

St Joseph's FLC uses content from the Australian Curriculum, developed by ACARA, which underpins a national curriculum framework to engage young people in the Centre. . For many complex reasons young people who choose to engage in this program have missed significant amounts of schooling and therefore are not at age appropriate year levels proposed by ACARA. The main barrier to further learning is many young people engaging with the program have very low literacy and numeracy skills while at the same time possessing many life experiences that may be considered above their age level. Therefore it is acknowledged that not all learning areas are of equal importance and that our learning framework has at its core a focus on the development of literacy and numeracy skills.

Currently ACARA has developed curriculum for the Key Learning Areas of English, Mathematics, Science and History and they form the basis of the curriculum framework. Other KLA's, such as The Arts, Geography and Technology, once developed, will be implemented. Due to the great variance in ability levels, the focus for the KLA's is on the General Capabilities and Cross Curriculum Priorities of each KLA and all planning documents reflect that.

The program does not plan to deliver any language subjects. The cohort enrolled represent young people who are disenfranchised from education and require access to the dominant language group (English). Therefore, we believe that the resources are better used to target the literacy and numeracy capacity in young people. Furthermore, as a Specialist Assistance school we have an obligation to disenfranchised people of all social, cultural and religious backgrounds to ensure curriculum is appropriate. The program integrates the KLA's in subjects under the headings of Learning, Reading, Writing, Oral Communication and Numeracy to identify the skills required for successful participation in society and positive futures.

Learning groups

The cohorts of young people attending the program have varying levels of educational, cultural, emotional, religious and social backgrounds. The grouping of the young people into traditional 'class' group presents as a complex and unproductive activity. Unlike mainstream schools, which usually group according to age levels, grouping in the FLC can be quite challenging as it has to consider the emotional, social and educational well being of the individual. Consequently, a learning group may consist of young people of varying ages, with many differing ability levels for each different KLA. Having small learning groups (10 - 15) allows for differentiated and individualised learning across KLA's.

Personalised Learning Plans

Young People that choose to attend the program typically present with gaps in their education and therefore individualised learning programs are negotiated with each young person to meet their current life situation and educational needs. The aim is to target learning at individual ability level and not pigeonhole according to age. This policy framework requires young people to negotiate a Personal Learning Plan (PLP) that sets their educational and personal short, mid and long-term goals. The PLP

process facilitates the negotiation of the young person's learning and is reviewed within a small group, which consists of a teacher, parent/carer, youth/social worker and the young person. The plan is reviewed on an as needs basis which can be weekly, fortnightly, or monthly depending on the individual situation. The minimum review period would be at least once a term.

PLP's act as a review mechanism for teachers to fine-tune their teaching practice through personal reflection and/or peer discussion to better cater for the individual needs of the young person. During the review, teachers are able to identify changes that need to be made to their daily practice or to the curriculum offerings for a particular young person. This could be in the form of targeting the learning activities in the young person's negotiated educational goals (i.e. more focus on sentence writing) or modifying the program to better suit the young person's interests or learning style (i.e. teaching maths through playing basketball).

Diagnostic Testing

Usually a young person enrolling in the program comes with little or no documented educational history and therefore it can be difficult to ascertain their current educational ability and needs. To ensure that a young person is getting appropriate learning material we undertake a literacy and numeracy assessment of their current ability. This is done using the '*Compass*' online assessment tool developed and administered by the Australian Centre for Educational Research (ACER).

The Compass tool assesses mathematics (numeracy) across these strands:

- Number,
- Measurement,
- Space, and
- Chance and Data.
-

In reading (literacy), the strands are:

- Text location and interpretation,
- Contextual understanding,
- Text language and knowledge.

From this data a starting point can be gained and appropriate, ability level, curriculum, specifically tailored to the individual, can be used.

The Program uses the Australian Core Skills Framework (ACSF) developed by DEEWR to report to parents/carers on a young person's achievement in their subjects twice a year.

The ACSF provides national benchmarks against which performance can be described in detail in each of the core skills. The ACSF describes 5 levels of performance in the 5 core skills of:

- Learning,
- Reading,
- Writing,
- Oral Communication, and
- Numeracy.

These skills are essential for people to participate in our society. Reading, writing, speaking and listening skills, along with understanding and using numbers effectively (numeracy), are linked to many life activities, particularly learning and communicating. The report will give an indication about a young person’s ability to move to the next level or undertake further education and training as a pathway to future success.

Young people are assigned a level (1-5) in each of the 5 core skills based on evidence gathered by and discussed with the teachers and workers working with a particular young person. In addition, the report will clearly describe in detail what it is that a young person can actually do within the core skill level.

Subjects Offered in 2014

Subject Guide	Subject Guide
Literacy	Music
Numeracy	Recreation
Integrated Studies (Science, SOSE)	Outdoor Education
Certificate 2 in Music	Art
Certificate 1 in Functional Literacy	Sport
	Community Access

VET Training undertaken, percentage of year 12 students with 12 certificate or equivalent: *none in 2014*

Naplan data

Student Results NAP Assessments: *none - families chose to withdraw from Naplan our young people refused to participate*

Compass Screening Assessment data

The Compass screening assessment (ACER) is an online literacy and numeracy screening assessment developed for young people who have experienced disengagement from mainstream schooling. The Compass links literacy and numeracy levels to the Australian Core Skills Framework.

Compass Level Numeracy	Number of Young People	Compass Level Numeracy	Number of Young People
<i>Pre Level 1 (Below Grade 3)</i>	12	<i>Pre Level 1 (Below Grade 3)</i>	7
<i>Level 1 (Grade 3-5)</i>	11	<i>Level 1 (Grade 3-5)</i>	7
<i>Level 2 (Grade 6-8)</i>	40	<i>Level 2 (Grade 6-8)</i>	40
<i>Level 3 (Grade 9-11)</i>	10	<i>Level 3 (Grade 9-11)</i>	17
<i>Level 4 (Grade 12 and above)</i>	0	<i>Level 4 (Grade 12 and above)</i>	3

Special Programs that Produce Improved Outcomes for Students

Workers facilitate a range of electives/projects which focus on building community, engagement and learning through hands on activities. We have provided an extensive range of activities which include after school activities and holiday programs.

These activities are key to engagement, building community, embedding Indigenous perspective, facilitating positive community interactions, building health and wellbeing through sport and community connection. Literacy and numeracy is also embedded informally through these activities with real life application.

Examples of the range of activities and projects delivered in 2014 include:

- Holiday programs
- Outdoor education experiences including overnight camps, day trips and Immersion groups

- Cultural activities including “Back to Country”; Seed collecting for art projects; Bush tucker activities; Making traditional healing lotions; Yungbul
- Sport activities: Basketball with Police; Indoor Soccer; AFL; Swimming; Bike riding, FLC Football team (as outlined below), Horse riding and horse care program
- Community building: Class groups taking responsibility for providing lunch for the school; Friday barbeques;
- Wider Community: Walk about Alice; photography, participation in community events eg taking young people to after school activities including weekly participation in community sports and special events such as cultural events, sporting events, Christmas community events.
- Art and Craft activities: Young people have also participated in workshops and events within the local community such as workshops and exhibitions.
- Young people have also ventured into small enterprise successfully selling their hand-made products at the local market and Christmas market
- Accredited Learning – Certificate 2 in music and Certificate 1 in Functional Literacy
- First Aid courses through St John’s
- Try a Skill – CDU
- Riding for the Disabled – Certificate 1 in Horsemanship
- Wellbeing – Gratitude Program, Lovebites, Drumbeat, and Healthy Eating
-

Teacher Standards and Qualifications

Qualification	Staff
MA	0
Post Graduate Diploma	0
Bachelor Degree	8
Other	4

Title	Number of Staff	FTE
Head of Campus (Teacher)	1	1
Associate Head of Campus	1	1
Wellbeing Coordinator	1	1
Social Worker	1	1
Teachers	5	5
Youth Workers	6	5
Music Worker / Trainer	1	1
Canteen Worker	1	1
Administration Officer	1	1
Totals	18	18

Staffing Strengths

The strengths of the staffing profile includes the team/structure of a teacher and youth worker working with a group of a young people of up to 15 young people. There is also a skill diversity in the group which allows for the creation of a strong and engaging program for young people. The strength of the Indigenous workers and the cultural perspective and community connections are essential to the success of the school.

Staff Professional Development

SJC Flexible Learning Centre 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 life long learning.

Staff Member	In-service/Course/Conference	Date:	Support/Funding
All	Work practice reflection and planning day – each term with the support of the Youth+ National Team	1 day/term	Youth+ National team
All	Whole Staff Days – All FLC staff across the nation come together for professional development specific to this cohort of young people Child Protection Training	July 2 days	Youth +
All	Second and third clusters of the Diploma of Flexible Learning which includes a focus on Working within the Principles	2 x 3 days	Youth+
All	Learning Choices Day – Delivered by the Learning Choices Coordinator to assist staff to understand the ACSF, Compass Testing and National Curriculum	1 day	Youth+
All	Workplace Health and Safety Training	2hours	NT CEO
2 teachers 3 Youth Workers 1 Social Worker 1 Admin 1 Kitchen	New Staff Induction Program	3 Days	Youth +

3 teachers and 2 Youth Workers	TAE and LLN	3-5Days	Youth + RTO
All	De-escalation and working with heighthetened YP – Graeme Baird	1 Day	Graeme Baird
Social Worker	Love Bites – Sexual Health	1 Day	
1 Teacher	SACE Moderation	1 Day	SACE
Head of Campus	Head of Campus Pd CEO Principal's PD	January, July October 1 day a term	Youth+ CEO

School Community Life

As a newly established school the SJC Flexible Learning Centre has intentionally developed a culture of compassionate care which is evident in the daily practices of the school.

Strengths	<ul style="list-style-type: none"> • Breakfast and lunch program – staff and young people share meals together – good community building time. • Community meeting – all staff and young people meet at lunch and be present to each other. • Relationship focus. • Employment of Indigenous staff to support relationships with young people, families and community; to embed cultural perspectives in the learning choices. • Operation by principles – Respect, Safe and Legal, Honesty, Participation – young people and staff all operate within a common ground framework of dialogue and negotiation. This approach gives young people a genuine voice and this culture is strengthening. • Continued enhancement of learning spaces
New initiatives	<ul style="list-style-type: none"> • Strengthening of holiday program offerings • Strengthening of Cultural connections and offerings • Range of learning Choices and program activities as outlined above has significantly contributed to a strong and growing community identity – including SACE subjects in 2015. • Police Officers playing weekly basketball with young people • Family celebration days at the end of each term – we are experiencing much stronger interest and attendance • A strategic plan has been developed with staff and highlights current and future priorities.
Challenges	<ul style="list-style-type: none"> • Maintaining connection and engagement with young people with low attendance rates eg a number of young people were not counted in the Commonwealth Census however we continue to work with these young people to build relationships, engagement and hopefully more regular attendance patterns.
Comments	<ul style="list-style-type: none"> • The school community continued to develop during 2014. A dynamic staffing group and a consistent growth in student numbers has contributed positively to the school. The increase in referrals from families, young people and the community confirms the positive reputation which is growing in the community. There is good attendance at the Celebration Days on the last days of each term, in particular term 4, with young people and families participating.

Strategies used to involve Parents/Carers in the Education of their Young person

SJC Flexible Learning Centre recognizes that parents/carers/family/community members are the primary educators of their young people. Some young people live independently. The work of the school is most successful when it collaborates effectively with parents / carers. The Flexible Learning Centre supports and encourages this role through:

- Informal catch ups during morning pick up and afternoon drop offs
- Newsletters, emails, phone calls, home visits
- Parents and carer meetings,
- Social celebrations, and
- The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

Facilities/Infrastructure

Transport: SJCFCL currently has 3 x 14 seater vehicles; 2 x Troop carriers; 2 x Imax (seats 8) and 1 Triton

Upgrade work completed:

- Finalisation of a reception area
- Significant improvement to the kitchen space including industrial appliances

In progress:

- Further development of music/studio space

Information Technology:

- Creation of a Computer Lab
- Each worker has a laptop
- 10 Ipads
- Server and IT infrastructure development

Goals for the 2015 Year

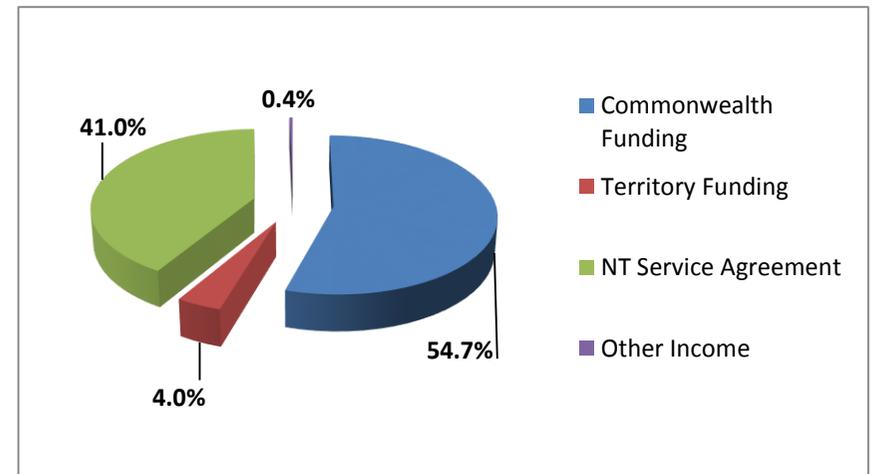
In 2015 emphasis will be given to:

- A senior class offering SACE subjects will be established in 2014. SJCFLC is a SACE registered school.
- Engagement with the Youth+ RTO. Staff will obtain a TAE to broaden the scope of Certificates offered to young people.
- To have young people involved with CDU
- To have young people undertaking traineeships
- To increase enrolments to 100 young people.
- To strengthen attendance strategies
- To offer increased opportunities for young people to engage in accredited learning e.g. Cert 1 and 2 in literacy, Certificate 1 in Visual Art.
- To extend our partnerships and to nurture existing partnerships for our community.
- To increase our connections with families and caregivers
- To offer all new staff the opportunity to gain a Diploma of Flexible Learning (this is especially encouraged for staff who do not have any formal qualifications)
- The operational actions of the St Joseph's FLC Strategic plan 2014-17.

Financial Report

Funding Details - St. Joseph's FLC Alice Springs

	%	\$
Commonwealth Funding	54.7%	934,165
Territory Funding	4.0%	67,800
NT Service Agreement	41.0%	700,000
Other Income	0.4%	6,000
Total	100.0%	1,707,965



Strategic Improvement and Renewal Framework

In collaboration with the NT CEO and EREA Directorates, Youth+ will support the SJC FLC services with renewal and strategic improvement processes. As the SJC FLC services represent an intersection of two Catholic Education Services providers in Australia the key focus areas of both organisations are used to maintain fidelity to each organisation's Strategic Improvement and Renewal Frameworks. The Northern Territory Catholic Education Office Towards 2012 Strategic Plan and the EREA Strategic Plan will be held as the key strategic documents for focus.

The process for meeting requirements of NTCEO SIRF design parameters holds the following key focus areas:

- Catholic Identity
- Leadership
- Teaching and Learning
- Pastoral Care and Wellbeing
- Community and Culture
- Finance, Facilities and Resource