

ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY

2015

Youth 

**St Joseph's Flexible Learning Centre,
385 Queensberry Street, North Melbourne 3051**



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Minimum Standards Attestation

I, Chloe Hand, 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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

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.

St Joseph's Flexible Learning Centre Overview

The St Joseph's Flexible Learning Centre (SJFLC), is a registered Catholic Specialist Secondary School within the Diocese of Melbourne. SJFLC operates within the policy and compliance framework of the Catholic Education Office Melbourne (CEOM), the Department of Education and Early Childhood Development and Edmund Rice Education Australia. St. Joseph's FLC is a part of Edmund Rice Education Australia Youth + and is conducted in accordance with the Youth + philosophy and principles. SJFLC commenced operation as a registered school in 2012 and forms part of a national association (EREA) of forty schools which includes, in 2012, thirteen flexible learning centres.

St Joseph's Flexible Learning Centre is a co-educational Catholic School in the Edmund Rice tradition. The philosophy of SJFLC 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 (self, others and environment), 'Safe and Legal', 'Participation (have a go)' and 'Honesty' (being fair dinkum) among all participants of the 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"

St. Joseph's 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 SJ 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; promotes 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.

St. Joseph's 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 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 program coordinator, draft learning plans with articulated education pathways.

Principal's Report

2015 was a year of continued growth and evolving opportunity for the community at St Joseph's Flexible Learning Centre (FLC) in North Melbourne. St Joseph's is a member of the EREA Youth+ national network of Flexible Learning Centres. EREA Youth+ is committed to supporting young people with educational pathways that foster development towards positive futures and wellbeing. The school's fourth year of operation was marked by increasingly rich and diverse connections both within and outside the school's walls as well as increased accredited learning opportunities. Over the course of the year, more than three hundred and fifty young people worked alongside staff and the community partners to achieve their academic and personal goals.

Notably, 2015 saw the establishment of the Bob Wally program named in recognition of the contributions of Brother Bob Wallace in the development of the Youth + Network nationally as well as at the North Melbourne site. The Bob Wally Program works directly with the most marginalised of young people through a variety of flexible and innovative approaches. These include; targeted outreach to young people experiencing homeless, mental illness or substance issues; afternoon and evening educational opportunities; a 'Bridge' class to facilitate re-connection to education and a class specifically catering for young people who are currently struggling with their mental health.

St. Joseph's supported its first year 12 group in 2015 with many young people completing their Senior VCAL Certificate as well as a significant number of accredited certificate courses. Young people in the community continued to be incredibly successful at achieving their goals across many domains including wellbeing, physical development and social and life skills. We are very proud of every young person.

We felt privileged to welcome back Ivan Mahoney in the role of Campus Principal. Ivan left our community to assist in the development of the St. Mary's Flexible Learning Centre in New South Wales and returned to North Melbourne in August to continue his work with our school.

We continue to look positively to the future and to the privilege of creating memories, and opportunities, with and for our young people.

Chloe Hand
Network Principal

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. Multi-professionals 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.

School Partnerships / Value Added Programs

The Wellbeing Coordinator, Youth Workers and Teachers provide support to young people often linking young people to outside agencies for appropriate and professional support. A key initiative of 2015 was to invite agencies to partner with us in the development and delivery of wellbeing and learning choices programs at St Joseph's thus making their services more accessible to our young people. A number of these are outlined as follows:

OUTDOOR ADVENTURE BASED LEARNING

2015 was the first full year of Outdoor Adventure Based Learning at St Josephs. Many students from across the school participated in programs such as, coastal (male and female), rafting, fishing, forest, Wallangarra, the senior end of year and the Northern Territory forum.

Activities experienced included, snorkelling, surfing, swimming, boogie boarding, rafting, hiking, fishing, cycling, caving, camping and much more.

The personal growth and learning gained from these group experiences has benefited a lot of our young people. Their enthusiasm to be engage, learn and support others has made for an inspiring year.

THE HUDDLE

The Huddle was established in 2010 as a not-for-profit, joint initiative of the North Melbourne Football Club, the Scanlon Foundation and the Australian Multicultural Foundation. It was established to engage, support and empower young people to build on their strengths, increase their ability to participate in society and contribute to more socially cohesive communities.

The Huddle has worked in partnership with St Joseph's Flexible Learning Centre (SJFLC) over recent years, through a range of programs and initiatives including; the Good Wheel Program, drop in soccer, VET and VCAL programs. Through these programs young people have developed confidence to coordinate participation in a weekly soccer activity, develop the basic skills and confidence to use bikes as a means of transport and get involved in the range of sport, recreation and education programs at The Huddle.

All participants who attend The Huddle show increasing confidence to engage with community beyond their immediate school and home context and to explore ways of addressing issues for young people from diverse communities.

BOB WALLACE PROGRAM

The Brother Bob Wallace program is SJFLC's newest program. The Wallace program is made up of mobile, onsite and outreach based learning activities across three classes; Bridge, Arch and After-Hours. The classes are perfect for young people who like to work in small groups or who prefer to learn outside the classroom.

The first term of the Wallace Program was marked by newness; we had two classrooms to furnish and decorate (one with a table tennis table that had to be worn in), two new staff members to acquaint to the SJFLC community and fifty five young people to get to know. Over the term we were lucky enough to hit the road in the Bridge bus and the outreach van. Staff visited young people at home and went on all sorts of community learning experiences, from high ropes in Belgrave to rowing on the Yarra River and everything in between.

YOUTH FORUM – ALICE SPRINGS

In 2015, St Joseph's Flexible Learning Centre Alice Springs, hosted the first ever Youth+ Youth Forum at the Ross River Resort, 90km S/E of Alice Springs. This was a very successful and positive event for all involved, especially the young people. There are 9 FLC's who travelled to Alice Springs for this event, there were:

- North Melbourne FLC
- Geraldton FLC
- Wollongong FLC
- St Mary's FLC
- Southport FLC
- Inala FLC
- Centre Education Centre
- Deception Bay FLC
- Townsville FLC

The theme for the 2015 Youth Forum was "Come and Share" translated into an Arrernte term "Antherretyeke" so all of the FLC's brought videos and photos of their school and to share what they do. The young people from Alice Springs were also able to share their cultural knowledge and skills with their peers from the cities.

VICTORIA POLICE, METROPOLITAN TRAIN SERVICE (PSOS), & COMMUNITY ORGANISATIONS

With a focus on developing positive and productive relationships with our local community, the SJFLC Young People actively participated in a number of youth forums that truly enabled their voices to be heard. Through actively living the principles, our young people respectfully participated in a range of forums facilitated in conjunction with the Victoria Police, Protective Services Officers (PSOs), Metropolitan Train Service and community organisations. These forums included the inaugural Forum that focussed on building stronger relationships between the SJFLC young people and the public transport system. This and subsequent forums were complimented through the tireless work, support and program specific sessions offered to the SJFLC Young people by Diane Bloom, Leading Senior Constable & Youth Resource Officer from Melbourne East and Aaron Heriot, Victoria Police Youth Resource Officer. Through trust and mutual respect consistently shown by our Young People, Diane and Aaron were able to tap into some of the relationship challenges and the opportunities that can be developed over time. The success of such positive opportunities for SJFLC is testament to the ever increasing connection and contribution that our Young People are making to our community.

VET/VCAL

- 89 young people completed one or more units towards their VCAL
 - 24 of those young people completed an entire VCAL certificate
 - 8 at Foundation, 11 at Intermediate and 5 at Senior
- 154 young people participated in VET
 - 115 young people completed at least one unit of competency or more!
That is 75% of the young people that participated in VET.
- 47 young people completed a full VET certificate
 - Certificate II Community Services (8 young people)
 - Certificate II Music (8 young people)
 - Certificate III Food Processing (9 young people)
 - Certificate III Fitness (5 young people)
 - Certificate II Sport and Recreation (1 young person)
 - Certificate III Events (2 young people)
 - Certificate II Kitchen Operations (12 young people)
 - Certificate II Computer Assembly and Repair (1 young person)
 - Certificate III Allied Health Assistance (1 young person)
- 17 young people completed Year 1 of the Certificate II Building and Construction (Carpentry) and progressed to Year 2
- 7 young people completed Year 1 of the Certificate III Early Childhood Education and Care and progressed to Year 2

Student Learning

Each young person at St. Joseph's Flexible Learning Centre has two workers that are attached to them and have the role of 'checking in on them'. This team generally includes a teacher and a youth worker. The role of these people is to establish a close relationship to the young person, 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. DHHS, Youth Justice, Health &, Community Agencies including Orygen, Jesuit Social Services and Headspace
- 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
- Significant move towards accredited learning outcomes for our young people through VCAL/VET

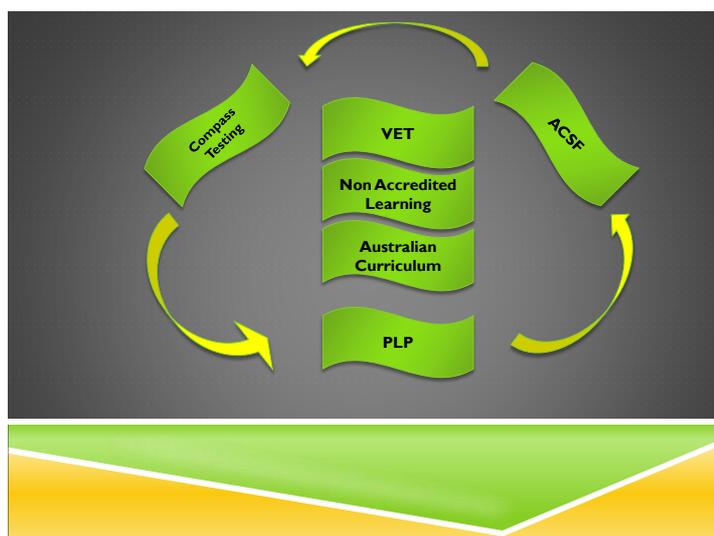
Curriculum

Relevant and Responsive Learning Choices

Learning begins with awareness of people's circumstances and an ability to create a learning framework which is relevant and responsive. As well, a responsive learning framework will incorporate the necessary challenge for transformation and development of the person. Learning Choices within a Flexible Learning Centre are constructed. It emerges from openness, negotiation, experimentation and the interaction of mindsets which seek the common good of the young person within a context of individual skills and potential. Learning Choices are designed and implemented not to disadvantage young people but to build upon and pay respect to the capitals young people bring to the learning community. The Learning Choice framework must also be congruent with professional practice and community expectations. Learning Choices encompass literacy and numeracy skills, rich humanity key learning areas, vocational and employment focused outcomes, sport and recreation activities, relationship development and community participation. Therefore an appropriate skill base to enable the individual to take part meaningfully with social and employment situations will be fostered. This model correlates with the Australian Core Skills Framework where content covers key learning areas and is credentialed against National VET standards. The following diagram illustrates the model used in the planning and delivery of learning.

There is an interconnection between Compass testing literacy/numeracy screening; Personal Learning Plans (PLP); The Australian Core Skills Framework (ACSF) and curriculum delivery – accredited (VET) and non-accredited learning and the Australian Curriculum. Young people receive two Outcomes based reports utilising the Australian Core Skills Framework at the completion of Terms 2 & 4 and a report on their VCAL outcomes if relevant. All workers keep in regular contact with families and caregivers about how they are doing in terms of their wellbeing and their learning choices programs.

We have also begun the process of training staff to deliver accredited programs through acquiring their Cert IV Training & Assessment (TAE) qualification.



Naplan Data- families chose to withdraw from Naplan so we have no data from this or comparative data from previous years

Enrolments by year level (based upon August census data 2015)

Gender/Year	7	8	9	10	11	12	Total
Male	4	15	32	67	65	37	220
Female	5	12	15	31	24	11	98
Total	9	27	47	98	89	48	318
Indigenous	2	3	1	6	1	3	16
SWD	1	6	6	10	4	3	30

Census: 318

Full time equivalent enrolments: 318

Language Background other than English: 120

Indigenous Students: 16

Students with Disability: 30

Student Attendance Rate (Attendance = attendance on school site/program): 75%

Non-attendance: Short periods of non-attendance are followed up by the classroom teacher and youth worker. This will involve phone calls or dropping by the young person's house during the bus run. Longer periods are followed up the youth workers, Wellbeing Coordinator and/or Teacher-in-charge and will usually involve a home visit.

POST SCHOOL DESTINATIONS

TERTIARY STUDY	0%
TAFE / VET	30%
APPRENTICESHIP / TRAINEESHIP	5%
DEFERRED	20%
EMPLOYMENT	45%

Teacher Standards & Qualifications

Qualification	Staff
Masters	2
Post Graduate Diploma	17
Bachelor	11

Title	Number of Staff	FTE
Head of Campus	1	1
Teachers	26	26
Youth Workers/Social Worker	21	21
Other support	4	4
Canteen Workers	3	3
Administrations Officers	3	3
TOTAL	58	58

Staff Retention Rate: 95.63%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015	
Victorian Institute of Teaching – Mentor Training Program	
Independent Education Union Victoria/Tasmania – Training and Support in establishing Union Representatives in the St Joseph's Community	
Mandatory Child Protection On-line training	
TAE Training	
First Aid Training	
Foundation Skills	
Qld Conference & New Staff Days	
TOP Days	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	26
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2380

School Community Life

<p>Strengths</p>	<ul style="list-style-type: none"> • Breakfast and lunch program – staff and young people share meals together – good community building time. • Circle Time – all staff and young people meet to start the day and be present to each other. Young people are starting to speak out more in the meetings with the aim being that young people will run the meetings. • Range of engaging activities offered including surfing, sewing, trampolining, dance, snorkelling, skateboarding, art and wellbeing activities. • Strong relationships with core group of young people • Operation by principles – no school rules – young people and staff all operate within a common ground framework which breaks down traditional power – authority paradigms. This approach gives young people a voice and a responsibility for their actions and this culture is starting to build. • New learning spaces supporting the needs of new students allow opportunity for new relationships to form. • Working closely with other agencies – Catholic Education Office Melbourne, MacKillop Family Services, DHHS, Dousta Galla Community Health, Inner Melbourne Vet Cluster (IMVC), Headspace & Orygen • Developing personal learning plans with young people which focus on high interest areas • Building relationships with young people and families fundamental to the success of the school • Regular follow up with families/ guardians • Daily follow up of non-attendance • Celebration of achievements e.g. attendance, participation, learning outcomes • Continued delivery of our Victorian Certificate of Applied Learning Program & VET • Friday basketball game involving staff and students • Outdoor Adventure Based Learning
<p>New initiatives</p>	<ul style="list-style-type: none"> • Positive expansion of our program to enable us to work effectively with a larger group of disenfranchised young people • Expansion of outreach based support and after hours class • Cross Program activities • Bob Wallace Program • Indigenous Cultural Liaison Officer & Multi-cultural Education Aids • Increased opportunities for accredited learning

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	
Other fee income	
Private income	986,873
State government recurrent grants	1,040,513
Australian government recurrent grants	5,591,980
Total recurrent income	7,619,276
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	4,956,871
Non salary expenses	2,634,979
Total recurrent expenditure	7,591,850
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	
Other capital income	
Total capital income	
Total capital expenditure	381,768
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	
Total closing balance	

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Stake Holder Engagement

The Head of Campus, teachers and youth workers have indicated the following indicators of stakeholder satisfaction.

Increased engagement demonstrated by young people who are:

- participating in morning meetings,
- young people negotiating their behaviour and attendance using the language of the four principles: Respect, Safe and Legal, Honesty and Participation
- young people making contact with workers to let them know where to pick them up or if they are not attending
- young people identifying as a member of the SJFLC Community
- young people making more positive choices as they do not want to leave school early
- young people engaging in sporting and other elective activities
- young people engaging in both formal and informal learning opportunities
- young people being supportive and welcoming when a new young person starts
- young people starting to mentor and support one another

Parents have made comments such as “..having the motivation that he gets to come back to SJFLC has helped my son get through his time in Juvenile detention. He has never had any connection to a program like this before”.

Program managers, case workers and Judges have all noted the incredible opportunity that they, and the young people, feel that SJFLC is for them. Workers are constantly surprised when their clients present at school and complete their own referral form to enrol in SJFLC.

Strategies used to involve Parents/ Carers in the education of their young person

St. Joseph's 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:

- ✚ Newsletters, emails, phone calls, text messages and home visits;
- ✚ Parents and carer meetings;
- ✚ Social celebrations &
- ✚ The voluntary contribution of distinctive skills and enthusiasm of parents and community members. These are gratefully acknowledged and celebrated.

Future Directions

Throughout 2016 St. Joseph's Flexible Learning Centre looks forward to continuing to embed our learning choices program and to increase the number of accredited learning opportunities that we offer our young people. We will also be embarking on a project that will review our wellbeing practice framework, this work will focus on our young people, our staff and our spaces.

In early 2016 our capital project will begin and we will be improving our learning and recreational spaces to ensure that we are providing the best possible facilities for our community. We would like to thank the Catholic Education Office for their support of this piece of work.

We feel very privileged to continue to work with young people from across the state and will be formally welcoming a group of young people from Geelong and surrounds through an outreach model.