



**5 Bloomfield Street,
Alice Springs NT 0870**

2018 ANNUAL REPORT

This annual report for 2018 is published to provide information about the St Joseph's Catholic Flexible Learning Centre for parents/carers, young people and other interested parties. This report contains the detail mandated by the Commonwealth and Territory Governments and Edmund Rice Education Australia reporting requirements.

*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*.*

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

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Introduction

St Joseph's Catholic Flexible Learning Centre (FLC) is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. St Joseph's Catholic FLC commenced operation as a registered Non-State School in 2012, and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

St Joseph's Catholic FLC is a co-educational Catholic school in the Edmund Rice tradition and one of seventeen Catholic schools in the Diocese of Darwin and due to the special nature of its work, has a Service Agreement with the Northern Territory Government. The nature of our work in Alice Springs is the engagement with young people who, for many reasons have been unable to connect in a mainstream school environment. The philosophy of the St Joseph's Catholic FLC draws on the spirit and vision of Edmund Rice Education Australia (EREA). Our learning community 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, Safe and Legal, Participation* and *Honesty* among all participants of the St Joseph's Catholic FLC. 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/carers. This collective forum offers the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences as they are modelled and explored. This occurs both within the group, as individuals and as members of the broader community.

St Joseph's Catholic FLC 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 St Joseph's Catholic FLC. 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 young people and promote an optimistic view of their potentialities and future. The FLC assists them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

St Joseph's Catholic FLC offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education. Our schools intentionally support the 2008 Melbourne Declaration on the Education Goals for Young Australians: "Australian Governments commit to working with all school sectors to:

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

Young people are enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Indigenous culture.

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 young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers and wellbeing staff, young people 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.



Best Practice Guidelines

St Joseph's Catholic FLC 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.

Each young person at St Joseph's Catholic FLC has staff who support them in their education and wellbeing. The staff work collaboratively in learning teams consisting of teachers and youth workers. Each team is allocated to one of the various learning spaces; Years 7-8, Years 9-10 and seniors Years 11-12. The three spaces are not strictly divided according to age and can contain young people of varying ages, abilities and interests.

The role of the team is to establish a close relationship with the young people and their families/carers, to monitor their progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues and to achieve their stated personal and educational goals. The role of staff includes:

- Providing high quality, innovative, individualised learning opportunities and outcomes for all young people.
- 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, young person and parent/carer.
- Working in partnership with other agencies who are involved with students e.g. CYMHS (Child Youth Mental Health Service), Department of Communities and Families, Youth Justice, Healing Centre, Men's and Women's Health Centre, Gap Youth Centre).
- 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.
- Networking with other agencies such as Youth and Family Services to provide specialist assistance e.g. family mediation, counselling, and anger management.

Family/Carer Involvement

Gender/Year	7	8	9	10	11	12	Total
Male	9	10	8	6	12	20	65
Female	0	11	7	6	8	7	39
Total	9	21	15	12	20	27	104

Families/carers are viewed as partners in their children's educational experience and the importance of building positive family/carer 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 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 approach to provide health, educational, cultural, social and emotional support for young people. Multi professional teams develop supportive relationships with young people and assist them with their basic life needs. The teams also develop links with external support agencies (e.g. Child and Youth Mental Health Services, Drug & Alcohol Services, Accommodation Services, Counselling Services). Staff selection processes identify staff members who are flexible, able to relate to young people, willing to negotiate, clear about operation by principles, as well as being clear about the responsibilities and the rights of all

School Profile as at August Census - 2018

The total 2018 enrolment of the St Joseph's Catholic FLC full time equivalent students is shown below.

Full-time Students by Year and Age (2018)

[illegible]

Full-time Indigenous Students by Year and Age (2018)

Secondary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F	M	F
12	4		2	1									6	1
13	5		5	8		1							10	9
14			2	2	6	5		1					8	8
15			1		2	1	3	4		1			6	6
16							2	2	6	6	2	1	10	7
17							1		2	1	5	1	8	2
18									2		8	2	10	2
19									1		3	1	4	1
									1		2	1	3	1
Total													65	37

In 2018, the total number of young people who were enrolled at the St Joseph's Catholic Flexible Learning Centre as full time equivalent students is shown below. These figures highlight the transient nature of the student population.

Year Level	Student Enrolment during 2018
7	19
8	31
9	22
10	19
11	28
12	38
Total	157

Attendance Rate

The average student attendance rate for 2018, is highlighted in the table below. The table included shows the number of enrolments and attendance across the 8 data collection periods during 2018. At the end of week 4 and 8 of each term, attendance data is submitted to the Northern Territory Government. Our attendance and enrolment numbers are affected by young people moving in and out of town due to family commitments, cultural obligations, youth justice involvement and intergenerational trauma related medical issues. The relocation of our school in Term 4 2018 from ANZAC Hill to the Bloomfield St. Campus had a significant impact on attendance and engagement in term 4.

St Joseph's has clear actions to identify and address the barriers to young people attending our programs. These include:

- Regular Bus Runs to pick up young people from their homes.
- Follow up with families and agencies supporting young people.
- Breakfast and Lunch programs
- Wellbeing support with clothes washing and provision for various items.

- Support with justice system involvement.
- Intentional 1:1 youth worker interventions such as motivational narrative, goal setting and life skills.

	2018	
	Actual Enrolments	Active Attendance %
February	119	24.4
March	104	19.2
May	112	33.0
June	118	27.1
August	107	37.4
September	111	31.5
October	109	23.9
November	78	35.9

% Attendance	Semester 1 2018	Semester 2 2018	Whole Year 2018
75-100%	12	6	5
50-75%	18	15	22
25-50%	39	39	39
0-25%	57	60	86
Total numbers of students attended	126	120	152
Number of students departing	39	32	71
Not attending but connected	7	12	5
Overall (total number plus those connected)	133	131	157

Curriculum – Learning Choices Program

The St Joseph's Catholic FLC provides learning experiences that address the individual needs of students and promotes their social, emotional, physical, spiritual and academic development. The purpose of the learning experiences is to empower young people to achieve greater autonomy and self-reliance. Young people are supported in achieving personal goals that will help them develop confidence and skills in the transition to further education and/or employment.

Learning experiences address curriculum areas of literacy, numeracy, study of society and environment, vocational training, information technology, music, science, outdoor education, Indigenous education, relational and spiritual education.

Subjects offered in 2018 across years 7-10

An integrated approach incorporating Key Learning Areas with a focus on literacy and numeracy was evident in the planning of projects across Years 7-10. Teachers collaborated for many activities and excursions, both on and offsite. Projects were planned according to the interests and prior knowledge of the young people as well as cultural significance.

The three cross curricula priorities of Sustainability, Australia's Engagement with Asia, Aboriginal and Torres Strait Islander Histories and Cultures formed the basis of our curriculum.

There was a wide variety of topics on offer over the year that engaged young people and increased participation across many learning areas. Local community organisations, Elders and family members were included in the planning and delivery of some units of work related to the topic about Bush Tucker. Such work highlights the close relationships and connections that St Joseph's has with its community and families.

Following the success of the integrated approach in 2018,

YEAR LEVEL	CORE	Cross-curricula
Year 7- 10	Literacy Numeracy Key Learning Areas: Science History/Geography PDHPE Music Creative/Visual arts	Integrated learning projects: bush tucker what feeds the world space construction creative arts (mosaic)



YEAR LEVEL	2018 Senior Courses	Cross-curricula/integrated courses
Year 11-12, 12+	<u>NTSACE</u> Essential English Essential Maths PLP	Sport and Recreation Health Aboriginal Studies Seven Capabilities (ACARA)
Year 11-12, 12+	<u>VET</u> <u>Onsite delivery</u> Cert 1 Hospitality Cert1 Functional Literacy Cert 1 Access to Vocational Pathways <u>VET offsite delivery</u> <u>Charles Darwin University (CDU)</u> Cert 2 Land Conservation and Management Cert 2 Sport and Recreation Cert 2 Rural Operations	

Years 11-12+

Three distinct pathways were identified which were integrated depending on the needs and prior skills of the young people.

SACE/NTCE

Throughout 2018, St Joseph's staff were supported by curriculum support officers from the Catholic Education Office (Darwin) and NT Education Department to develop possible learning pathways for the year 11-12+ cohort.

It was recommended to focus on the Foundation subjects of Essential English, Essential Maths and PLP. Given the current cohort of some regular year 11, 12, 12+ attenders, this was set as a realistic goal and achievable by the end of the year. A few had already completed 10 credits of Essential English in 2017. A cross-curricula approach incorporating activities for integrated learning units in Aboriginal Studies, Health, Sport and Recreation was implemented.

Vocational Education Training

Following negotiations with CDU in 2017, Senior young people were enrolled in VET courses in term 1, 2018 in Rural Operations, Land Conservation and Management, Sport and Recreation.

The success of our Cert 1 Hospitality course delivered onsite by our own trainer demonstrates that an appropriate mode of delivery, consistent with the needs of our young people can achieve greater outcomes.

Other VET courses offered onsite were Cert 1 in Functional Literacy and Cert 1 Access to Vocational Pathways delivered by Flexi staff. These were offered to the Years 11+ cohort and saw many YP complete before the end of the year. Much of the integrated learning in years 9-10 was also aligned to the Cert 1 Functional Literacy and Cert 1 Access to Vocational Pathways in preparation for next year's enrolment. Plans for 2019 include continuation of these courses and Cert 1 Hospitality on site.

Other options explored at the end of 2018, in preparation for 2019 included enrolling young people at Batchelor, Alice Springs (Desert Knowledge campus). Batchelor offers a personalised service for our young people with the added bonus of available transport and healthy meal arrangements. Courses of particular interest to our young people with linked employment pathways include Cert 1 Visual Arts, Land Conservation and Management, a Cert 2 in Applied Language course offered through the Ripponlea Institute. This could be a valuable career path for a few of our young people in areas such as hospitability, translating, tourism and even language teaching assistants. The course also carries considerable points towards SACE/NT.

Employment Pathways

Following the success of the Drive safe program last year, it was offered to YP 16+ again in 2018. YP engaged onsite with external tutors for the online assessment and had practical lessons with a local driving instructor in Alice Springs. Two students successfully completed all parts of the course and attained full driving licenses.

The Duke of Edinburgh Bronze and Silver Awards was offered to Yrs 9-12+ although only Yr 11/12+ were resulted this year. 12 young people achieved Bronze and six young people were awarded Silver. The Awards develop skills in self-improvement, self-esteem and organisation that are valuable in a workplace.

Links with Karen Sheldon Employment Agency resulted in young people being involved in career planning activities. Writing CVs/Resumes, goal setting and applying for work experience were targeted areas for our young people.



Outcomes for Year 11- 12+ Students end of year 2018	
Course	completion
NTSACE Essential English Essential Maths PLP	At the end of 2018, no young people entered as completing the required 10 credits by the cut-off date. They can be resulted in term 1 2019.
VET	
Cert 1 Hospitality	8 young people completed the full certificate course
Cert 1 Functional Literacy	14 young people completed the full certificate course
Cert 1 Access to Vocational Pathways	5 young people completed the full certificate course
Duke of Edinburgh Awards	12 young people were awarded Bronze 6 young people were awarded Silver
Life Saving Award	2 young people were awarded Bronze lifesaving (including CPR)
Drivesafe	16 young people completed and received their learners permit.
First Aid	9 young people completed the St John's First Aid Certificate.
Work experience	Cleaning Uniting Church, Alice springs for YP on Bridge program
Employment Part time	1 student worked at Hungry Jacks, after school hours
Employment Full time	1 young person transitioned to full-time employment.

In 2018, an electives program operated for three afternoon sessions during semester 1 and two afternoons in semester 2. A wide range of activities based on young people's interests complemented the integrated class learning programs. External specialists provided support and tuition both on and offsite in various locations in town. The following table shows the extent and variety of the activities offered.

Bridge 2018

The aim of the St Joseph's CFLC Bridge Program is to assist a young person to re-engage in learning. The outcome is for a young person to make a successful transition to the St Joseph's onsite program, or an alternative structured educational setting, work placement or employment.

The program objectives are to assist a young person to:

- improve their confidence/ identity as a learner e.g. "I can learn", emotional self-regulation, routines needed to prepare and attend school daily, self-care skills;
- increase their social skills in being a member of a group, including pro-social behaviours, attitudes, social, conflict resolution and problem solving skills;
- increase their abilities in making friends and interacting appropriately with other members of the community;
- increase literacy and numeracy skills and to understand our work philosophy and our school processes (Principles, common ground and working agreements); and
- prepare and transition to a longer-term educational option.

St Joseph's Bridge Program provides support to young fellas aged between 13 and 18 years of age, who struggle with the normal structured routines offered by an on school site learning experience. They are generally at serious risk of disengaging from education, and/or have been involved with the youth justice and/or child protection systems. The Bridge Learning Group is held offsite, utilising outdoor/hands-on based learning strategies to engage.

Profile of those engaged in 2018

No of YP involved in the program so far	12
Justice System Involvement	5
Child safety Involvement	4
Substance use/abuse	12
*Mental Illness	4
History of no, or limited school attendance	12
High Mobility	11
Excluded from other schools	n/a
Behaviour Issues in school/classroom setting	12

*4 of our young people have shown signs of mental illness and a proper diagnosis will require family and agency support.

Educational profile

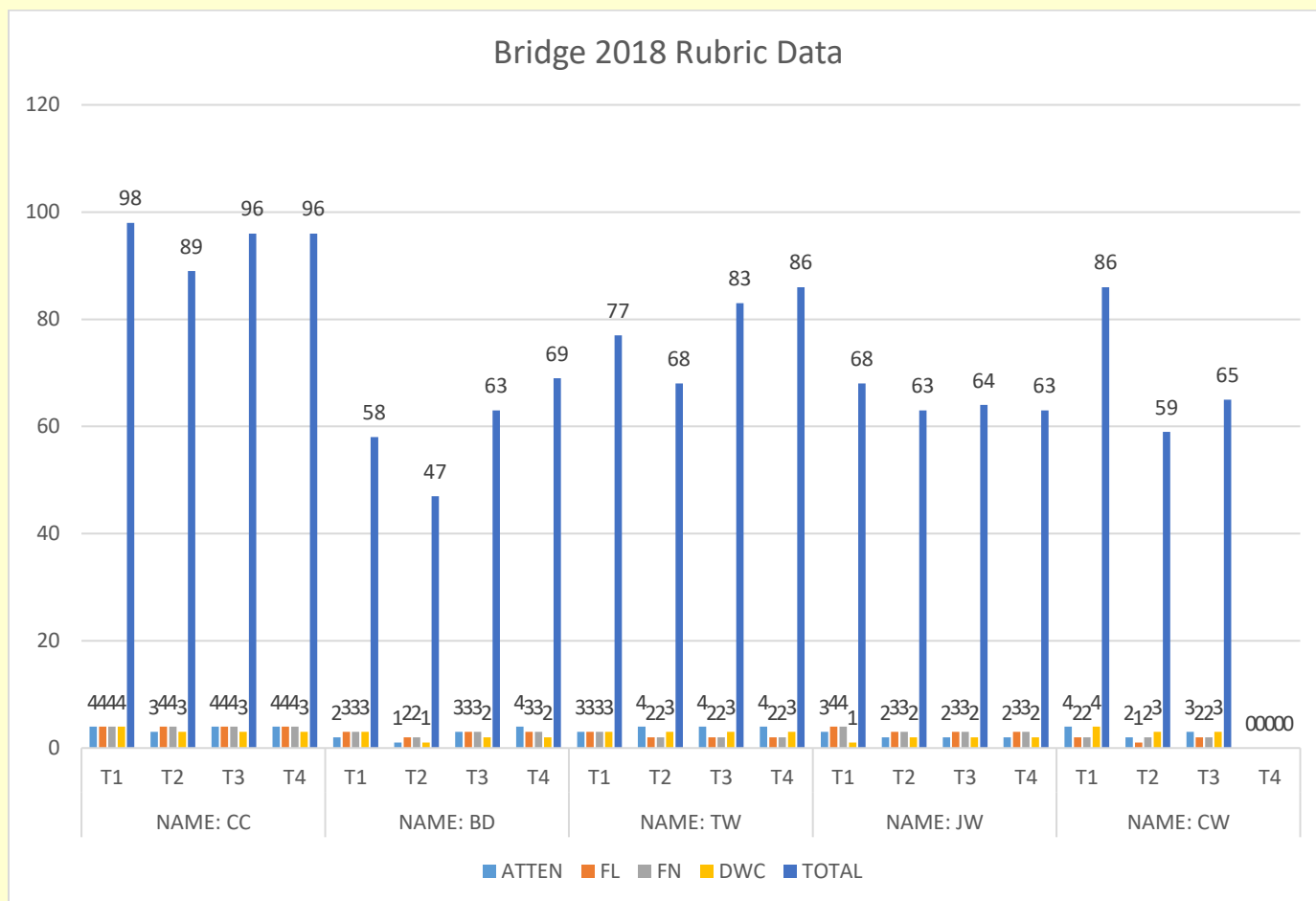
This was not able to be reviewed in Semester 2 and the figures below are from Semester 1.

- **MAI** – The range for Counting, Place Value, Addition/ Subtraction and Multiplication/ Division for this cohort is Growth Point 1 – 5
- **Probe2** - Mode = Level 1; Median = Level 3; Mean = Level 2 (excludes outlier of Level 11)

Probe2 Determiner level	Number of students
1	2
2	1
4	1
7	1
8	3
15	1
Unknown	3

Wellbeing Profile

The Wellbeing Rubric is a tool developed and used in many Youth+ Flexible Learning Centres and the staff team make a judgement and score each young person on areas including; functional literacy and numeracy, attendance, dealing with change, trauma and neglect, resilience, self-concept, drug and substance abuse as some of the key themes. The young people need much support through the targeted wellbeing program. In the graph below, three of those highlights are represented over time for five of our young people participating in the Bridge Program for the majority of 2018.



The Wellbeing Data above, highlights the ongoing challenges of the young people accessing the Bridge Program. Two (2) of the young people were able to show significant improvement in their overall wellbeing score across the year. Improvements in wellbeing enable a young person to better transition to either one of our onsite programs or to other services. This is particularly evident in JW and CW's rubric scores above. Please note, the lower the score, the better estimate of the young person's wellbeing.

Transitions during 2018

Detention	3
FLC Onsite/Onsite programs	0
Other programs in Alice Springs	2
Employment	1
Unknown	1
Left Alice Springs	1
Other transitions	0

Venues used by program and purpose of the program at these venues

Alice Springs Swimming Pool	Healthy & Self-care activities
Jim McConville Oval	Sports activities
Albrecht Oval	Community Engagement activities
Anzac Oval	Right Track Program
Alice Springs Public Library	Educational activities
Alice Springs Youth Centre	Boxing & Fitness activities
Territory Families Hall	Boxing & Fitness activities
Alice Springs Cinema	Movies
Desert Park	Cooking/debriefing activities
Telegraph Station	Cooking/debriefing activities, bushwalks and whole engagement activities within Saint Joseph's outside programs
Bunnings	Home garden and Bike programs
Alice Springs Recycling depo	Recycling/fundraising activities
Kmart	Healthy & Self-care activities
White Gums Property	Spiritual/Cultural Activities, Cooking/debriefing activities, bushwalks and whole engagement activities
Alice Springs Uniting Church	Community Engagement activities

Outreach Program

St Joseph's Outreach program operates both on and off site. The group is small, which enables us to cater for specific needs of our Young People. Literacy and numeracy are embedded in project based learning activities. The Young People on the Outreach program have regular opportunities to interact with community members. The Outreach Program has historically focused on young women from the Hidden Valley Camp (since 2014), although this program has broadened to include young people from other local town camps who are at risk of further disengagement and/or re-entering the justice system. The focus initially with this outreach group was on health, hygiene and wellbeing since these were identified as barriers to engagement in schooling. Once these were addressed and supported, staff were able to begin a transition program of building confidence to support the young people onsite for a few hours each day. Currently most of the enrolled students are female but due to family needs some young men have been included in this Outreach program.

Profile of those enrolled in 2018

No of YP involved in the program across Semester 1 2018	28
Justice System Involvement	9
Child safety Involvement	10
Substance use/abuse	19
Mental Illness	3
History on no or limited school attendance	12
High Mobility	13
Excluded from other schools	3
Behaviour Issues in school/classroom setting	11

Educational profile

This was not able to be reviewed in Semester 2 and the figures below are from Semester 1.

MAI – The range for Counting, Place Value, Addition/ Subtraction and Multiplication/ Division for this cohort is Growth Point 1- 3.

Due to the strictness of the testing format it is difficult to gauge the where the young person is at in accordance with levels. Young people have attempted various mathematic worksheets which contain a variety of different problems and it has been found that general knowledge and foundations of basic mathematics, is lacking. It is necessary to work one on one or at the largest, in groups of no more then 4 – 6 depending on the cohort and mood of the cohort on the day.

Probe2 – The range for reading and writing is fairly low for about five (5) young people assessed, the other three (3) are at middle level of reading but all of the group struggle with unfamiliar words and lack of comprehension. Further, it was found the group to be at least 2 – 6 years lower than their age levels. Because of this, young people are very hesitant to engage in activities as a group, one on one testing and working is required at most times.

Therefore the literacy and numeracy have been embedded into project based activities such as, using recipes, sewing items, making play dough and other experiments. Measuring, ruling, adding, subtraction, division and multiplication, time, days of year, shapes, volume and distance, are also included in these projects.

Probe2 Determiner level	Number of students
1	2
4	2
5	1
7	1
9	1
Unknown	20

Wellbeing profile

The Wellbeing Rubric is a tool developed and used in many EREA Youth+ Flexible Learning Centres and the staff team make a judgement and score each young person on areas including;

- functional literacy and numeracy;
- attendance;
- dealing with change;
- trauma and neglect;
- resilience;
- self-concept; and
- drug and substance abuse.

The rubric scores provide an indication of the key themes that the young people need support through the targeted wellbeing program.

This was not able to be reviewed in Semester 2 and the figures below are from Semester 1.

Functional Literacy and Numeracy

The 2018 Outreach group consists of a diverse group of young people, the majority of which have difficulties or fears around numeracy and literacy. English is a second language for these young people and is the one thing they are most afraid of. The maths worksheets and classroom projects have seen young people attempt problems which do not entail reading and are able to perform some basic additions and subtractions. We have attempted some probe testing with little success, requiring the young people to read as a group, is a difficult task.

Attendance

Attendance has been very good this year due to the nature of the engagement activities that have been implemented. Whilst the program began with a large group of young people, at least half did not stay long enough for staff to build adequate rapport.

Out of the 25 that commenced in Term 1, 14 attended between 2 – 9 % and 11 attended between 13 – 52%. In Term 2, the number of young people enrolled decreased to 15, yet the attendance of this group has increased to only 1 at 14% and 9 between 22 – 44% and the other 5 between 66 – 97%.

Dealing with change

There has been some difficulties engaging the two (2) young men who are a part of this group. One (1) young man has withdrawn from the program following engaging in cultural business.

Trauma and neglect

This cohort is the most disengaged group of the school with each young person dealing with their own set of traumas, from being in sexual relationships at an early age and issues of self-harm and neglect. Neglect is mostly due to unstable family members/carers who are struggling with addictions, either directly or indirectly.

Resilience, self-concept

Although the young people are still facing many problems at home, most are able to still function and make good choices.

Drug and substance abuse

The majority of our cohort are dealing with some substance abuse, either marijuana, cigarettes or alcohol, or all.

Transitions during 2018

Detention	1
FLC Onsite	1
Other programs in Alice Springs	0
Employment	0
Unknown	4
Left Alice Springs	3
Cultural	4
No known programs	2

Venues used by program and purpose of the program at these venues

Swimming Pool	Anzac Oval	Alice Springs Cinema/Ten Pin Bowling
Traeger Park	Public library	Desert Park
Emily Gap/Jesse Gap	Gillen Oval	John Flynn's grave
Olive Pink Botanic Gardens	Telegraph Station	Wigley's Waterhole
McGrath dam	YMCA	Basketball Stadium
Olive Pink	Health clinics	Simpson's Gap
Todd River	Trucking Yard Centre	Larapinta Valley Centre
The Gap Youth Centre		

Electives

Music	cooking	Get Physical (gym)
Aboriginal Language Studies	construction	swimming
Young Peoples Voice	Duke of Edinburgh	basketball
robotics	school Magazine	tennis
art	land management	soccer
drone Project	hairdressing/make up	volleyball
circus skills	Wing Chung	bowling
photography	movie making	AFL
bike repairs		digital animation

NAPLAN

St Joseph's Catholic FLC, offers all young people in years 7 and 9 the opportunity to participate in the NAPLAN testing.

Extra -Curricular Activities

The FLC provides extensive opportunities for young people to participate in extra -curricular or non-classroom activities at their level and within their areas of interest. The broad range of opportunities or choices for young people includes activities that are described as cultural, sporting and community service related.

Extra- Curricular activities offered at St Joseph's Catholic FLC in 2018:

Cultural	Sporting	Service
Back to Country camps and day trips	7 a side soccer team in local Alice Springs competition & EREA National Football Competition in Canberra	Recycling
Bush Medicine and Bush Tucker	Male AFL teams in school competition	Bronze level Life saving
Yungbul Mob Immersion and Exchange with St Patrick's Strathfield, Sydney	Athletics carnival	Cleaning Uniting Church, Alice Springs
Canberra Girls Immersion Trip and visit to St Clare's College, Canberra	Girls' basketball team in local community competition	Fundraising for interstate camps (Girls Canberra, Fellas EREA Soccer Competition)
		Community engagement through open days at the Flexi

Special Programs that Produced Improved Outcomes for Young People

St Joseph's Catholic FLC used the following programs to improve engagement of young people and family members during 2018.

- Bush tucker activities including, making traditional healing lotions and seed collection. Cooking food using traditional methods. Activities led by family and community Elders.
- Immersion camp for St Patrick's students and staff led by Senior YP from Flexi, accompanied by a community Elder.
- Community day for young people, families/carers and wider community once each term.
- Cert 1 Hospitality students cook, organise and serve food for Community Day lunch. Helped serve food in a major community event at Telegraph Station in honor of Martin Luther King's grandson.
- Soccer 7 a-side team in local Monday night competition.
- Soccer Wellbeing Program and trip to the EREA National Football (Soccer) Competition in Canberra (as outlined below).
- AFL – male teams competing in local school competition.
- Girls only camp to Canberra.
- Providing breakfast, lunch and take home meal packs (when requested) free of charge for YP.
- Offering a door to door bus service for young people with transport difficulties.
- School Holiday program that offered activities across all school holidays during 2018. Youth Workers also made home visits and ensured young people were prepared for school after holiday breaks.
- Yungbul Mob and St Patrick's College Strathfield, Sydney Exchange (as outlined below).
- Community outreach program, working through family support and connecting them to health and social services.
- Male health and wellbeing sessions delivered onsite by staff from Congress

Yungbul Program

The Yungbul program continued in 2018 and involved an immersion experience to St Patrick's College in Sydney. This is a valuable experience in leadership for the young men and a very positive step towards reconciliation. Each year two of the Yungbul fellas are invited to study at St Patrick's in term three.

In 2018, one of our young men from St Joseph's Flexi attended St Patrick's for the whole of semester two. He was well received and supported during his stay, gaining valuable experiences about living in Sydney and enjoying the opportunity to play rugby for the school team.

A group of year 11 students and staff from St Pat's made a return visit to St Joseph's at the end of term three. They participated in many immersion activities, including an overnight camp in country hosted by an Aboriginal Youth Worker from the Flexi. St Pat's helped in the organisation and running of the Flexi athletics carnival. This program is now a regular partnership and exchange between our two schools that has many benefits for both sides along the path of reconciliation.

Soccer Wellbeing Program

This program uses football (soccer) as a means to engage a group of young men in mindfulness activities to improve mental health and general wellbeing. This program focused on the following three very important foundations:

Physical - Our young people attended every Monday and Tuesday for gym, skills and game training sessions, from the Australian Football National Curriculum that included high intensity training and recovering sessions as well as learning about healthy eating and lifestyles.

Mental - Our young people attended a 5 session mindfulness course in Alice Springs. The sessions were designed to support young people in developing mindfulness skills to assist them in everyday living. Sessions provided a range of activities and skills training, including guided instruction in mindfulness meditation, movement and walking. Classes

were highly participatory, supportive and structured.

Spiritual - Our young people met with significant Central Australian Elders, with the intention to connect/re-connect young people with their culture. This included outdoor activities such as;

- Smoking ceremonies,
- Sharing stories,
- Making bush medicine, and
- Cooking bush tucker.

The project concluded with our participation in the EREA National Competition in Canberra. Eight young people from our school flew to Canberra accompanied by two Flexi staff. They played bravely and enjoyed playing with a few memorable goals scored on both sides.

Girls Canberra Camp

One of the highlights of 2018 was the girl's camp to Canberra. Following the success of last year's inaugural camp, this year saw 12 girls, accompanied by three staff travel to Canberra for 5 days. The aims of the camp were linked to wellbeing and attendance goals in response to school data that indicated girls were less inclined to participate in school on a regular basis compared to the fellas. The camp included a full educational program visiting Canberra locations such as Parliament House, War Museum, Sports Institute and the Australian Museum. The girls were also exposed to a day at the ski slopes. For most of them, this was the first time they had seen snow and in their reflections, they recalled it was the best part of the immersion experience. The girls also had the opportunity to visit and connect with students from St Clare's College, a girl's Catholic College in Canberra.

This year's Canberra trip was particularly significant because it involved girls on the Outreach program who until this year had been reluctant to step outside of their town camp. Through an intensive community outreach program, Flexi staff were successful in developing trust and confidence among the girls to the extent they were willing to leave their families and go interstate. This was a remarkable achievement and a true testament to the nature of the work at the Flexi.

Duke of Edinburgh Bronze Award

In 2018, St Joseph's offered its young people the opportunity to participate in the Bronze and Silver levels of the Duke of Edinburgh Award. The non-competitive nature of the award allowed young people to set their own pace, goals and levels of effort in four key areas:

Service- volunteering in the community

Physical recreation -focusing on personal fitness and recreation

Skills- focusing on extending prior interests and hobbies or learning new ones

Adventurous journey- undertaking a journey with others to an unfamiliar location to develop team skills, problem solving and leadership qualities

Under the guidance of the FLC staff mentors, 12 young people achieved Bronze and 6 young people achieved Silver, by the end of the year. It was especially encouraging to see so many family members of the recipients attending the awards ceremony and their sense of pride in the young people's achievements.

The flexible nature of this program with its self-paced completion allows each young person to achieve at their own pace and level of confidence.

Athletics Carnival

Following the success of our first ever sports carnival last year, the Flexi organised its second this year. The day was a great success, with the participation of students from St Patrick's who were able to demonstrate the various events, and motivate the Flexi young people in having a go with something new. The awarding of trophies and ribbons for 1st, 2nd and 3rd place winners was a great motivator. Some family members also came to join us in a day of fun and friendly competition, finishing with a barbeque and 'dance off'.

Drive Safe Program

The Drive SafeNT program was offered to young people sixteen years old and over in 2018. The program allowed them the opportunity to learn safe and legal practices while using the roads as drivers, passengers and pedestrians. The program involved a trainer coming to the Flexi and working with the senior young people to sit their learner test and some basic first aid training and awareness. Those young people who had already completed the theory part last year, went on to do the practical driving lessons under the guidance of a local driving school. Two young people achieved their full licence and the others will continue to complete next year.

Connections with other Agencies:

Congress – Ingkintja Men's Health Clinic

Ingkintja have doctors, social workers, psychologists and counsellors available who can support the young people to link into social and welfare services. Throughout 2018, St Joseph's continued to link with Congress and were able to organise visits from the Health Centre staff to deliver specific lessons around men's health and wellbeing. These sessions proved very successful in terms of interest and engagement on the part of our male YP.

Gap Youth and Community Centre

The Gap Youth and Community Centre (GYCC) was used extensively in term 4, 2018 due to the relocation plans for the Flexi from the old Anzac Hill site. The new site at Bloomfield Street did not have the resources to support our learning, so extra space and use of GYCC facilities was negotiated for the Flexi. The GYCC have a number of youth programs and facilities that our young people can utilise from a Reconnect Program (which provides support to youth at risk of homelessness), internet cafe, media program, gym, music studio and an industrial kitchen.

EnviroBank

As in previous years, the fellas going on Soccer camp to Canberra raised money for their trip through recycling plastic bottles. This was also a valuable lesson in raising awareness about environmental issues in Alice Springs.

Healing Centre

The Healing Centre is a community facility catering for the spiritual, health and wellbeing concerns of the Aboriginal families. It offers traditional healing and bush medicines as well as a place to share, connect and preserve traditional cultural practices. Some of the Nanas and Aunties from the Healing Centre visited the Flexi and in return, Flexi staff and young people attended the Centre to participate in story telling sessions.

Support Agencies

In 2018, St Joseph's continued to collaborate and strengthen its working relations with many external agencies involved in the support and care of our YP. Cross -sector collaboration and cooperation was evident with Anglicare, Tangentyere, Territory Families, Youth Justice Service, Police Youth Engagement Officers, NT Education, Saltbush and

Bushmob. By working closely with these organisations, the Flexi is committed to providing high quality support for our YP and their families.

Year 12 Cohort 2018 Post School Destination

Transition to work plans for our 12+ cohort involved work with Karen Sheldon Employment towards the end of 2018 to help young people with resume' writing, identifying traineeships and work experience opportunities.

Areas identified for employment by young people : construction industry, Ranger, stockman, kitchen hand.

Possible pathways to support the transition to work plan included, enrolment with Batchelor in Alice Springs for Cert 1 in Conservation and Land Management as well as additional courses as other employment options were identified.

End of Year Formal

Following the success in 2017 of the St Joseph's first ever Senior Formal, our staff organized its second celebration acknowledging the achievements of the Senior young people. The Alice Springs community again supported with donations of clothing and services. The event was well attended and enjoyed by staff and YP. It displayed the tremendous efforts they had all made to end the year on such a positive note.

Staffing

Staff Professional Development Priorities 2018

St Joseph's Catholic FLC 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 lifelong learning. The average amount spent per staff member in 2018 on professional learning was approximately \$841 including travel costs associated with attending professional learning opportunities beyond Alice Springs.

Staff Member	In-service/Course/Conference	Date:	Support/Funding
All	Work practice reflection and planning day – each term	1 day/term	CWFS Network Team
	Youth+ Practice Development PD	4 days in Semester 2	Youth+ Institute
	Child Protection Training, Code of Conduct; Formation in EREA	1 day, term 1	CWFS Network Team
Teaching Staff	Working with NT ED and CEO T/L staff to create Whole School Literacy / Numeracy Plans	each semester	St Joseph's
	Curriculum Planning NCCD, 'Inspire' training Accelerated Literacy workshop	Term 1, 2018	St Joseph's
New staff	New Staff Days – Induction program for new staff (2 days): Youth+ Foundation Skill program;	2 days in March in either Brisbane or Melbourne	Youth+

Head of Curriculum	Curriculum meetings –CEO Darwin	4 days	NT CEO
All	First Aid Training- CPR, Asthma, Anaphylaxis	2 day	St John's
4 Staff	Doing School Differently Conference	3 Days	National Group
1 Teacher	SACE Moderation	various	NT CEO
Campus Principal	Head of Campus PD CEO Principal's PD	10 days	Youth+ & NT CEO

All staff engage in an Annual Performance Development and Review Process. Teaching Staff also engaged with the Australian Institute for Teaching and School Leadership (AITSL) Standards, as part of this review process and Teacher Registration. Our Youth Workers have been utilising the areas of the Youth Sector Code of Ethical Conduct.

Staff Qualifications

Staff	Number
Total number of Teachers	8
Total number of Support staff	12
Total Number of Staff	20

Qualifications	Teaching Staff
Certificate	8
Graduate Certificate	
Diploma	
Graduate Diploma	3
Post Graduate Diploma	1
Bachelor Degree	10
Masters Degree	1
Doctorate	
Other	

Staff Absence

The average attendance rate for teachers in 2018 academic year was 89.2%. The average attendance rate for non-teaching staff in the 2018 academic year was 78.6%. These figures do not take into account days away from school for Professional Development that was accessed over the calendar year.

Information Communication Technologies

In recent times, substantial change has occurred in the provision of computer hardware and software for young people and staff. Professional development continues to enhance the skills of staff in this important facet of learning. Information management has become a critical literacy. Integration of technology within all learning continues to evolve across the variety of the school's subject offerings.

2018 saw a focus on digital technologies in a plan to increase engagement and skills in STEM learning areas. The purchase of two drones in 2017 enabled staff to engage YP in offsite locations, using the drones to capture images of the landscape and align the images with google maps. Students also labelled and identified locations on maps from the drone images.

The drones have been used by YP to capture images of school sports games and events.

An MBOTS project with Years 7-8 involved the complex construction of the robotic cars and use of a remote device to manoeuvre them. Mapping skills were used to plan routes and directions for the robots to follow. B-Bots were used to engage YP in Maths related activities in measurement, time, counting and directions. Laptops were used across the whole school to engage YP in literacy tasks using internet resources as well as developing word processing and desktop publishing skills.

Progress Towards Goals for 2018

The Central West Flexi Schools Network Leadership recognise the value of strategic planning for the long term, sustainable development of programs, capital and human resources, the minimisation of exposure to risks and to assist fidelity of operation to mission. Operational goals are set each year in consultation with staff. The following outlines achievements in reaching goals in 2018 articulated in the 2017 Annual Report.

2018 Milestones

Throughout 2018 the following milestones were achieved at St Joseph's Catholic FLC:

- School population of over 100 young people was maintained. In the August census 105 young people were enrolled at the FLC.
- 157 young people were enrolled in the FLC during the course of 2018.
- The position of Ass HOC was filled at the beginning of 2018, staffing numbers remained constant in first semester.
- Continuation of Yungbul Immersion to St Patrick's Strathfield. A group of seven young fellas and two staff spent one week attending St Patrick's who also continued their Immersion to St Joseph's Catholic FLC in term 2, 2018.
- Successful participation of male teams in local school AFL competition.
- A 7 a- side soccer team in the local men's competition and the Soccer Wellbeing program involving participation in the EREA Schools National Competition in Canberra.
- 12 girls, including 5 from the Outreach program attended Girls camp to Canberra.
- Flexi Athletics Carnival.
- Flexi Yearbook published at end of 2018.
- Formal for Senior Students.
- Continuation of Bronze Duke of Edinburgh Award and extension to Silver Award.
- VET courses delivered onsite in Cert 1 Hospitality, Cert 1 Functional Literacy, Cert 1 Access to Vocational Pathways.

Goals for 2019

1. Implement a whole of site Formation plan as a Catholic school in the Edmund Rice Tradition.
2. Co-design and implement a whole school curriculum plan with a focus on improved literacy and numeracy through Project Based Learning.
3. Establish and implement the Central West Wellbeing Framework and Youth Worker Practice processes.
4. Re-establish Youth+ Practice (YPP) within Flexi daily operations.
5. Establish and implement cultural toolkit and create a culturally safe workplace.
6. Establish and Implement staff professional work practices.

Financial Performance

REPORTING FRAMEWORK	AMOUNT
Recurrent income	
School fees	\$ -
Other fee income	\$ -
Private income	\$ 169,991
State government recurrent grants	\$ 910,134
Australian government recurrent grants	\$ 3,216,911
Total recurrent income	\$ 4,297,036
Recurrent Expenditure	
Salaries; allowances and related expenses	\$ 2,164,285
Non salary expenses	\$ 814,695
Total recurrent expenditure	\$ 2,978,980
Capital income and expenditure	
Government capital grants	\$ -
Capital fees and levies	\$ -
Other capital income	\$ -
Total capital income	\$ -
Total capital expenditure	\$ 78,587
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	\$ -
Total opening balance	\$ -
Total closing balance	\$ -

Sitinder Bahia
Campus Principal
St Joseph's Catholic Flexible Learning Centre

Gerard Keating
Network Principal
Central West Flexi Schools Network

