

# 2024

## SCHOOL ANNUAL REPORT



### **St Joseph's Catholic Flexible School**

5 Bloomfield Street, ALICE SPRINGS 870

Principal: Donna Hagen

Web: <https://www.ereafsn.edu.au/>

## About this report

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St Joseph's Catholic Flexible School (the 'School') is registered by the NT Board of Studies, (NTBOS) and managed by the Catholic Education Northern Territory (CENT), Darwin. CENT as the 'approved authority' for the diocesan registration system formed under Section 138 of the NT Education Act (2015), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The School Annual Report (the 'Report'), provides parents and the wider School accurate and objective information about various aspects of school performance and development. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (STRAP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

## Message from key groups in our community

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### Principal's Message

Many events were held in 2024. We hosted a NAIDOC family day and this event helped promote Arrernte Language and Culture. The Girls Club program gave our young ladies the opportunity to connect with each other and have fun on outings in the community. This year has been successful with the young ladies engaging and following the four principles while out in the community. Our young people were involved in the dynamic sports program, were offered a variety of games from golf, touch rugby, football, basketball and martial arts. The mountain bike program clicked into gear with the young people taking advantage of the lovely, cold desert weather and cruising the trails all over Mbantua. We linked in with the Wellness on Wheels, who showed us many tracks around Central Australia. In Term 2, Shake 'n' Bake was quite popular with the young people. Students explored a variety of cooking techniques.

Highlights for the Junior classes included making their own iPad holders and planting their own vegetable garden as part of a Measurement unit in Mathematics. The Senior Girls' class had a busy year of learning and growing. The girls have challenged themselves to complete subjects towards their senior certificate and been incredibly successful. The senior ladies tried lots of new activities, such as horse riding, pottery, art and cooking. The senior fellas worked towards completing a Mathematics, English and Personal Learning Plan unit. The Mathematics unit focused on time, direction, and financial math to develop the fellas' skills to time manage and understand their own finances. The fellas have been working hard this year and have shown resilience and confidence in their ability to learn.

This year, the Arrernte Language and Culture classes continued. The junior and senior ladies' classes engaged with learning about mapping of languages and visited some Aboriginal workplaces and significant sites in and around Alice Springs. Each Fun Friday activity has been nothing short of thrilling as our students embarked on a series of exciting activities, from navigating scavenger hunts to enjoying blockbuster hits at the cinema, and even exploring the wonders of the Desert Park. Every week is always packed with excitement, adventure and learning and a reward for every one's hard work during the week.

### Parent Body Message

The school has a strong focus on student wellbeing and safety. Students are often traumatised due to family circumstances, the ongoing impact of colonisation and disenfranchisement of First Nations people in this community. Students are also impacted by cultural obligations which limits attendance and contributes to students experiencing

significant difficulty in engaging with education. As a result, they require extensive support in all aspects of schooling.

The school has a highly structured system for wellbeing where each class is assigned a Teacher, Youth Worker and Educational Support Officer (ESO). The Youth Worker is focused solely on engaging with Young People to ascertain their needs and provide support. This high level of intervention is necessary because of the complexity of student needs in this environment. With the support of the Youth Worker, students complete a Wellbeing Plan which identifies areas of need and allows staff to provide appropriate interventions. When required, Youth Workers make connections with external agencies such as Headspace and Akeyulerre (the Healing Centre) to further support students and work with families to ensure any assistance is culturally and socially appropriate.

## School History

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St Joseph's Flexible Learning School is one of the 24 Edmund Rice Education Australia Flexible Learning schools throughout Australia and has been registered as a non-government school since 2012.

St Joseph's Catholic Flexible Learning Centre (SJCFLS) is located in Mpartntwe (Alice Springs) and is on the Country of the Arrernte people, who have been caretakers of this land for tens of thousands of years. There are about 28,000 people living in Alice Springs. The city's population accounts for approximately 10 percent of the Northern Territory.

## Student Profile

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### Student Enrolment

The School caters for students in Year 7 to 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024:

Girls	Boys	Aboriginal & Torres Strait Islander	Total Students
30	32	62	62

### Enrolment Policy

Catholic Education Northern Territory (CENT) has established and monitors the implementation of the [Enrolment Policy](#). The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocese of Darwin tuition fee, the school building levy and local fees and charges. A pastoral approach is adopted for parents and carers experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Diocese of Darwin may be accessed at the [Catholic Education NT Website](#).

### Student Attendance Rates

The average student attendance rate for 2024 was 10.94%.

### NTCET

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Northern Territory Certificate of Education and Training (NTCET (or equivalent vocational education and training qualifications)).

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

<b>Postgraduate qualifications</b>	<b>0</b>
<b>Bachelor degree or equivalent</b>	<b>5</b>
<b>Masters</b>	<b>2</b>
<b>Other qualifications</b>	<b>0</b>

### Total number of teaching staff by TRBNT category

Full Registration - 7

Provisional Registration - 0

Authority to Teach - 0

### Staff Information Teacher Standards

All teachers are registered with the Northern Territory Registration Board. All teaching and non teaching staff hold current Ochre Cards and are audited annually.

### Professional Learning

The ongoing Professional Development of each staff member is highly valued. The Teacher Registration Board requires teachers to undertake at least 20 hours of relevant professional development activities within a calendar year period. Professional learning can take many forms including whole of school staff days, subject-specific in services and conferences and a range of professional learning programs.

The School takes responsibility for planning, implementing and evaluating its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Catholic Identity and Mission

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Education Northern Territory's (CENT) mission is 'Through servant leadership, we witness Gospel values in a faith community; integrating life and learning in culture of care, collaboration and excellence' and our vision is to inspired by the Gospel of Jesus Christ 'to commit to educational excellence, equity and fullness of life for all'. The School engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the School community.

The School follows the Diocese of Darwin's Religious Education (RE) Curriculum.

Further information about the Diocese Religious Education Curriculum and the RE Tests may be accessed at the [Journey in Faith is the Religious Education program for Transition to Year 10 in Catholic schools in the Northern Territory](#).

St Joseph's Catholic Flexible School seeks to respond to young people needing a more flexible and holistic model of education. It provides a place and an opportunity to re-engage in a suitable, flexible learning environment for those young people who have been disenfranchised from other schooling options.

St Joseph's Catholic FLC seeks to build honest and authentic relationships with young people, their families, and communities, supporting and celebrating the uniqueness and dignity of each person.

The daily practice at St Joseph's Catholic Flexible Learning Centre is guided by the Touchstones of Edmund Rice Education Australia about providing a "Liberating Education" based on a "Gospel Spirituality" in an "Inclusive Community" committed to "Justice and Solidarity".



## Teaching and Learning

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### Secondary Curriculum

The School provides an educational program based on in accordance with the Australian Curriculum V9 and South Australia Certificate of Education (SACE) syllabuses for Secondary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science, Humanities and Social Sciences (HASS), Health and Physical Education, The Arts, Technology and Languages. Religious Education is also a mandated curriculum area for all CENT Schools.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Senior students were given access to South Australian Certificate of Education (SACE) syllabuses for Modified secondary subjects, including Maths, English, Science and Health and Wellbeing. They completed units in all subject areas as they work towards achieving the 200 credits required to complete the SACE and Northern Territory Certificate of Education and Training (NTCET) qualifications.

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School Pastoral Care and Student Wellbeing policies, guidelines and procedures are informed by the [CENT Pastoral Care and Wellbeing Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a foundation for effective learning in all CENT school settings.

The ASWF is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

The ASWF is complemented by the Be You Framework, a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. The integration of both frameworks supports CENT school communities to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The combination of these two national frameworks for wellbeing assist our school with planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Suspension, Expulsion and Exclusion Procedures](#). The policy and procedure was updated in 2023 and shows the changes in the responsibilities of student management. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in the [Code of Conduct](#) which applies to all Diocese of Darwin staff. Accordingly, the School does not sanction the administration of corporal punishment by School staff and other persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

Catholic Education Northern Territory released the updated [Prevention and Management of Student Bullying Policy](#) in 2023 which was streamlined to provide further clarity on the roles and responsibilities of all staff across all systemic schools in the Diocese of Darwin. The

Policy provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships. CENT staff will work in partnership with parents and carers who have an integral role to play in the prevention and resolution of bullying.

### **Complaints Handling Policy**

CENT has a [Complaints and Grievance Policy Statement](#) which is implemented by our school and all systemic schools in the Diocese of Darwin. The policy recognises that within the reality of the schooling experience, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. The purpose of this policy is to enable CENT to respond effectively to complaints, ensure complaints are resolved in a fair and timely manner and make sure that complainants understand how their complaints will be managed. CENT monitors the implementation of this policy.

### **Parent satisfaction**

Although most schools in the Northern Territory Catholic Education System participated in the Tell Them From Me Survey, our school did not participate to provide a report this year. We will aim to support student participation in 2025.

### **Student satisfaction**

Although most schools in the Northern Territory Catholic Education System participated in the Tell Them From Me Survey, our school did not participate to provide a report this year. We will aim to support student participation in 2025.

### **Teacher satisfaction**

Although most schools in the Northern Territory Catholic Education System participated in the Tell Them From Me Survey, our school did not participate to provide a report this year. We will aim to support student participation in 2025.

## Financial Statement

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The total of NT funding assistance received by school in 2024 was \$369,579.

### Notes

1. Australian Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
2. Northern Territory State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
3. Fees and Charges Income include Archdiocese and school based fees, excursions and other private income.
4. Other Sources Income includes building levy fees and capital donations used to fund Capital Expenditure.

END OF 2024 REPORT