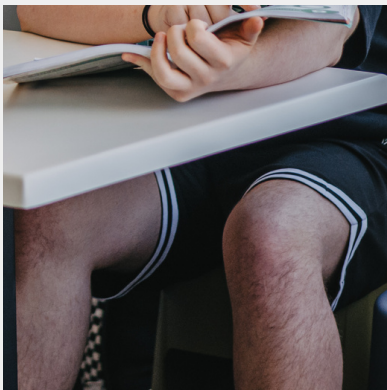


Juniper College

Annual Report



2025
Juniper College College
Annual Report



Acknowledgement of Country

Juniper College would like to acknowledge the Bunurong Boon Wurrung people of the Kulin Nation, and pay our respects to their elders past, present and emerging. This land was never ceded. It is, was and always will be Aboriginal land.

Here is the land,
Here is the sky,
Here are my friends,
And here am I.

We gather today, On Bunurong Boon Wurrung Land,
With Aboriginal and Torres Strait Islander peoples,
We walk hand in hand.
We'd like to say thank you,

For letting us share,
The land that you love,
We promise to take care.

Written by: Katherine Isolated Children's Service

Vision and Mission

Vision

To build a community college that empowers and inspires students to achieve their personal, social, and academic goals.

Mission

To offer individualised, comprehensive support to students facing significant personal and academic challenges, who have disengaged or are at risk of disengaging from education, focusing on overall wellbeing and using vocational, career, and life-pathway learning methods.

Values

Juniper College abides by the following values:

- Dedicated
- Inclusive
- Nurture
- Respect
- Integrity

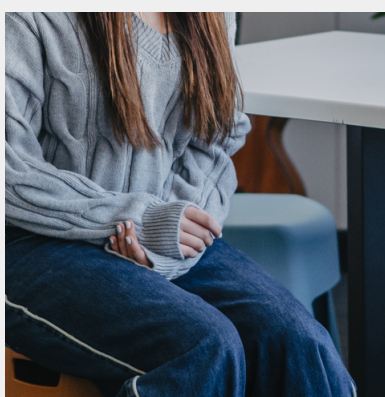
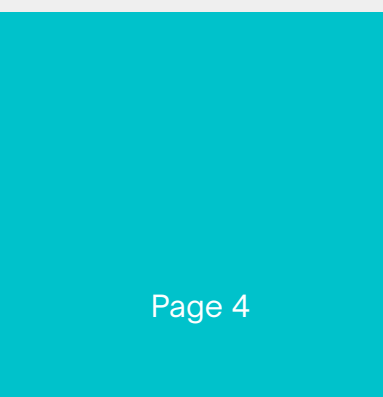
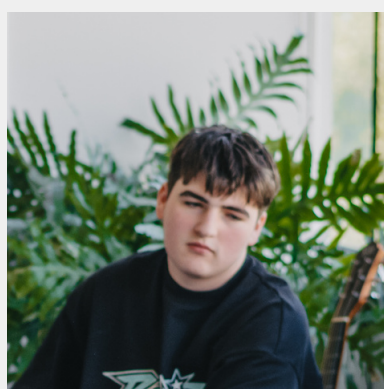
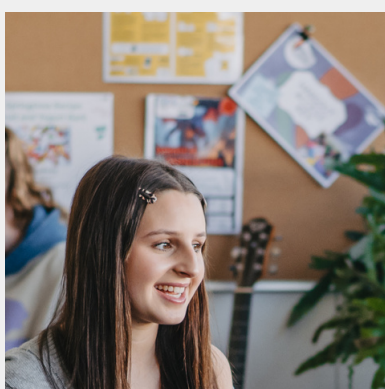


Juniper College

Juniper College is an independent special assistance school registered with the Victorian Registration and Qualification Authority (VRQA) and the Victorian Curriculum and Assessment Authority (VCAA).

Sitting within the organisational structure of Foundation Learning Centre, Juniper College is governed by the School Council formed and overseen by the Foundation Learning Centre Board (FLC). The School Council is a formally constituted sub-committee of FLC.

Foundation Learning Centre Inc is a not-for-profit Victorian incorporated association registered as a charity with the Australian Charities and Not-for-profits Commission (ACNC) with a 'Public Benevolent Institution' subtype. The Association is governed by a Board (the Board). The Board established a school, Juniper College, and has delegated the governance and day-to-day management responsibility for Juniper College to the Juniper College School Council (the School Council).



College Council



The 2025 College Council comprised of:

David Johnston-Bell - President

Shaun Howie - Treasurer

Daniella Maloney - Staff Representative

Chris Menage

Lee-Anne Marsh

Bronwyn O'Callaghan (FLC Board Representative)

Peta Riles (FLC Board Representative)

President's Report

I am proud of the achievements the school has made in the last 12 months. We have once again celebrated another successful group of students graduating, and it was uplifting to hear their stories, journeys that began with despair and fear about the future, and grew into stories of accomplishment, confidence, and optimism.

At Juniper, we see young people discover that their unique strengths and abilities have real value, and that they can thrive when given the right environment, support, and opportunities. This is reflected so clearly at our graduation ceremonies, where it is wonderful to see proud students receiving their certificates, alongside the even prouder parents and families who have supported them throughout their journey.

The school is also at a pivotal moment as we plan to move into our new Casey campus, a purpose-built facility that will enable Juniper to grow and provide more opportunities for young people in the area to be given an opportunity that mainstream education, rightly or wrongly, can't or won't provide. We are also busy expanding our Frankston campus, taking on the ground floor to expand our learning opportunities in the Peninsula.

We look forward to an exciting year.

David Johnston-Bell



Principal's Introduction



2025 has been a year of consolidation, growth and strategic development for the College, with a continued focus on improving student outcomes, strengthening organisational systems, and positioning the school for long-term sustainability.

The College celebrated 49 graduating students in 2025, a significant milestone that reflects both the perseverance of our young people and the commitment of staff to supporting students to complete their education and transition into further education, training or employment.

Staffing levels increased in response to student growth and complexity. This growth has enabled stronger supervision, enhanced wellbeing support and improved curriculum delivery across the College. Professional development throughout the year focused on strengthening staff capability to support students within a Special Assistance School (SAS) context, ensuring teaching, wellbeing and engagement practices continue to align with student needs.

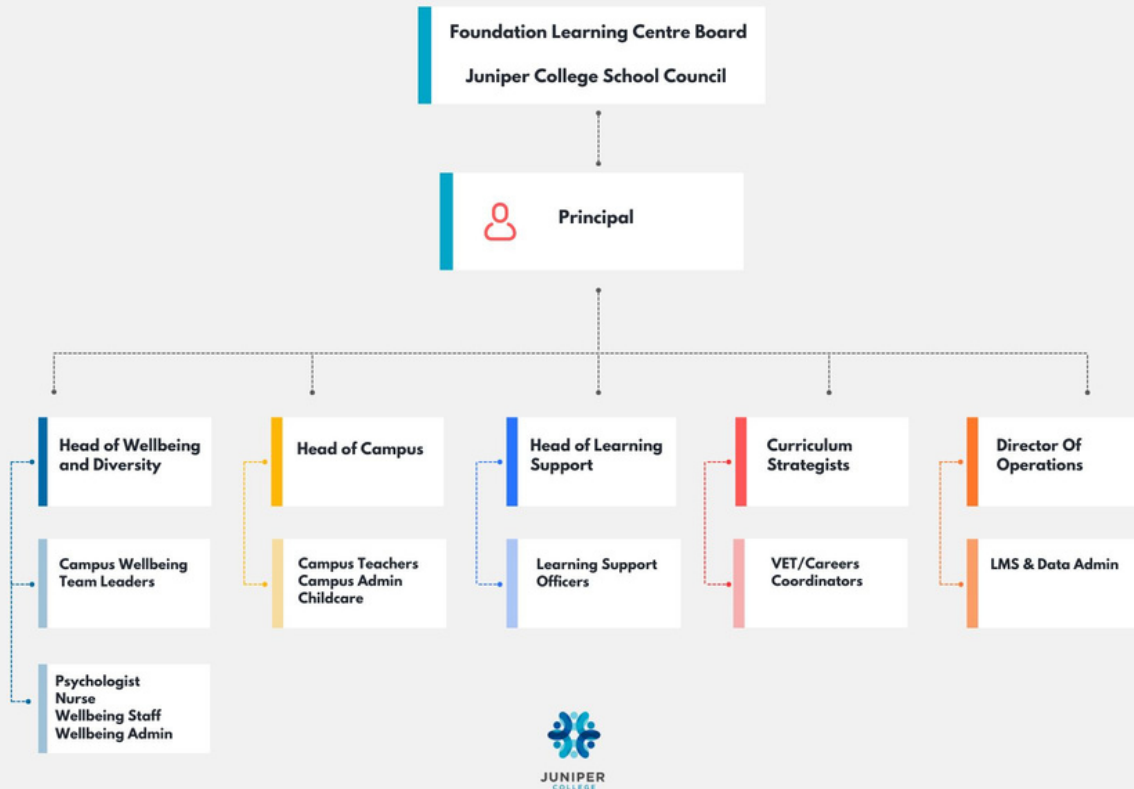
The College undertook a rebranding of the Strategic Plan for 2025–2026, aligning priorities with the school's evolving identity, regulatory requirements and long-term vision. This work provides a clear framework to guide decision-making and continuous improvement. The College also successfully received VRQA approval to add Year 10 to the school's scope, expanding learning pathways and supporting earlier intervention and engagement for students.

Strong partnerships with local government, schools and community organisations continued to be developed, improving referral pathways and strengthening wrap-around support for students and families.

Planning for future growth progressed significantly during the year, with Board approval for the addition of a new floor at the Peninsula campus and the relocation of the Casey campus. These decisions strengthen the College's long-term sustainability and enhance its capacity to support young people across the Peninsula and Casey regions.

Julie Young

Leadership Structure



Leadership Team



Julie Young (Principal)

As Principal of Juniper College, Julie is committed to ensuring every student succeeds in their educational journey. Her leadership across both the Casey and Peninsula campuses emphasises building a strong holistic approach to education, ensuring each student's wellbeing and education needs are supported. Our campuses are rich with experience and passion, dedicated to supporting students on an individual level.



Daniella Maloney (Head of Casey Campus)

Daniella is passionate about child and adolescent mental health and its impact on students' ability to learn. She focuses on building a connection with each student to ensure they feel safe, valued and seen. Daniella understands the importance of curriculum relevant to what will assist students in the real world. She works with all the teachers to provide high quality and engaging teaching and learning.



Loretta Lloyd Head of Peninsula Campus)

Loretta brings strong belief and dynamic passion for using creativity and community connection in student education and wellbeing. Early career experiences witnessing life-changing results set her on a 25-year path designing and facilitating programs across public, private, and community schools. She is excited to bring her positive strategies, real-world curriculum experience, and relationship-building skills to ignite students' sense of connection, self-worth, ownership, and success.

Lance Albrecht (Head of Data Analytics and Operations)

A dedicated teacher with a passion for numbers and creating things. Outside the classroom, you'll find him exploring nature's beauty on bushwalking adventures or crafting projects in his shed. With a love for both education and the great outdoors, he aims to inspire students to see the beauty in both maths and nature. Committed to creating a safe and productive learning environment, he fosters curiosity and growth in every student.



Janine Bauman (Head of Wellbeing & Diversity)

Janine brings extensive experience in student wellbeing, inclusion, and trauma-informed practice, with a strong commitment to respectful and caring learning environments for young people facing complex barriers.

Working at a whole-school level, she supports the integration of wellbeing alongside learning, strengthening systems that promote safety, belonging, and re-engagement. Her leadership reflects a belief in education as a powerful force for long-term personal, social, and academic growth.



Strategic Plan



Our People

We aim to empower staff, students, and community through strong relationships, wellbeing support, and professional growth.



Our Places

We aim to create safe, inclusive, and inspiring learning environments that foster belonging and engagement.



Our Learning

We aim to provide innovative, holistic, hands-on education that prepares students for lifelong success in work and life.

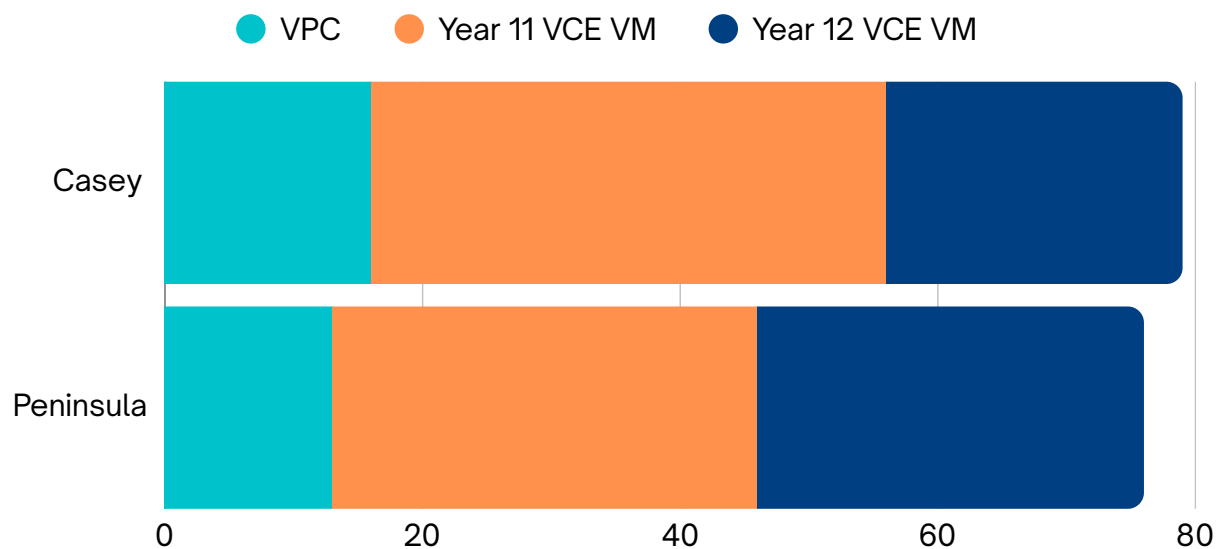


Our Future

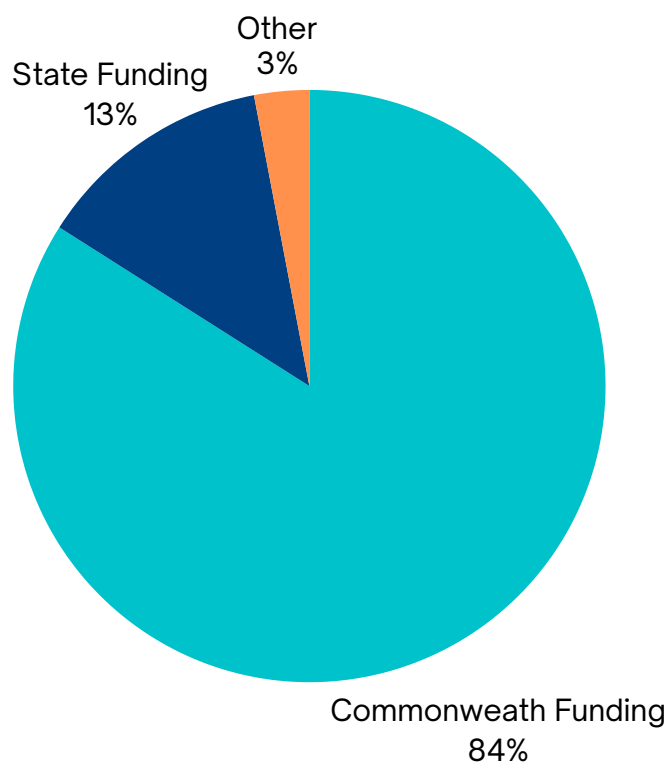
We aim to equip students with skills, confidence, and opportunities to shape their own futures and contribute meaningfully to society.



Student Enrolments



School Funding



Attendance

Many of our students come to the college after experiencing disrupted or inconsistent educational pathways, and benefit from a more personalised and supportive approach to learning. Our setting is designed to respond to students who may not have thrived in traditional environments, and who require greater flexibility, connection, and targeted support.

We recognise that students may present with a range of needs, including:

- Social and emotional factors that influence engagement and readiness to learn.
- Complex personal circumstances that may impact consistency of attendance and participation.
- Previous school experiences that have affected confidence and connection to learning.
- The need for trauma-informed support to build trust, strengthen relationships, and support regulation.

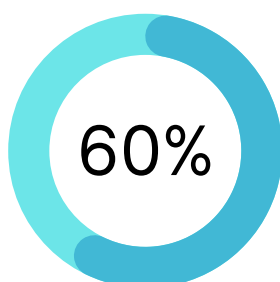
Through a relational, inclusive and highly individualised approach, we work to re-engage students in education and support them to experience success.

Our Approach

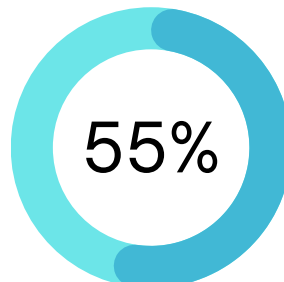
The foundation of our college is built on strong relationships, individual pathways, and a trauma-informed approach to education. We focus on:

- Rebuilding trust in education through a supportive and inclusive environment.
- Providing flexible learning pathways that cater to students' unique needs.
- Embedding trauma-informed practices to create a safe, predictable, and responsive learning environment.
- Addressing social and emotional wellbeing alongside academic growth.

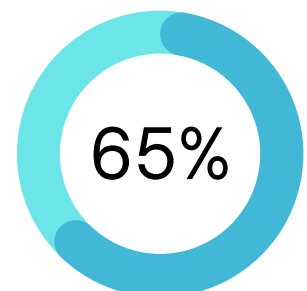
In 2025, we have seen improvement in student attendance compared to 2024, reflecting a more targeted and intentional approach. This has included strengthened outreach and in-reach strategies led by our wellbeing team, and the provision of individualised 1:1 support to re-engage students and remove barriers to attendance. Through this focused work, students are being better supported to reconnect with their learning and build more consistent engagement over time.



Juniper College



Casey Campus



Peninsula Campus

Professional Development

In 2025, professional learning was intentionally aligned to two core priorities: strengthening disability practice and enhancing curriculum delivery.

Disability & Inclusion Focus

- NCCD Training & Inclusive Practice – Building staff capacity to identify, document and support students with additional needs.
- Berry Street Education Model – Embedding trauma-informed strategies to better support student regulation, engagement and wellbeing.
- Autism Training (I CAN Network) – Developing staff understanding and practical strategies to better support autistic students in inclusive classroom settings.
- Diversity & Inclusion (Minus18) – Strengthening inclusive practices to ensure all students feel safe, respected and supported.
- Child Safety Training – Reinforcing staff understanding of their responsibilities in maintaining safe environments.
- First Aid
- Suicide Assist training
- Disability Standards for Education

Curriculum & Pathways Focus

- Cross-Curriculum Development – Supporting more integrated and applied learning experiences to increase student engagement.
- Careers Education & Networks – Strengthening pathways through improved connection between learning and future opportunities.
- Artificial Intelligence in Education – Exploring tools to enhance teaching practice, differentiation and efficiency.
- Food Handling Certification – Supporting delivery of applied learning programs, particularly within vocational pathways.

Leadership & Professional Practice

A key priority has been the development of leadership capability through a structured, long-term approach:

- Leadership Development Partnership – Engagement with external consultants working alongside the leadership team to build leadership capability, strengthen collaborative practice, and support effective team functioning. This work forms part of a sustained program across 2025 and 2026.



Thank You

2025 has been a year of growth and connection for Juniper College. We are grateful for the support of our students, staff, families, and wider community, and look forward to continuing to build on this momentum into the future.



7049 4700



Casey campus
75 Victor Crescent
Narre Warren 3805

Peninsula Campus
54-58 Wells Street
Frankston 3199



www.junipercollege.vic.edu.au