



# The Centre Education Programme

108 Mudgee Street  
Kingston Qld 4114

## ANNUAL REPORT 2013

This Annual Report for 2013 is published to provide information about The Centre Education Programme for parents/carers, young people and other interested parties. This report contains the detail mandated by the Commonwealth and State Governments and Edmund Rice Education Australia reporting requirements.

### INTRODUCTION

The Centre Education Programme commenced operation in 1987 and in 2013 is part of a national association of nearly fifty schools which includes fourteen flexible learning centres and attached outreach programs and nine main stream schools in Queensland.

The distinctive education provided to all students is described in, *The Charter: A Proclamation of an authentic Expression of Edmund Rice Education as Applied to Catholic Schools in the Edmund Rice Tradition*. This can be viewed on line at <http://www.erea.edu.au/about-us/charter>.

The Centre Education Programme is a co-educational Catholic school in the Edmund Rice tradition. In 2013, it is one of four Flexible Learning Centres operated by the Xavier Flexi Schools Network under the Governance of Edmund Rice Education Australia - Youth+. Attached to The Centre Education Programme are two mobile outreach services, called "It's Up 2 U" which operates in the Crestmead/Marsden and Jimboomba/Beaudesert areas.

The philosophy of The Centre Education Programme draws on the spirit and vision of Edmund Rice Education (the Christian Brothers). It has a clear commitment to social justice and stands in solidarity with disadvantaged people of all social, cultural and religious backgrounds. The philosophy also has a practical focus, based in the application of four core principles of "Respect" (for self, others and environment), "Safe and Legal" environment, "Participation" (have a go) and "Honesty" (being fair dinkum) among all participants of The Centre Education Programme. This is evident in the way 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 aim of The Centre Education Programme is to respond to the complex needs of disadvantaged young people who have been marginalised from mainstream education. The school achieves its aim by building honest and authentic relationships with young people and their families, supporting and celebrating the uniqueness and dignity of each individual young person.

### **Future Outlook**

The 2008 Melbourne Declaration on the Education Goals for Young Australian's 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".

The Centre Education Programme 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 The Centre Education Programme, and the development of moral reasoning through the application of the four principles prepares students for responsible citizenship. The learning experiences also build self-confidence and esteem in students, promote an optimistic view of their potentialities and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life. Learning experiences address curriculum areas of literacy, numeracy, study of society and environment, visual and technical arts, vocational training, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education and science.

The Centre Education Programme offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are marginalised from mainstream education. Young people are enrolled from both genders, from a variety of language, cultural, ethnic and religious backgrounds, with particular sensitivity to Indigenous cultures, 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 Education Support Worker discuss career aspirations and draft learning plans with articulated pathways to further education and/or vocational education and training.

## **PASTORAL CARE PROGRAM**

Each young person at The Centre Education Programme has a Pastoral Care team. In the attached Flexible Learning arrangement, this team is made up of a Teacher and typically a Youth Worker or Educational Support Worker who participate each day with the 15 young people who are enrolled. At The Centre Education Programme site this team comprises their classroom Teachers for core literacy/numeracy and at least one other significant worker. This worker is determined by whom the young person develops rapport. The role of the team is to establish a close relationship with the young person; monitor their progress; advocate on their behalf; provide advice, direction and support during difficult personal issues; and overall 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. CYMHS, Dept of Communities, Youth Justice etc
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in the 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.

The Pastoral Care Program may also include the support work of the School Chaplain, Family Worker, Youth Support Coordinator, Child Protection Officer and access to the Network Child Protection Officer as required.

The total 2013 enrolment of The Centre Education Programme in full time equivalent students is shown below.

| <b>Year Level</b> | <b>Students</b> |
|-------------------|-----------------|
| 8                 | 10              |
| 9                 | 21              |
| 10                | 36              |
| 11                | 32              |
| 12                | 26              |
| <b>Total</b>      | <b>125</b>      |

## CURRICULUM

The Centre Education Programme provides holistic learning experiences that address the social needs of students, and promotes their emotional, cognitive, spiritual and academic development. The purpose of the learning experiences is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage 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, visual art and technology, outdoor education, Indigenous education, relational and spiritual education and science.

Subjects offered at various year levels include:

| <b>Year Level</b>    | <b>Core</b>          | <b>Elective</b>  |
|----------------------|----------------------|--|
| <b>8, 9, &amp;10</b> | Literacy<br>Numeracy | Art<br>Workshop<br>Music<br>Cooking<br>Sport<br>Indigenous Studies |

| <b>Year Level</b>  | <b>Authority Registered Subjects</b>                          | <b>Certificate Courses</b> | <b>Elective</b>   |
|--------------------|---|----------------------------|---|
| <b>11 &amp; 12</b> | English<br>Communication<br><br>Pre-Vocational<br>Mathematics | Certificate II Music       | Art<br>Craft<br>Music<br>(Technical<br>Production/Voice<br>/Instrumental)<br>Design & Technology<br>(Workshop)<br>Cooking<br>Science<br>Sport |

Learning is focused around the individual needs of students and progress is carefully documented and monitored. Students, in conjunction with their Teachers, Youth Workers and Education Support Workers discuss career aspirations and draft learning plans with articulated pathways to further education and/or vocational education and training.

The priority of all staff at Centre Education Programme is relationship; it is unlikely that much teaching or learning will occur until a level of trust and rapport is achieved between staff member and the young person. Our school approach is holistic – taking

into account the intellectual, emotional, physical, social and spiritual development of each young person.

The curriculum is viewed as one of a series of tools/strategies that engage young people with their school community. As a result it is vital that teaching and learning must not be deficit-focused; our young people have already had experience being told what they 'cannot do'. There is an emphasis on practical application of processes and skills. Processes are to be as dynamic and interactive as possible, promoting cooperative investigation and higher-order thinking.

As our young people have slipped through the 'mainstream' net, emerging as 'disengaged' learners – it is vital that our practice and 'way of being' with young people is significantly different – promoting authentic relationships, appropriate sharing of power and control of the learning environment and engaging activities that inspire creative and critical thought. It is of the utmost importance that Teachers deliver their professional best, taking on the risks within the curriculum and its delivery as opposed to transferring that risk of failure to young people in their classrooms.

Curriculum delivery and materials are based on:

- QSA Authority Registered Senior Subjects
- Accredited VET Training Packages
- Aspects of the National Curriculum: Australian Curriculum for Assessment and Reporting (ACARA) together with the Australian Core Skills Framework (ACSF).

For the core programs of literacy and numeracy young people are placed in groups giving consideration of:

- Cultural background
- Diagnostic test results
- Age and level of maturity
- Young person's stated goals and interests.

The timetable allocates explicit teaching time to emphasise the development of functional and foundational literacy and numeracy skills. Further development of these skills occurs in an integrated manner with other selected Key Learning Areas (KLAs) such as Science, Design and Technology, Music, History, Geography, HPE and the Arts. Young people also have the opportunity to enrol part-time with other learning providers to further expand their future pathway options.

A 'hands-on' learning approach is utilised, with outings and excursions further supporting the curriculum program. In 2013 these included structured learning events at:

- V8 Supercars -Gold Coast
- Southbank Parklands
- Queensland Art Gallery, Logan Art Gallery and GOMA

- Science Centre
- Queensland Performing Arts Centre
- Aboriginal Centre for the Performing Arts
- State Library – Brisbane
- Local Libraries
- Daisy Hill Forest and Koala Sanctuary
- The Outlook, Boonah
- Mt Coo-tha Botanical Gardens
- Mt Barney National Park
- Carnarvon Gorge National Park
- Wave Break Island
- Kangaroo Point cliffs
- Gould Adams Park (sporting area)
- Meakin Park (sporting area)
- Mt Nebo
- Enoggera Reservoir
- Karawatha Forest
- Berrinba Wetlands
- Venman Bushland National Park
- Spring Mountain Conservation Estate
- Riverdale Park
- Wivenhoe Dam
- Cedar Creek Falls
- River Rocks Park (Goodna)
- North Stradbroke Island
- Local swimming facilities
- PCYC Centres
- Logan Metro Indoor Sports Centre
- Logan City Police Park
- Amnesty International
- Griffith University – Logan
- Dreamworld
- Various Career, Health and Sport Expos
- Redcliffe (Bora rings)
- 98.9 Radio Station
- Yugambeh Beenleigh Museum
- Indigiscape
- BoysTown

- NAIDOC Celebrations (Musgrave Park)
- Albert Park Flexible Learning Centre
- Sunnybank Sports and Community Club

Young people participate in learning areas that serve to further support the curriculum and contribute to the community of The Centre Education Programme:

- Indigenous culture and traditional learning
- Sport and physical activities (e.g., boxing, gym)
- Cooking
- Craft and Sewing
- Organic Gardening
- Outdoor recreation (e.g., canoeing, bushwalking)
- Camping
- Modules from VET courses.

Young people also have the opportunity to work closely with a Transitions Officer who provides individual career exploration and development guidance to plan future career pathways. In 2013 these activities included:

- Construction Safety White Card Training
- Working with Children Student Blue Cards
- Tax File Number Applications
- Regional Employment Expos.

## OUTCOMES

Whilst young people in Year 9 did participate in National Assessment Program Literacy and Numeracy (NAPLAN), results are unavailable as the student population was below the reporting threshold.

### APPARENT STUDENT RETENTION RATE

| Senior cohort Year | Year 8 Base | Year 12 at exit | Retention Rate % |
|--------------------|-------------|-----------------|------------------|
| 2013               | 21          | 26              | 124              |

### ATTENDANCE RATE

The average student attendance rate for 2013 was 82%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

| Outcomes for Year 12 Students  |     |
|--|-----|
| Total number of students who completed Year 12   | 18  |
| Total number of Senior Certificates awarded  | 18  |
| Percentage of Overall Position (OP) – eligible students with OP 1 – 15   | 0%  |
| Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification | 0%  |
| Percentage of students awarded Senior Certificates with OP – eligibility or awarded a Vet qualification                | 0%  |
| Percentage of Queensland tertiary Admissions Centre (QTAC) applicants receiving an offer.                              | 0%  |
| The median score for OP - eligible students  | N/A |

## SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

The following programs achieved improved outcomes for students at The Centre Education Programme.

Outdoor Education is central to the philosophy of The Centre Education Programme and touches many aspects of the personal and social development of each young person in the school. It not only brings the environment closer to every student at a time when our direct contact with the outdoors is diminishing for society as a whole, but it is also an excellent vehicle for the development of those highly prized qualities of initiative, self-reliance, co-operation, leadership, self-worth and a sense of a personal place in the greater whole. Outdoor Education experience which young people had the opportunity to be involved in during 2013 included a range of day and overnight experiences.

| Range of Day Activities | Overnight Activities               |
|-------------------------|------------------------------------|
| Ropes Course            | Carnarvon – 4 nights               |
| Problem Solvers         | North Stradbroke Island – 2 nights |
| Abseiling               | Deer Reserve – 2 nights x 2        |
| Rock Climbing           | Kilcoy – 2 nights                  |
| Indoor Rock Climbing    | Boonah - 3 nights                  |
| Ten Pin Bowling         | Girraween - 2 nights               |
| Swimming                | Cooloola - 2 nights x 2            |
| Canoeing                | Lake Cootharaba - 2 nights         |
| Bushwalking             | Thunderbird Park - 1 night         |

Some key areas of learning/development for the young person can be summarised in the following points:

1. Management of conflict
2. Coping emotionally in a range of stressful circumstances
3. Developing respect for self and others
4. Setting boundaries and affirming choices
5. Being involved and taking effective action
6. Having fun and making connections with the natural world
7. Identifying personal skills & strengths
8. Encouraging others
9. Learning through curiosity, experimentation and participation
10. Future goal setting
11. Communication of thoughts and feelings.

Holiday Programs are offered to young people to assist them in developing relationships with other young people and staff and to help develop confidence through participation in smaller group activities, with an aim to improving school attendance and participation.

Holiday Programs during 2013 included activities such as:

- Canoeing
- Go Carts
- Ten Pin Bowling
- Swimming
- Cooking
- Movies

Community lunches and Friday afternoon activities have been introduced to enhance the young people's sense of community. These weekly lunches provide an opportunity for young people to invite family members to The Centre Education Programme, and a time for visitors to sit and share with young people and staff.

## **YEAR 12 COHORT 2013 POST SCHOOL DESTINATION**

At the time of publishing this School Annual Report, the results of the 2013 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about the post school destinations of our students will be posted to our website after 30 September, 2014. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

| <b>School Year – 2013</b>   | <b>Number of Students in each category</b> | <b>Percentage of Students in each category</b> |
|---|--|--|
| <b>VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)</b> | 7  | 39%  |
| <b>Working full-time</b>  | 1  | 6%   |
| <b>Working part-time/casual</b>                                     | 4  | 22%  |
| <b>Seeking work</b>   | 5  | 27%  |
| <b>Continued at school</b>  | 1  | 6%   |

## CO CURRICULAR ACTIVITIES

The Centre Education Programme provides extensive opportunities for young people to participate in co curricular or non class room activities at their level and within their areas of interest. Participation is encouraged. The broad range of opportunities or choices for young people includes activities that are described as cultural, sporting, intellectual and or service related.

### Cultural

- Editing and Animation Workshops
- Museum & Gallery Visits
- Theatre Visits
- Outlook Art activities

### Sporting

- Canoeing – range of venues and levels of challenge
- Sports Days – athletic and swimming
- Bushwalking – range of venues and levels of challenge
- Skateboard Expo
- Bowling
- Low and High Ropes
- Indoor Soccer
- Touch Football
- Indoor Rock Climbing
- Boxing
- Abseiling and Climbing
- Surfing
- Fishing
- Traditional Games

### Intellectual

- Cemetery Statistics
- Berrinba Biology Experiments
- Science Centre
- QSL Museum
- Logan SMART dump
- Mt. Coo-tha Botanical Gardens

### Service

- Harmony Day Incursion
- Preparation and presentation of Memorial Day
- “Raduation” Graduation – organising, catering and delivery of event

## STAFF DEVELOPMENT PRIORITIES 2013

The Centre Education Programme is committed to the ongoing professional development and formation of staff. This continues to enrich the educational opportunities provided for our young people and models to our young people the modern reality of life long learning. The following priorities were identified in the Centre's 2013 Operational Plan:

| Description                    | Staff |
|--------------------------------|-------|
| Academic Focus                 | 17    |
| Social/Emotional Focus         | 12    |
| Organisational Focus           | 24    |
| Occupational Health and Safety | 25    |

The average amount spent per teacher in 2013 on professional learning was \$864.

## THE SOCIAL CLIMATE OF THE CENTRE

One hallmark of The Centre Education Programme is the very real climate of compassionate care. This is expressed through:

- A commitment by all to operate by the principles of respect, being honest, being safe and legal, and participation.
- The formation of right relationships amongst everybody in the school community.
- A belief that conflicts and problems can be resolved by talking and negotiation.
- An understanding by all that bullying and misuse of power by anyone in the school community is not acceptable.
- A strong emphasis not on the mistakes that people make but rather on what they do to fix the consequences of those mistakes and the effort made to change behaviour.
- Encouragement of young people to take initiative; to raise issues of concern to them; to challenge other young people and staff if they feel that one of the principles has been broken; to negotiate what they learn and how they want to learn it; to be active participants in all that they experience in their time at the Centre.

## **STRATEGIES USED FOR INVOLVING PARENTS / CARERS IN THE EDUCATION OF THEIR YOUNG PERSON**

The Centre Education Programme recognises that parents/carers are the primary educators of their young people, while 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 of parents / carers through:

- Family days which were held each term, where we joined together as a community, sharing a meal and sometimes a sporting activity
- End of School Year Dinner and Presentation to various groups
- Newsletters each semester
- A letter from Class Teachers each semester to accompany each student's report
- Close attention paid by Pastoral Care staff in contacting parent/carers in person or by phone to give information on the progress of a young person, particularly to relay news of success rather than a critical issue
- Parent/carer and Teacher interviews each semester
- Maintenance of a friendly and welcoming atmosphere that acknowledges the vital role of parents/carers and Elders in our school community.

## STAFF

The staff of The Centre Education Programme are highly qualified, experienced and generous group of professionals who consistently contribute more than would otherwise be expected both within the classroom and beyond. The distinctive skills / qualifications and experience of our staff include:

|                                      |    |
|--------------------------------------|----|
| <b>Total number of teachers</b>      | 12 |
| <b>Total number of Support staff</b> | 8  |
| <b>Total Number of Staff</b>         | 20 |

|                                      |    |
|--------------------------------------|----|
| <b>Teaching Staff Qualifications</b> |    |
| <b>Certificate</b>                   | 8  |
| <b>Diploma</b>                       | 1  |
| <b>Bachelor</b>                      | 17 |
| <b>Post Graduate Diploma</b>         | 9  |
| <b>Masters Degree</b>                | 2  |
| <b>Doctorate</b>                     | 0  |
| <b>Other</b>                         | 0  |

The average attendance rate for Teachers in the 2013 academic year was 97.3 %. This figure reflects a low rate of sick leave among the staff. This figure does not include staff absent from classes attending professional development activities or who would have been replaced whilst on other forms of leave such as long service or maternity leave. The effect of an absent staff member, for an extended period due to illness / travel / extended leave last year has been eliminated from this calculation as he / she was replaced by a Contract Teacher.

The teaching staff retention rate expressed as a percentage is 75%. This indicates the percentage of Teachers who have continued service at the school from 2012 into 2013.

## 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 the school's subject offerings.

## PROGRESS TOWARDS GOALS FOR THE 2013 YEAR

The Xavier Flexi Schools Network Board and 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 2013 articulated in the 2012 Annual Report:

- Successful implementation of the weekly “whole school activity” which follows the Friday Community Lunch
- Successful implementation of an Induction Programme to assist young people in a supported introduction to The Centre Education Programme
- Completion of a Reconciliation Action Plan, prepared for submission in early 2014.

## 2013 MILESTONES

CEP was fortunate to be awarded a Munnar Justice and Peace Education Grant at the close of 2012. 2013 saw young people design and commence painting a large scale mural promoting compassion within daily relationships and active participation in peacemaking on site. This good community work continues into 2014. 2013 also saw the further development of areas around the school to increase useability and general comfort of young people:

- School library with comfortable lounge seating to create an alternative learning and teaching space and afford a ‘quiet space’ for young people at break times
- Refurbishment of the Basketball Court including levelling, resurfacing and painting, new basketball backboards and line marking
- Shade sail to extend gymnasium space outdoors to allow for boxing fitness, skipping and circuit training
- Edible herb garden in closer proximity to the school canteen to promote sustainability, constructed, planted and cared for by young people.



During child protection week CEP was visited by Brett Lee from Internet Education and Safety Services (INESS) who conducted cyber safety sessions for young people, staff and families with a focus on cyberbullying and keeping ourselves safe on the Internet.

The Centre Education Programme also has a number of celebrations which occur annually and are significant in the development of a community and belonging for young people, their families and staff.

During 2013 these celebrations included:

- NAIDOC Night
- Memorial Day which provides an opportunity for young people to care purposefully and practically for the Centre Ed memorial garden, and for families and friends of past and present young people to come together in supporting each other in remembering those from our community who have passed on.
- Fun Days
- End of year celebrations which included a formal dinner with families for those young people completing Year 12, and informal dinners for the young people and their families that completed Year 10 in the two outreach programmes, It's Up to You – Jimboomba/Beaudesert, and It's Up to You – Crestmead/Marsden.



## GOALS FOR THE 2014 YEAR

In 2014 emphasis will be given to:

- Further refining the Induction Programme to ensure young people new to The Centre Education Programme are fully supported in both educational and social aspects
- Trialling a Vertical Home Group system which is designed to assist staff to better support young people and for young people to develop relationships with a greater number of staff
- Implementing and reviewing the Reconciliation Action Plan prepared in 2013
- Increasing accredited learning options.

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