



The Centre Education Programme

**108 Mudgee Street
Kingston Qld 4114**

ANNUAL REPORT 2014

This annual report for 2014 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.

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INTRODUCTION

The Centre Education Programme commenced operation in 1987 and in 2014 is part of a national association of nearly fifty schools which includes, in 2014, eighteen flexible learning centres and attached outreach programs and ten 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 2014 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 operate 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 ways the organisational culture and practices are shaped through the application of these principles. In essence, the principles establish a “common ground” among staff, young people and parents, a collective forum, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group, and individually and as members of the broader community.

The 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 Australians states that “Australian Governments commit to working with all school sectors to

- ‘Close the gap’ for young Indigenous Australians
- Provide targeted support to disadvantaged students
- Focus on school improvement in low socioeconomic areas”

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 self-esteem in students, promote an optimistic view of their potential and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life. 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, science, physical education, and relational and spiritual education.

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 workers, 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. 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 2014 enrolment of The Centre Education Programme in full-time equivalent students is shown below.

Year Level	Students
8	17
9	25
10	29
11	22.8
12	27.4
Total	121.2

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 these 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, science, physical education, and relational and spiritual education.

Subjects offered at various year levels include:

Year Level	Core	Elective
8, 9, &10	Literacy Numeracy	Art Workshop Music Cooking Sport Indigenous Studies

Year Level	Authority Registered Subjects	Certificate Courses	Elective
11 & 12	English	Cert I Functional Literacy	Art

	Communication Pre-Vocational Mathematics	Cert II Functional Literacy Cert I Visual Arts Certificate II Music	Craft Music Design & Technology (Workshop) Cooking Science Sport
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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 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; many of our young people have already had experiences of being told what they 'cannot do'. There is an emphasis on practical application of processes/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:

- Diagnostic test results
- Age and level of maturity
- Cultural background
- 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 2014 these included structured learning events at:

- Hope Island
- Lego Man
- Suttons Beach
- Logan Central Library
- Doug Jennings Park
- Southbank
- Paradise Point
- The Spit
- Cooloola National Park
- Dreamworld
- Woodridge High
- Bowling
- Reverse Garbage
- Queen St Mall
- Byron Bay
- Wave Break Island
- Kingston Butter Factory
- Mt-Cootha
- Calamvale Community Park
- Summit Oval
- Queensland Museum
- Science Centre
- Gould Adams Park
- DJ Sherrington Park
- Trampoline Park
- Suncorp Stadium
- The Outlook
- Cinemas
- QUT Gardens Point
- Roma St Parklands

- Indgiscap – Redlands
- Jabiru Island
- Yuen’s Supermarket
- Logan Police Park
- Hyperdome Shopping Centre
- Beenleigh Skate Park
- St James College
- Logan Brothers Football Club
- Meakin Park
- Griffith University – Logan Campus
- Berrinba Wetlands
- The Edge
- Kangaroo Point
- Logan Metro Insports
- Nudgee College
- Riverdale Park
- St Edmunds College
- Karawatha Forest
- Mount Barney
- Lake Manchester
- Regatta Lake
- Local radio station
- RNA showgrounds
- Fig Tree Pocket
- Police Park, Logan
- Grand Plaza shopping centre
- FIER festival
- Former Origin Greats
- Happiness Cycle
- Logan City Council Careers expo
- Kokoda Challenge
- Ngutana-Lui
- Mechanic Workshop
- Timber and working with wood show
- Mental Health day
- GoMA
- V8 Supercars
- Planetarium
- ERA for change

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
- Workshop
- 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 2014 these activities included:

- Construction Safety White Card Training
- Working with Children Student Blue Cards
- Tax File Number Applications
- Regional Employment Expos
- Responsible Service of Gambling

OUTCOMES

Young people in Year 9 had the opportunity to 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 %
2014	27	23	85

ATTENDANCE RATE

The average student attendance rate for 2014 was 46%. 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	22
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	14%
Percentage of students awarded Senior Certificates with OP – eligibility or awarded a Vet qualification	n/a
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 achieve 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 Gorge – 4 nights
Problem Solvers	Girraween – 2 nights x 2
Abseiling	South Passage Sailing – 2 nights
Rock Climbing	Kokoda Challenge – 1 night
Indoor Rock Climbing	Boonah – 2 nights
Ten Pin Bowling	Cooloola National Park – 2 nights
Swimming	Stradbroke Island – 3 nights
Canoeing	Wyarralong Dam – 1 night
Bushwalking	

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:

- Ten pin bowling
- Swimming
- Cooking
- Movies
- Fishing
- Music Jam Session
- Bounce – trampolining
- Coochie - mudlo Trip
- Gardening
- Science Centre
- OZ Ball Zorbing
- Laser Skirmish
- Hip Hop
- Dreamworld
- Rock Climbing
- Art
- Abseiling/Climbing, Kangaroo Point
- Ice Skating
- NAIDOC, Musgrave Park
- White Card course
- Responsible Service of Gambling course

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 2014 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2014 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, 2015. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

School Year – 2014	Number of Students in each category	Percentage of Students in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	2	9%
Working full-time	2	9%
Working part-time/casual	1	5%
Seeking work	11	50%
Continued at school	4	18%
Unknown	2	9%

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.

<p><u>Cultural</u></p> <ul style="list-style-type: none"> • Gaming • Museum & Gallery Visits • Theatre Visits • Outlook Art activities • Art Extravaganza • Kingston Butter Factory
<p><u>Sporting</u></p> <ul style="list-style-type: none"> • Canoeing – range of venues and levels of challenge • Sports Days – athletic and swimming • Bushwalking – range of venues and levels of challenge • Bowling • Low and High Ropes • Indoor Soccer • Touch Football • Boxing • Abseiling and Climbing • Fishing • Traditional Games
<p><u>Intellectual</u></p> <ul style="list-style-type: none"> • Cemetery Statistics, various local cemeteries • Logan Libraries

- Science Centre
- QUT Gardens Point visit
- Griffith University
- Ngutana-Lui Aboriginal and Torres Strait Islander Cultural Studies Centre
- The Edge, State Library Queensland
- Planetarium, Mt Cootha

Service

- Harmony Day Incursion
- Preparation and presentation of Memorial Day
- Graduation – organising, catering and delivery of event
- NAIDOC Day preparation and performances

STAFF DEVELOPMENT PRIORITIES 2014

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 2014:

Description	Staff
Academic Focus	25
Social/Emotional Focus	50
Organisational Focus	25
Occupational Health and Safety	25

The average amount spent per teacher in 2014 on professional learning was \$3102.00

THE SOCIAL CLIMATE OF THE CENTRE

One hallmark of The Centre Education Programme is the very real climate of compassionate care evident. 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, when 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
- Opportunity for 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 is a 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:

Total number of teachers	11
Total number of Support staff	9
Total Number of Staff	20

Teaching Staff Qualifications	Number
Certificate	n/a
Diploma	n/a
Bachelor	9
Post Graduate Diploma	2
Masters Degree	n/a
Doctorate	n/a
Other	n/a

The average attendance rate for teachers in the 2014 academic year was 94.25%. 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 100%. This indicates the percentage of teachers who have continued service at the school from 2013 into 2014.

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 2014 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 2014 articulated in the 2013 Annual Report.

- Continued development and implementation of the Induction Programme to ensure young people new to The Centre Education Programme are fully supported in both educational and social aspects
- Implementation of 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
- Implementation of our Reconciliation Action Plan
- Additional accredited learning options were made available for young people through a implementation of the Certificate I Functional Literacy, Certificate II Functional Literacy, Certificate I Visual Art and Certificate II Music Production

2014 MILESTONES

Centre Education Programme continued to cement its place in the local community in 2014 with a renewed focus on service, empathy and creating a positive impact on the world around us.

Child Protection Week – Centre Ed was awarded a NAPCAN grant that allowed the school community to design and paint a three panel mural in the theme of ‘Child Protection is Everybody’s Business’ using three statements from the United Nations Rights of the Child Charter.



Arts Fest a 2014 initiative of the Arts team and Education Support Worker to provide an opportunity for our budding artists, musicians, chefs and artisans to showcase their works to an audience including their families and the wider community. The event aims to further facilitate a supportive learning environment that is shared between the home and school where a young person’s unique talents can be shared with pride and nurtured beyond the school’s environment and into the future.



The Sustainable Edible Garden Project took off in 2014 with the assistance of dietician students completing their Masters degrees through Griffith University. This project aims to develop self-sufficient food provision skills among the young people of CEP by constructing a vegetable garden, fruit orchard, herb garden and chook coop. The addition of these features intends to increase student engagement, reduce the prevalence of food insecurity, decrease school food costs, introduce young people to new fruits and vegetables, and provide numerous opportunities for the development of invaluable life skills for students.



Dressication was dreamt up by the CEP young people to support the education of young women in Africa. Following discussion and exploration of curriculum based on the empowerment of young people we supported the fundraising efforts of one of our favourite casual dance teachers for ‘Do it in a Dress’. Young people wore their favourite dresses, sold their original recordings and made a stunning \$300 in contributions.





Mad Hatters' Tea Party marked our first serious school wide discussions on living a happy and healthy life. Young people spent time creating artful hat designs and enjoyed an afternoon tea while raising awareness of mental health in order to reduce and remove stigma on campus.



Walk the Line was an alcohol harm minimisation project that engaged 30 young people to educate them on the harm, risks and the personal, health and legal consequences associated with alcohol consumption and misuse. As a result of their participation all young people were awarded their Responsible Service of Alcohol (RSA) at the end of the sessions.



Intruderz Touch Football Team: the school team enjoys the incredibly strong support of the school community with increasing numbers of young people signing up to training with the hopes of representing CEP on the field each week (even in the off-season!), and plenty of parents attending the Friday night games to barrack for their young people, meet other parents and work with the CEP Team to promote healthy lifestyles and choice. The 2014 season culminated in an Awards Presentation Community Lunch where each player received a team medallion and was cheered by the school community.



Creative Tracks worked with the young people of CEP through their skills development program. Young people took part in dance, singing, song writing, music making, mc'ing & film workshops alongside industry professionals to create performance pieces and installations for our local community. The program encourages development of local talent and builds young people's confidence to participate in other community events.



Jim Stilman Cup - Kokoda Challenge: in 2014 four intrepid young people and their persistent team leader undertook the 48km Jim Stilman Cup Challenge on the Gold Coast Hinterland in the spirit of mateship which tests mental and physical toughness. This was our team's

second attempt, having fallen short of the mark the year before, emerging victorious in under 24 hours!

Centre Education Programme 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 2014 these celebrations included:

NAIDOC Celebrations: the biggest celebration evening of the school calendar. NAIDOC Night enjoys the strong support of the wider community where all young people, families, elders, past students and community members are welcome to share a traditional meal 'kup murri', participate in a smoking ceremony, and acknowledge the traditional owners of Country grounded by a strong and proud tradition of Aboriginal and Torres Strait Island learning and culture on site.



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.



End of year celebrations which included a formal dinner with 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.



Christmas Lunch where young people and staff shared a traditional Christmas Lunch followed by an uptown funk version of Santa visited to give each young person a gift.

GOALS FOR THE 2015 YEAR

In 2015 emphasis will be given to:

- Further development of a Sustainable Edible Garden
- Development of school community activities which are based on the vertical home groups (e.g. swimming carnival)
- Improved efficiency of the tuckshop which provides meals daily, at no cost to the young people.

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