



## **The Centre Education Programme** **Flexible Learning Centre**

**108 Mudgee Street, Kingston, Queensland, 4114**

This Annual Report for 2018 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.

*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

**CONTENTS**

**INTRODUCTION .....3**

**YOUTH+ FOUNDATION STATEMENT .....4**

**BEST PRACTICE GUIDELINES .....4**

**SCHOOL PROFILE AS AT AUGUST CENSUS 2018.....5**

**YOUNG PERSON SUPPORT .....5**

**CURRICULUM - LEARNING CHOICES PROGRAM .....6**

**OUTCOMES .....7**

**APPARENT STUDENT RETENTION RATE .....7**

**ATTENDANCE RATE .....7**

**SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE .....7**

**YEAR 12 COHORT 2018 POST SCHOOL DESTINATION .....8**

**CO CURRICULAR ACTIVITIES .....8**

**STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2018.....9**

**STAFF.....9**

**THE SOCIAL CLIMATE OF THE CENTRE.....10**

**STRATEGIES USED FOR INVOLVING PARENTS/CARERS IN THE EDUCATION OF THEIR YOUNG PERSON .....10**

**INFORMATION COMMUNICATION TECHNOLOGIES .....11**

**PROGRESS TOWARDS GOALS FOR THE 2018 YEAR .....11**

**2018 MILESTONES .....12**

**GOALS FOR THE 2019 YEAR.....16**

## INTRODUCTION

The Centre Education Programme is a part of Edmund Rice Education Australia Youth+ and is conducted in accordance with the Youth+ philosophy and principles. The Centre Education Programme commenced operation as a registered Non-State School in 1987, and is part of a national association of over 50 mainstream schools and Flexible Learning Centres.

The Centre Education Programme is a co-educational Catholic school in the Edmund Rice tradition. The philosophy of The Centre Education Programme 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 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. 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.

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. 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, 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.

The Centre Education Programme 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
- 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, wellbeing staff and young people draft learning plans with articulated educational 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**

The Centre Education Programme 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.

### **Family/Carer Involvement**

Families/carers are viewed as partners in their children's educational experience. While family circumstances may be related to student alienation, the importance of building positive family/carers 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 experiencing risk 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, multi-professional approach to provide health, educational, cultural, social and emotional support for young people. Multi professionals are encouraged to develop supportive relationships with young people, and assist them with their basic life needs. Multi professionals are encouraged to 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 Centre Education Programme full time equivalent students is shown below.

<b>Gender/Year</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Male</b>	4.2	12.6	20.8	15.6	4	12.2	69.4
<b>Female</b>	4	3	12.2	9.6	3.6	13	45.4
<b>Total</b>	<b>8.2</b>	<b>15.6</b>	<b>33</b>	<b>25.2</b>	<b>7.6</b>	<b>25.2</b>	<b>114.8</b>

### **YOUNG PERSON SUPPORT**

Each young person at The Centre Education Programme has staff who support them in their health and wellbeing. At The Centre Education Programme these staff include their classroom teacher for core literacy/numeracy and at least one other significant worker. The role of the team is to establish a close relationship to the young person, to monitor their progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues, and overall to support the young person to achieve their stated personal and educational goals. The role of staff 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, 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, Child Safety & Disabilities, Life Without Barriers etc
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Helping young people to develop a 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, anger management

## CURRICULUM - LEARNING CHOICES PROGRAM

The Centre Education Programme provides holistic learning experiences that address the social needs of students, and promotes their emotional, physical, 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 and technology, outdoor education, Indigenous education, relational and spiritual education and science.

Subjects offered at various year levels include:

Year Level	Core Subjects	Electives
Years 7-10	Literacy Numeracy	<ul style="list-style-type: none"> <li>• Visual Art</li> <li>• Basketball</li> <li>• Crafts</li> <li>• Cooking</li> <li>• Workshop</li> <li>• Science</li> <li>• Track and field training</li> <li>• Swim and survive</li> <li>• Gym</li> <li>• Gymnastics</li> <li>• Board games/games</li> <li>• Music</li> </ul>

Year Level	Authority Registered Subjects	Certificate Courses	Electives
Years 11-12	<ul style="list-style-type: none"> <li>• English Communication</li> <li>• Prevocational Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate I and II in Functional Literacy</li> <li>• Certificate I in Access to Vocational Pathways</li> <li>• Certificate II in Skills for Work and Vocational Pathways</li> <li>• Cert II in Music Industry</li> <li>• Cert II in Visual Art External RTO</li> <li>• Cert II Hospitality</li> <li>• Cert II Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Art</li> <li>• Basketball</li> <li>• Crafts</li> <li>• Cooking</li> <li>• Workshop</li> <li>• Science</li> <li>• Track and field training</li> <li>• Swim and survive</li> <li>• Gym</li> <li>• Gymnastics</li> <li>• Boardgames/games</li> <li>• Fitness</li> <li>• Music</li> </ul>

## OUTCOMES

National Assessment Program Literacy and Numeracy (NAPLAN) results were below the student population reporting threshold.

<b>Outcomes for Year 12 Students</b>	
Total number of Senior Certificates awarded	21
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	24%
Percentage of students awarded Senior Certificates or awarded a Vet qualification	76 %

## APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2017	10	15	150
2018	13	21	161

\*Note: Year 7 became the starting year level for secondary schooling in 2014 and does not factor into this calculation as yet.

## ATTENDANCE RATE

The average student attendance rate for 2018 was 55%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences, and does not include explained absences.

## SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE

The Centre education Programme is holistic and learner driven, focusing on the individual through: negotiated learning, social and emotional support, cognitive and academic skill development, healthy relationship building and an emphasis on community belonging. Learning at The Centre Education Programme is characterized by a focus on relationships which allows knowledge of individual student skills and abilities, interests and story. Personal learning plans are developed and reviewed regularly providing a relevant curriculum experience for each young person.

The education program at The Centre Education Programme is further supported by:

- Outdoor Adventure Based Learning which includes a range of one-day activities and camps including canoeing expeditions, bushwalking, abseiling, high ropes and rock climbing.

- Elective programs in student areas of interest, including cooking programs and craft activities.
- Health and Wellbeing activities are offered through cooperation with services including: ATSICHS Deadly Choices, Youth and Family Services, Centrelink, Princess Alexandra Sexual Health Clinic, Habitat for Wildlife, Logan City Council, and Headspace.
- Individual follow up and support for young people who are experiencing difficulty with regular attendance.
- Parent and community involvement through a range of activities and events throughout the year.

## YEAR 12 COHORT 2018 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2018 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 by 30 September, 2018. The following interim data reports the destinations of students, who completed Year 12, as accurately as the school is able to ascertain at this point.

School Year – 2018	Number of Students in each category	Percentage of Students in each category
VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)	2	10%
Working full-time	0	0%
Working part-time/casual	3	14%
Seeking work	8	38%
Returned to school	4	19%
Unknown	4	19%

## CO CURRICULAR ACTIVITIES

The Centre provides extensive opportunities for young people to participate in co-curricular or non-classroom 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, and intellectual and/ or service related. (See Table below).

Cultural	Sporting	Intellectual	Service
<ul style="list-style-type: none"> <li>➤ Gaming</li> <li>➤ Museum &amp; Gallery visits</li> <li>➤ Theatre visits</li> <li>➤ Outlook art activities</li> <li>➤ Art Extravaganza</li> <li>➤ Kingston Butter Factory</li> <li>➤ Ngutana-Lui Aboriginal &amp; Torres Strait Islander</li> </ul>	<ul style="list-style-type: none"> <li>➤ Canoeing – range of venues an levels of challenge</li> <li>➤ Sea kayaking – range of venues and levels of challenge</li> <li>➤ Bushwalking - range of venues an levels of challenge</li> <li>➤ Bowling</li> <li>➤ Low and high ropes</li> <li>➤ Touch football</li> </ul>	<ul style="list-style-type: none"> <li>➤ Logan Libraries</li> <li>➤ Science Centre</li> <li>➤ QLD Museum</li> <li>➤ GOMA</li> <li>➤ QUT Gardens Point visit</li> <li>➤ Griffith University</li> <li>➤ Maritime Museum</li> <li>➤ The Edge, State Library, QLD</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clean Up Australia Day</li> <li>➤ Preparation and presentation of Memorial Day</li> <li>➤ Graduation – organising, catering and delivery of event</li> <li>➤ NAIDOC Day preparation and performances</li> </ul>

<ul style="list-style-type: none"> <li>➤ Cultural Studies Centre</li> <li>➤ Carnarvon Gorge Outback Odyssey</li> <li>➤ Urban Paradise Gallery</li> <li>➤ Aboriginal Artwork Track (Mt Coot tha)</li> <li>➤ Respect Day (Deception Bay FLC)</li> <li>➤ Brisbane Street Art Festival</li> <li>➤ Gurrumul Movie</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gym</li> <li>➤ Swimming</li> <li>➤ Traditional Games</li> <li>➤ Abseiling and climbing</li> <li>➤ Fishing</li> <li>➤ Fitness training</li> <li>➤ CrossFit</li> <li>➤ Yoga</li> <li>➤ Cross country</li> <li>➤ Basketball</li> <li>➤ Athletics</li> <li>➤ South Passage Day Sail</li> </ul>	<ul style="list-style-type: none"> <li>➤ Planetarium, Mt Coot-tha</li> <li>➤ Reverse Garbage (recycling centre)</li> <li>➤ Brisbane Careers Expo</li> <li>➤ Trade Expo</li> <li>➤ Careers Day TAFE QLD</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sorry Day preparation and participation</li> </ul>
---	---	--	---

## STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2018

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 lifelong learning. The following priorities were identified in the Centre's 2018 Operational Plan:

Description	Teaching Staff	Total Staff
Academic Focus	10	21
Social/Emotional Focus	10	21
Organisational Focus	10	21
Occupational Health and Safety	10	21

The average amount spent per teacher in 2018 on professional learning was \$2,569. This represents 1.1% of the annual budget of the Centre.

## STAFF

The staff of The Centre Education Programme is a highly qualified, experienced and generous group of professionals who consistently contributes 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>	10
<b>Total number of Support staff</b>	11
<b>Total Number of Staff</b>	21

Teaching Staff Qualifications	Number
Certificate	16
Diploma	0
Post Graduate Diploma	14
Masters Degree	4
Doctorate	0
Other	0

The average attendance rate for teachers in the 2018 academic year was **96.2 %**. 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 teaching staff retention rate expressed as a percentage is 80%. This indicates the percentage of teachers who have continued service at the school from 2017 into 2018.

## **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 Flexible Learning Centre recognises that parents/carers are the primary educators of their young people. 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:

- Special event days when we join together as a community with a shared meal
- End of school year dinner and presentation to various groups
- Newsletters each semester
- Facebook page allows staff to inform parents/carers of events and for communication between school and home
- A letter from class teachers each semester to accompany each young person's report
- Close attention paid by staff in contacting parent/carer 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 conversations each semester
- Collaboration, development and review of Personal Learning Plans for each young person.
- Maintenance of a friendly and welcoming atmosphere that acknowledges the vital role of parents/carers and Elders in our school community.

## **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.

The IT infrastructure for Youth+ was expanded. This incorporated a WAN (fibre optic connections) with connections to all sites across Australia with a minimum bandwidth of 20mb. We moved from an external provider offering IT support to the establishment of an internal ICT department consisting of 7 personnel.

2018 saw a trial of the Epson iProjection Smart Board in the junior classroom. This technology was installed during the Easter school holidays, and staff received basic training on the use of the board. During the year, the Smart Board was used in a variety of lessons, utilising the interactive nature of the board, which allows staff to develop more stimulating lesson plans. Young people enjoyed using the Smart Board, and were more likely to participate in class discussions, lessons and activities.

## **PROGRESS TOWARDS GOALS FOR THE 2018 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 2018 articulated in the 2017 Annual Report.

### **Modification of the enrolment process**

The enrolment process at The Centre Education Programme is an important part of young people's introduction to the school and staff group. Modification of this process in 2018, resulted in initial face to face contact experienced by young people and their families occurring with the staff whom they would work with most closely. This allowed staff and young people to know each other (albeit superficially) before the young person started on site. This has allowed young people to join their class group, feeling more connected and settled.

### **Engagement Program**

The Centre Education Programme set a goal in 2018 to develop a program to engage highly disengaged young people, who experience limited success with our then current programs. This resulted in the creation of the engagement program, which is currently working with notionally 15 young people, had 2 young people successfully graduate year 12, and 3 students transition onsite to The Centre Education Programme.

## Headspace MOU

The Centre Education Programme has developed a memorandum of understanding with Headspace for the provision of immediate and ongoing care for young people in our community with mental health concerns. This has seen several young people successfully engage in 1:1 counselling and group programs at Headspace Meadowbrook, and provided more immediate support in familiar situations (i.e group programs and sessions on site). Headspace staff were present and available to support young people after the unexpected death of a staff member.

## 2018 MILESTONES

In addition to specific operational goals, are the ongoing community based activities that provided opportunities for connection by other organisations and services, families and past students.

Memorial Day is a somber event on The Centre Education Programme calendar. It is a day on which family and community connections, that span the life time of the Centre are remembered and reignited. A memorial garden acknowledges the lives of those young people, staff, and close friends of the Centre who have passed away. Each year the community gathers to remember and celebrate the lives of these people. Friends and family from the past and the present community gather together and support each other in this even which is followed by a shared meal.



In 2018, 21 young people from The Centre Education Programme were eligible to graduate Year 12. The formal is an important rite of passage. The young people were involved in all aspects of planning, from the theme and food, to the proceedings of how they wanted their night to run. During the ceremony, young people were presented with personalised keepsakes in the form of awards from their teachers which reflect on their time at The Centre Education Programme. The evening celebrations were followed by a community lunch the next day, where young people invited their family and friends to witness them being presented with their Certificate of Graduation. This was one of the largest graduation celebrations held at The Centre Education Programme.



Whole-school Friday Community Lunch continues to develop as a means of engaging families with the daily life of The Centre Education Programme over a shared meal, the celebration of special events within the community and Friday afternoon activities. Throughout 2018 we have seen the responsibility for meal planning and preparation, the service of others, and our weekly blessing and Acknowledgement of Country include increasing numbers of young people.

We have continued to extend these shared meals through our monthly “Big Breakfast”. Whilst breakfast is provided each morning, the Big Breakfast is being utilised as another opportunity to have the community sit together for a meal and celebrate the achievements of young people through the presentation of attendance, participation and achievement awards.



The Arts Extravaganza planned for 2018 provided an opportunity for our artists, musicians, chefs and artisans to showcase their works to an audience including their families and the wider community. This 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 show-cased with pride and nurtured beyond the school environment and into the future.



The NAIDOC celebration at The Centre Education Programme, is one of the most important, and widely attended, event on the calendar. The event starts in the morning, with young people helping to prepare a traditional Kup Murri (an earth oven, a common method of cooking in Indigenous and Islander tribes). Young men are involved in preparing the fire and placing the food in the ground, while other young people assist in preparing the food for cooking.

Indigenous young people work with Elders and indigenous community members to practice traditional dances, performing them as an opening the night's events. All young people are invited to prepare musical performances, and the night is generally hosted by an indigenous young person. Elders are invited from the wider Logan community, along with past and present young people and their families.

On the night young people also run activities such as face painting, damper making, boomerang painting, welcoming guests, and serving dinner. The night culminates with traditional Torres Strait dancing performed by from Keriba Mabaigal TSI Corp dance group.



## **GOALS FOR THE 2019 YEAR**

In 2019 emphasis will be given to:

- Installation of smart boards across the site, one in each main classroom, bringing the total to 3.
- Preparation of Nationally Consistent Collection of Data (NCCD) data by staff, including professional development and development of site processes.
- Further development of the Engagement Program
- Increasing outdoor education programs through staff professional development and support from site leadership (attending camps, supporting staff on site)

Adrienne Green  
Head of Campus  
The Centre Education Programme

Tim Young  
Principal  
Xavier Flexi Schools Network