



Centre Education Programme Flexible Learning Centre

108 Mudgee Street
Kingston Qld 4114

ANNUAL REPORT 2010

This annual report for 2010 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

Centre Education Programme commenced operation in 1987 and is part of a national association of forty schools which includes, in 2010, six flexible learning centres and attached outreach programs operating across thirteen sites 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.cfc.edu.au/Province_Schools/Charter%20Booklet%20010704.pdf

Centre Education Programme is a co-educational Catholic school in the Edmund Rice tradition. Structurally, The Centre Education Programme comprises four main groups:

- On site at 108 Mudgee St Kingston, approximately 85-90 students, ages 13-18yrs
- Three Outreach Programs, called "It's Up 2 U". Each program comprises a teacher and either an Education Support Officer, Youth Worker or another teacher, with extra support provided by part-time sessional workers in specialist areas such as music, sport and recreation etc, and a part-time School to Work Transition Officer. Each of these programs comprises approximately 15 students ages 13-15 yrs. The programs are mobile in nature and cover the following locales:
 - Ipswich/Logan corridor
 - Beaudesert/Jimboomba
 - Crestmead/Marsden

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, students 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 students and their families, supporting and celebrating the uniqueness and dignity of each individual young person. The school 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.

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”

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 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, vocational training, information technology, music and technology, outdoor education, Indigenous education, relational and spiritual education and science.

Centre Education Programme offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are marginalized from mainstream education. Students are enrolled from both genders, from a variety of language, cultural, ethnic and religious backgrounds, with particular sensitivity to Indigenous culture, and from backgrounds of socio-economic disadvantage. Students 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. 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.

PASTORAL CARE PROGRAM

Each young person at Centre Education Programme has a Pastoral Care team. In the *It's Up 2 U* Outreach programs, this team is made up of the teachers, Youth Workers or Educational Support Workers who work each day with the 15 young people who are enrolled. At Centre Ed this team comprises their classroom teacher for core literacy/numeracy and at least one other significant worker. This worker is chosen by the young person. 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 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 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, anger management

The Pastoral Care program also includes the support work of the School Chaplain, the Family Worker, the Youth Support coordinator and access to the Network Child Protection Officer as required.

CURRICULUM

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Our curriculum delivery and materials are based on:

- QSA Authority Registered Senior subjects
- Accredited VET Training Packages
- Aspects of the Qld Curriculum for Assessment and Reporting together with a trial of the Australian Core Skills framework. In anticipation of the National Curriculum, staff members are exploring and evaluating the various frameworks available to ensure the Centre remains flexible in approach to meet the diverse needs of our young people.

For the core programs of literacy and numeracy young people are placed in specific learning groups according to a number of factors including;

- cultural background
- diagnostic tests results
- age and level of maturity
- the stated goals of the students

Given that we place an emphasis on literacy and numeracy development, the timetable includes classes in these two areas. However, many staff will choose to develop a young person's literacy and numeracy in an integrated manner and thus these classes are often built around other KLA's, such as Science, HPE, Design and Technology, History, Geography, Music and Multimedia.

Students also have the opportunity to enrol part-time with other learning providers to further expand their subject their learning choices.

Middle School

The middle school curriculum at Centre Education Programme is highly responsive to the young people who attend. It is tailored within the classroom to meet individual needs and abilities. The core of the curriculum is literacy and numeracy.

Approximately one third of the young people enrolled are Aboriginal or Torres Strait Islander and in the Indigenous Unit at the Kingston site, these subjects are delivered by Indigenous staff using culturally appropriate materials and teaching styles to contextualize learning in a culturally appropriate manner. Another key learning area

that is common to all students is Study of Society and the Environment (SOSE). A “hands-on” learning approach is utilised where, many of the activities associated with these three KLA’s are supported by class excursions. In 2009, these included structured learning events at:

- Qld Art Gallery
- Indy 500 at the Gold Coast
- Qld Museum
- The Science Museum
- Daisy Hill Forest and Koala Sanctuary
- The Ekka
- The Outlook Outdoor Centre
- Brisbane Port Authority
- Public Libraries
- PCYC Centres
- Kangaroo Point Climbing
- Cliffs
- Maidenwell Observatory
- Various Work Placement venues
- Boondall Wetlands
- Jacobs Well

As well as the three core KLA’s, students also participate in other learning areas on a Term basis. In 2010 these short programs included:

Indigenous culture

- Sport
- Cooking
- Sewing
- Craft
- Organic gardening
- Science
- Outdoor recreation
- Camping
- Recreation
- Design & Tech
- Information Technology
- Music (Sound recording and instrument)
- Modules from VET courses (see below)

All Middle School curriculum is designed to give credit to young people across the key learning areas.

Senior School

The Senior School curriculum at the Kingston site comprises a selection of QSA Authority Registered subjects, stand-alone VET certificate courses, and school-based subjects in order to provide flexible pathways for individual young people.

In 2010 subjects offered were:

Authority Registered

- English Communication
- Prevocational Maths
- Social and Community studies
- Other Certificates at Level II at (e.g. Hairdressing, Retail, Hospitality, Childcare)
- Certificate III Performing Arts at The Aboriginal Centre for Performing Arts

Accredited VET

- Certificate I Work Education
- Certificate I Business
- Certificate II Business

School Based

- Music (Technical Production)
- Music (Voice)
- Music (instrumental)
- Sport and recreation
- Art

PATHWAYS FOR STUDENTS

This curriculum format for young people offers opportunities for ongoing positive learning experience and can reengage young people as active participants in their own education and in their communities.

Pathways for students at various points could include:

- Completing middle school and continuing to Centre Education Programme Senior School to complete a QCE
- Completing middle school level and taking up full time employment
- Building on vocational education and enrolling at TAFE (or other RTO) to further this
- Acquiring a school based apprenticeship or traineeship which in turn could lead to full time employment
- Successfully reengaging with another school to obtain a QCE.

STUDENT ENROLMENT

The total 2010 enrolment of the Centre Education Programme in full time equivalent students is shown below.

Year Level	Students
8	16
9	35
10	55
11	22
12	14
Total	142

ATTENDANCE RATE

The average student attendance rate for 2010 was 83%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

These figures should be read in the following context:

- Referral information from students' previous schools indicates high levels of truancy and school refusal. These figures show a significant improvement for the majority of students.
- Most students assume for themselves the responsibility for arriving at school on time each day.
- When a student at CEP is absent without reasonable explanation, Pastoral Care teams of staff initiate contact with student, parents/carers to support the young person in attending regularly.

Measures taken by Pastoral Care staff include:

- Keeping in regular phone contact to maintain ongoing engagement with school
- Developing short-term projects/assignments/other resources that the young person can complete away from school. This helps in preventing total disengagement.
- Assisting young people outside of school hours to access appropriate community support to overcome the barriers inhibiting attendance eg accommodation services, legal assistance, family mediation etc
- Providing short-term travel assistance

OUTCOMES

**National Assessment Program Literacy and numeracy (NAPLAN) results.
Reading Writing, Spelling, Grammar and Punctuation and Numeracy in Year 9.**

Domain	Measures	Yr 9 2010
Reading	Average score for the school	478
	Average score for Queensland	564.1
	For the school the percentage of students at or above the national minimum standard.	20%
Writing	Average score for the school	405
	Average score for Queensland	564
	For the school the percentage of students at or above the national minimum standard.	18%
Spelling	Average score for the school	454
	Average score for Queensland	572.9
	For the school the percentage of students at or above the national minimum standard.	14%
Grammar and Punctuation	Average score for the school	428
	Average score for Queensland	573.3
	For the school the percentage of students at or above the national minimum standard.	14%
Numeracy	Average score for the school	486
	Average score for Queensland	576.7
	For the school the percentage of students at or above the national minimum standard.	25%

APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2010	11	12	110

Outcomes for Year 12 Students	
Total number of Senior Certificates awarded	12
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	17 %
Percentage of Queensland tertiary Admissions Centre (QTAC) applicants receiving an offer.	0 %
The median score for OP - eligible students	n/a

Overall, those students who enrol at The Centre and who are still enrolled 3 months later stay at CEP for the remainder of their school years unless their family is relocating.

Of these students, some will pathway into employment or other training before completing Year 12, as the table above indicates. This is a fine outcome for these students, who would have this as a stated goal in their Personal Learning Plan.

YEAR 12 COHORT 2010 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2010 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, 2010. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

School Year – 2010	Number of Students in each category	Percentage of Students in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	2	17%
Working full-time	2	17%
Working part-time/casual	3	25%
Seeking work	3	25%
Not studying or in the labour force	2	16%

STAFF DEVELOPMENT PRIORITIES 2010

Centre Education Programme is committed to the ongoing professional development and formation of staff. This continues to enrich the educational opportunities provided for our students and models to our young people the modern reality of life long learning. The following priorities were identified in the Centre’s 2009 Operational Plan:

- Inservice of staff to meet the increasing need for an expanding program of VET courses in the Senior School.
- Certification of staff to expand our sporting and outdoor recreational activities.
- Staff implementation of a Careers and Transition Program
- Further development of skills in information and communication technology.
- Further development of knowledge and practice regarding substance misuse in young people.
- Training in Special needs including: Working with ADHD and ODD students; catering for students with SLI; skilled use of manipulative Maths materials and understanding conceptual maths; assisting students to develop “responsibility for self” behavioural attitudes
- Reflective Practice for Education Professionals

- Restorative Justice
- Further development of knowledge and practice regarding the use of Non Violent Interventions in managing young people with challenging or threatening behaviors
- Child Protection
- Fire and Emergency Procedures
- Working with students with language and learning problems

The average amount spent per teacher in 2010 on professional learning was \$2000

THE SOCIAL CLIMATE OF THE CENTRE

The Centre has, since its inception, been a school that caters not just for the educational needs of its young people, but also for their social and emotional well-being. As a school community, in 2009 we continued this holistic approach to each young person. The social climate of the school is characterised by:

- 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.

Centre Education Programme recognises that the school is in partnership with parents and carers in the education of young people. The Centre encourages the parents/carers and families of our students to be an important part of the school community. In 2010, this was supported by:

- 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
- Newsletters each term.
- 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 in our school community

STAFF

The staff at The Centre Education Programme is a highly qualified and experienced group of professionals who work with dedication, energy and creativity. They are highly committed to the ethos of Edmund Rice Education and to the principles of justice and social inclusion.

Total number of teachers	15
Total number of Support staff	7
Total Number of Staff	22

Teaching Staff Qualifications	Number
Certificate	15
Diploma	3
Post Graduate Diploma	7
Masters Degree	3
Doctorate	0
Other	0

The average attendance rate for teachers in the 2010 academic year was 94 %. 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 93%. This indicates the percentage of teachers who have continued service at the school from 2009 into 2010.

2010 MILESTONES

A significant highlight of 2010 is the ongoing support from community organizations in the striving for successful outcomes for our young people. These organizations include the Munnajali Community Centre at Beaudesert in supporting our Outreach at Jimboomba/Beaudesert; the Crestmead Community Centre and the Marsden Library in Logan City and the Beaudesert Library, Youth and Family Services Inc. Logan City for their continued partnership in providing much needed education in health, counselling and legal services for our young people and their families, and also their provision of a Youth Support Coordinator for 4 days per week to help our at risk young people to stay engaged with education.

Of great value has been the continuing role of a Family Worker, which has added support to the fine work done by the school Chaplain and all staff in their Pastoral Care roles. This role was made possible by the generous support of the Sunnybank Sport and Recreation Club.

An ongoing source of community development for our school continues to be our Touch Football team which plays each week in a community male/female adult competition. Each week our young people grow in leadership and organizational skills, and although we rarely win a game, their determination to do their best and participate is outstanding. Mention must be made of the generous support given to this popular extra-curricular activity by our Education Support Workers, who give freely of their own time in both playing with, and transporting young people to and from the game venue at night time. 2010 also saw the continued development of CEP's current Strategic Plan, in conjunction with the other Flexible Learning Centres. This plan is based firmly in the context of discerned and clarified values, and had its beginning in strong consultation with parents, young people and interested members of the local community.

Each year sees many significant celebrations at The Centre. Our NAIDOC celebration in 2010 was particularly outstanding. In partnership with YFS, Centre held a most successful NAIDOC day which included representatives from many Logan City organizations.

CONCLUSION

The Centre Education Programme is a school proud of its history of serving the community in Logan City since 1987. Many of the staff live in Logan City or North Albert and have strong links in this community. Capacity-building of our school community and our local area is a priority.

Signature

Coordinator
Centre Education Programme

A handwritten signature in black ink, appearing to be 'J. Perry'.

Signature
Principal
Flexible Learning Centre Network