



# Centre Education Programme

108 Mudgee Street  
Kingston Qld 4114

## ANNUAL REPORT 2011

This annual report for 2011 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 2011, 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.erea.edu.au/our-identity/index.cfm?loadref=175>

Centre Education Programme is a co-educational Catholic school in the Edmund Rice tradition. It is one of, in 2010, six schools in the Edmund Rice Flexible Learning Centre Network. Attached to Centre Education Programme are three mobile outreach service, called "It's Up 2 U", which operates in the Ipswich area, Crestmead/Mardsen suburbs, and the Jimboomba/Beaudesert areas and corridor.

The philosophy 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 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" (for self, others and environment), "Safe and Legal" environment, "Participation" (have a go) and "Honesty" (being fair dinkum) among all participants of 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.

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## 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.

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. Young people 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. 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 Centre Education Programme has a Pastoral Care team.

In the *It's Up 2 U* Outreach programs, 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 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 Pastoral Care Team is supported by and often includes the school's social worker. 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, Youth Support Coordinators and access to the Network Child Protection Officer as required.

Centre Education Programme also enjoys strong community relationships that work to benefit young people and their families. These supports include; Centrelink Community Engagement Officer visits to the site; Maxima Employment; Breakthrough Employment; Red Cross; Qld Police and Young People Support (PYPS); Police Community Liaison Officers; and Youth and Family Services.

The total 2011 enrolment of Centre Education Programme in full time equivalent students is shown below.

<b>Year Level</b>	<b>Students</b>
<b>8</b>	16
<b>9</b>	26
<b>10</b>	49
<b>11</b>	39
<b>12</b>	11
<b>Total</b>	141

## **CURRICULUM**

The aim of Centre Education Programme is to respond to the complex needs of disadvantaged young people who have been marginalised from mainstream education. The Centre achieves its aim by building honest and authentic relationships with students and their families, supporting and celebrating the uniqueness and dignity of each individual student. 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 and technology, outdoor education, Indigenous education, relational and spiritual education and science.

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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 teacher 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; our young people have already had plenty of experience being told what they 'cannot do'. There is an emphasis on practical application of processes/skills – aiming for 70% hands-on, experimental approach and 30% theoretical/written (written work mostly aims to improve functional/foundational literacy & numeracy). 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 Queensland Curriculum Assessment and Reporting (QCAR) standards together with the Australian Core Skills Framework (ACSF). Beginning integration of aspects of the Australian Curriculum for Assessment and Reporting Authority (ACARA)

For the core programs of literacy and numeracy young people are placed in specific home groups.

- 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.

### **Middle School**

The middle school curriculum at Centre Education Programme is highly responsive to the young people who attend. Each young person assists in the development of their Personal Learning Plan which is reviewed each semester and informs their individualised curriculum program. The core of the curriculum is literacy, numeracy and information communication and technology (ICT). Approximately one third of the young people enrolled are Aboriginal or Torres Strait Islander; and learn within the Indigenous Unit at the Kingston site. Learning experiences are delivered by Indigenous staff using culturally appropriate materials and teaching styles to contextualise learning in culturally appropriate manner. A 'hands-on' learning approach is utilised, with outings and excursions further supporting the curriculum program. In 2011, these included structured learning events at:

- Qld Art Gallery
- V8 Supercars – Gold Coast
- Queensland Museum, QSL Museum and Ipswich Museum
- Queensland Art Gallery, Logan Art Gallery and GOMA
- The Edge – State Library Queensland
- Science Centre
- Daisy Hill Forest and Koala Sanctuary
- Mt Coo-tha Botanical Gardens
- Cherbourg Cultural Visit
- Range of Career Expos
- Incursions – Harmony Day and Youth Law

- Outlook Outdoor Centre
- Public Libraries
- PCYC Centres
- Kangaroo Point Cliffs and Indoor climbing
- Maidenwell Observatory
- Various work placement venues
- Boondall Wetlands and Berrinba Wetlands

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

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

All middle school curriculum is designed to give credit to young people for engagement in classes and activities.

### Senior School

The senior school curriculum program 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. Senior students also access programs for selected Key Learning Areas (KLAs) including Design and Technology, Music, HPE and The Arts.

In 2011 subjects offered were:

	<b>Authority Registered Subjects</b>	<b>Certificate Courses</b>
<b>Years 11 - 12</b>	English Communication Pre-Vocational Mathematics	Cert I Work Education  Electives: Art & Craft Music (Technical Production/Voice/Instrumental) Design & Tech – Workshop Cooking Science Sport & Physical Education

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 2011 these activities included:

- Construction Safety White Card Training
- Learner Driver License Training and Testing
- Working with Children Student Blue Cards
- Work Experience
- Tax File Number Applications
- Regional Employment Expo

## OUTCOMES

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

Domain	Measures	Yr 9 2011
Reading	Average score for the school	321
	Average score for Queensland	572.4
	For the school the percentage of students at or above the national minimum standard.	15%
Writing	Average score for the school	284
	Average score for Queensland	564.4
	For the school the percentage of students at or above the national minimum standard.	13%
Spelling	Average score for the school	439
	Average score for Queensland	575.1
	For the school the percentage of students at or above the national minimum standard.	27%
Grammar and Punctuation	Average score for the school	434
	Average score for Queensland	566.8
	For the school the percentage of students at or above the national minimum standard.	33%
Numeracy	Average score for the school	371
	Average score for Queensland	574.4
	For the school the percentage of students at or above the national minimum standard.	38%

## APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2011	10	2	20

## **ATTENDANCE RATE**

The average student attendance rate for 2011 was 80%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

## **OUTCOMES FOR YEAR 12 STUDENTS**

<b>Outcomes for Year 12 Students</b>	
<b>Total number of Senior Certificates awarded</b>	6
<b>Percentage of Overall Position (OP) – eligible students with OP 1 – 15</b>	0%
<b>Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification</b>	50%
<b>Percentage of students awarded Senior Certificates with OP – eligibility or awarded a Vet qualification</b>	0%
<b>Percentage of Queensland tertiary Admissions Centre (QTAC) applicants receiving an offer.</b>	0%
<b>The median score for OP - eligible students</b>	n/a

## **SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS**

Outdoor Education is central to the philosophy of 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.

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.

## YEAR 12 COHORT 2011 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2011 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, 2011. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

School Year – 2011	Number of Students in each category	Percentage of Students in each category
<b>VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)</b>	3	19
<b>Working full-time</b>	1	6
<b>Working part-time/casual</b>	0	0
<b>Seeking work</b>	4	25
<b>Not studying or in the labour force</b>	Unkown	n/a
<b>Unknown</b>	8	50

## 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

- Hip Hop Dance Workshops
- Editing and Animation Workshops
- Museum & Gallery Visits
- Cherbourg Cultural Visit
- State Library TSI Exhibition
- Theatre Visits
- Author Talk
- Outlook Art activities

### Sporting

- Canoeing – range of
- Bushwalking – range
- Indoor rock climbing

- venues and levels of challenge Editing and Animation Workshops
- Sports Days – athletic and swimming

- of venues and levels of challenge
- Skateboard Expo
- Bowling
- Low and High Ropes
- Indoor Soccer
- Touch Football

- Boxing
- Abseiling and Climbing
- Surfing
- Fishing
- Traditional Games

### Intellectual

- Cemetery Statistics
- Berrinba Biology Experiments
- QSL Museum

- Science Centre – Megawatts
- Endeavour Visit
- Airport

- Logan SMART dump
- General McArthur's Headquarters
- Mt. Coo-tha Botanical Gardens

### Service

- Harmony Day Incursion
- Dog Training Program
- Preparation and presentation of Memorial Day

- National Youth Week – organisation, catering and delivery of the event

- Raduation – organising, catering and delivery of event

## **STAFF DEVELOPMENT PRIORITIES 2011**

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 average amount spent per teacher in 2011 on professional learning was \$915 on \$23,793 total (including Outreach Staff).

The following priorities were identified in the Centre's 2011 Operational Plan:

Description	Staff
<b>Academic Focus – 45 sessions</b>	
Making Maths Come Alive	2
Digital Education Revolution Forum (2 days)	1
Religious Institute Equity Network (Special needs network and validation panels) (3 days)	1
Improving Literacy and Numeracy ESL	1

Individualising the Curriculum	2
National Australia Bank Grant Funding Workshop – Maths	1
MYSA Conference- presented workshop on By Us 4 Us Books-(2 days)	1
Inquiry Learning Science and Maths Workshop	2
Outdoor Recreation Training (periodic training for canoeing, rock climbing and ropes courses over the 12 month period)	2
Building the Foundation: Working with LLP	1
Financial Literacy Education Training	1
Art Space Workshop	1
TAE404 Training and Assessing	1
Programme Development and Facilitation (PDF) (4 days)	5
Driving the Outlook (Outdoor Recreation)	5
Surf Coaching – Level 1 (5 days)	1
ACER – Indigenous Research Conference (2 days)	2
Duke of Edinburgh Orientation	1
Fitness PD for PE Teachers	1
<b><i>Social/Emotional Focus – 16 sessions</i></b>	
Logan Youth Network Meetings	4
Family Planning Queensland – Working with children & young people with sexual behaviours	4
Safe-T, Protective Behaviours for Young People	All Staff
Working Together Against Bullying Seminar (Dr Michael Carr Gregg?)	All Staff
Child Safety	4
Remote Area First Aid	3
Student Protection In Service	2
Young Aboriginal People – overpopulated in the justice system.	5
Psychotherapy Conference – World Dreaming	1
Generation Next – Resilient Kids	3
Forgotten Education – Educating Young People who have Experienced Trauma	All staff
CPI Training	All staff
School Harassment Referral Officer Training	2
Mental Health First Aid	All staff
Senior First Aid and CPR (as required)	All staff
<b><i>Organisational Focus – 6 sessions</i></b>	
TOPS Strategic Planning x 2	All staff
Emerging Leaders	3

Women in EREA	2
QIEU Representative Training	1
Conducting Workplace Conversations	2

## **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 2011 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 2011, 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 of 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>	14
<b>Total number of Support staff</b>	10
<b>Total Number of Staff</b>	24

<b>Teaching Staff Qualifications</b>	<b>Number</b>
Certificate	4
Diploma	1
Bachelor	8
Post Graduate Diploma	6
Masters Degree	2
Doctorate	0
Other	0

The average attendance rate for teachers in the 2011 academic year was 63.6% %. 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 93.75%. This indicates the percentage of teachers who have continued service at the school from 2010 into 2011.

## FUNDING SOURCES

School income broken down by funding source is available on the “My School Website” visit <http://www.myschool.edu.au> .

## SCHOOL REVIEW / SURVEYS

The Flexible Learning Centre network reviewed its leadership structure across 2010 and 2011. New and upgraded positions were created for the Heads of Campus and the

position of Associate Head of Campus was created at sites. The Associate Head of campus position will be reviewed during 2012.

## **GOALS FOR THE 2012 YEAR**

In 2012 emphasis will be given to:

- Developing more effective processes to identify and support young people with a disability. This will include processes involving; referral, collection of data, verification, multi-disciplinary input, and support within classrooms. Support processes will also be extended to young people with high needs who may not meet the criteria of a specific disability as well as support for staff through professional development to raise capacity across the school.
- Continue to develop the role of Social Worker to support young people and families, and to further develop access to community agencies and services.

## **2011 MILESTONES**

A significant highlight of 2011 was the appointment of a social worker. This role includes working with young people and their families, coordinating and initiating whole school activities to promote well-being, supporting staff in pastoral care, and mentoring and supporting Youth Workers operating in Outreach programmes.

In association with the Social Worker, Centre Education Programme enjoyed ongoing support from community organisations in the striving for successful outcomes for our young people. These organisations include the Munnajali Community Centre at Beaudesert in supporting the Jimboomba/Beaudesert Outreach; 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; CHYMS; Princess Alexandra Hospital; Centrelink and the PYPS programme.

An ongoing source of community development for our school continues to be our “Intruders” Touch Football team which plays each week in a local district competition. Weekly our young people grow in leadership and organisational skills, bringing their determination to do their best and represent their school community with pride. The involvement of young people and their families in this continuing event allows the reach of CEP to extend far beyond the school fence.

2011 also saw a lot of change for Centre Education Programme; the construction of a new multi-purpose building was commenced on-site, creating some interesting teaching and learning conditions; our Ipswich Outreach became a Flexible Learning Centre in its

own right; and we farewelled our long-term Head of Campus, Lorraine Browne, as she left for semi-retirement. Adrienne Green was appointed as the new Head of Campus.

However, each year also features significant celebrations at The Centre;

- Our NAIDOC celebration in 2011 catered for over 100 guests;
- Our National Youth Week event involved young people collaboratively working with representatives from many community organisations to hold a fun-filled Community Market Day for our students and their families, with over 300 people in attendance;
- Our Memorial Day Celebration continues to provide families of past and present young people the chance to remember and celebrate those from the Centre community who have passed on; and
- Our traditional end of year family celebrations.

Adrienne Green  
Head of Campus  
Centre Education Programme



Tim Young  
Principal  
Edmund Rice Education Australia Flexible Learning Centre Network