



**2012 Annual Report**  
**Centre Education Programme**  
**Flexible Learning Centre**  
108 Mudgee Street  
Kingston Qld 4114

## **ANNUAL REPORT 2012**

This annual report for 2012 is published to provide information about the Centre Education Programme Flexible Learning Centre 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 nearly fifty schools which includes, in 2012, eight flexible learning centres and attached outreach programs and nine main stream schools in Queensland.

The distinctive education provided to all students is described in, *The Charter: A Proclamation of an authentic Expression of Edmund Rice Education as Applied to Catholic Schools in the Edmund Rice Tradition*. This can be viewed on line at <http://www.erea.edu.au/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 2012, eight Flexible Learning Centres operated by Edmund Rice Education Australia, Youth+. Attached to Centre Education Programme are two mobile outreach services, called "It's Up 2 U, which operates in Jimboomba/Beaudesert and 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, 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”

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 determined by whom the young person develops rapport. 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 Student Welfare Worker, the Social Worker, and access to the Network Child Protection Officer as required.

The total 2012 enrolment of the Centre Education Programme in full time equivalent students is shown below.

<b>Year Level</b>	<b>Students</b>
<b>8</b>	8
<b>9</b>	26
<b>10</b>	33
<b>11</b>	39
<b>12</b>	15
<b>Total</b>	121

## **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.

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.

The priority of all staff at Centre Education Programme is relationships; 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. 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 2012 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
- 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 2012 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 2012 these activities included:

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

## OUTCOMES

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

Domain	Measures	Yr 9 2012
Reading	Average score for the school	470
	Average score for Queensland	566.6
	For the school the percentage of students at or above the national minimum standard.	60%
Writing	Average score for the school	331
	Average score for Queensland	539.2
	For the school the percentage of students at or above the national minimum standard.	0%
Spelling	Average score for the school	441
	Average score for Queensland	571.3
	For the school the percentage of students at or above the national minimum standard.	20%
Grammar and Punctuation	Average score for the school	469
	Average score for Queensland	569.5
	For the school the percentage of students at or above the national minimum standard.	40%
Numeracy	Average score for the school	479
	Average score for Queensland	574.6
	For the school the percentage of students at or above the national minimum standard.	60%

### APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2012	17	5	29

### ATTENDANCE RATE

The average student attendance rate for 2012 was 70%. 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 Senior Certificates awarded	5
Percentage of Overall Position (OP) – eligible students with OP 1 –	0%

<b>15</b>	
<b>Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification</b>	0%
<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. Outdoor Education experience which young people had the opportunity to be involved in during 2012 included a range of day and overnight experiences.

<b>Range of Day Activities</b>	<b>Overnight Activities</b>
Ropes Course	Nymboida White Water Rafting Trip (3 nights)
Problem Solvers	Carnarvon Gorge Camp (4 nights)
Abseiling	South Passage Tall Ship Sailing (1 nights)
Rock Climbing	Kokoda Challenge (1 night)
Indoor Rock Climbing	Giraween Camp (2 groups, 2 nights)
Ten Pin Bowling	Girl's Camp (1 night)
Swimming	Art Camp (1 night)
Canoeing	Deer Reserve Camp (2 nights)
Bushwalking	Binna Burra Camp (3 groups, 1 night)
	Maidenwell Camp (1 night)
	Mount Tambourine Camp (1 night)
	Music Camp (1 night)
	Senior Leadership Camp (1 night)
	Stradbroke Island Camp (2 nights)

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 Programmes 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 Programmes during 2012 included activities such as:

- Canoeing
- Go carts
- Ten pin bowling
- Swimming
- Cooking
- Movies

Community lunches 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 Centre Education Programme, and a time for visitors to sit and share with young people and staff.

## **YEAR 12 COHORT 2012 POST SCHOOL DESTINATION**

At the time of publishing this School Annual Report, the results of the 2012 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, 2012. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

<b>School Year – 2012</b>	<b>Number of Students in each category</b>	<b>Percentage of Students in each category</b>
<b>Working full-time</b>	1	20
<b>Not studying or in the labour force</b>	2	40

## CO CURRICULAR ACTIVITIES

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

### Cultural

- Editing and Animation Workshops
- Museum & Gallery Visits
- State Library TSI Exhibition
- Theatre Visits
- Outlook Art activities

### Sporting

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

### Intellectual

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

### Service

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

## STAFF DEVELOPMENT PRIORITIES 2012

Centre Education Programme is committed to the ongoing professional development and formation of staff. This continues to enrich the educational opportunities provided for our young people and models to our young people the modern reality of life long learning. The following priorities were identified in the Centre’s 2012 Operational Plan:

<b>Description</b>	<b>Staff</b>
<b><i>Academic Focus</i></b>	
An introduction to Circle Solutions	1
Spectronics – Inclusive Learning Technologies	1
<b><i>Social/Emotional Focus</i></b>	
Remote Area First Aid	1
Outdoor Instructor Currency Training	1
High Ropes Training	1
RAGE – Anger Management Workshop	1
Save Your Sanity – Proactive strategies for at risk children and youth	2
Senior First Aid and CPR (as required)	All staff
<b><i>Organisational Focus</i></b>	
TOPS Strategic Planning x 2	All staff
QIEU Representative Training	1
Child Protection Legislation Training	2
Religious Institutes Equity Network Meeting/Verification Panel/Intellectual Impairment Panel	1
Women in Leadership Seminar	3

The total amount spent on professional learning for staff in 2012 was \$19106.

## **THE SOCIAL CLIMATE OF THE CENTRE**

The Centre Education Programme 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 2012 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 2012, 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 to various groups
- Newsletters each semester
- A letter from class teachers each semester to accompany each student's report
- Close attention paid by Pastoral Care staff in contacting parent/carers in person or by phone to give information on the progress of a young person, particularly to relay news of success rather than a critical issue
- Parent/carers 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>	12
<b>Total number of Support staff</b>	8
<b>Total Number of Staff</b>	20

<b>Teaching Staff Qualifications</b>	<b>Number</b>
<b>Certificate</b>	8
<b>Diploma</b>	1
<b>Bachelor</b>	17
<b>Post Graduate Diploma</b>	9
<b>Masters Degree</b>	2

<b>Doctorate</b>	0
<b>Other</b>	0

The average attendance rate for teachers in the 2012 academic year was 97.37%. 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 91.7%. This indicates the percentage of teachers who have continued service at the school from 2011 into 2012.

## **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 2012 YEAR**

The Edmund Rice Education Flexible Learning Network Board and Leadership recognize the value of strategic planning for the long term, sustainable development of programs, capital and human resources, the minimization of exposure to risks and to assist fidelity of operation to mission. Operational goals are set each year in consultation with staff.

## **2012 MILESTONES**

The construction of new and modified spaces at Centre Education Programme was completed in early 2012. The learning spaces listed below are being utilised to broaden and enhance the programmes offered to young people. In addition to the buildings and spaces, equipment was also purchased for the fit out of these spaces.

- Art Room
- Design and Technology Workshop

- Computer Lab
- Music Studio
- Multipurpose Classroom
- Kitchen extension, to include teaching space
- Gym
- Outreach Office
- Caretaker Residence
- Outdoor recreation Office
- Outdoor Recreation Equipment Storage Shed
- General Learning Areas
- Covered Breezeway

The concept of Community Lunches was introduced during 2012. These seated lunches occur each Friday in the covered breezeway, and they provide an opportunity for the development of the following aspects of life at Centre Education Programme:

- Social etiquette of a shared meal
- Opportunity for young people to help with the preparation of meals, and the cleaning after meals
- Time shared together as a community
- Forum to which young people can invite parents, carers, and other significant adults
- Opportunity for members of the wider community to visit and share time with young people and staff
- Celebration of people, achievements, and events.

Throughout the year Centre Education Programme has a number of celebrations which occur annually and are very significant in the development of a community and belonging for young people, their families and staff. During 2012 these celebrations included:

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

## **GOALS FOR THE 2013 YEAR**

In 2013 emphasis will be given to:

- Further developing the sense of community through “whole school” activities
- The development of an Induction Programme to assist in a supported introduction of young people to Centre Education Programme,
- Develop a Reconciliation Action Plan

Adrienne Green  
Head of Campus  
Centre Education Programme

Tim Young  
Principal  
Edmund Rice Education Flexible Learning Centre Network