



The Centre Education Programme

108 Mudgee st, Kingston, Queensland, 4114

This annual report for 2019 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.

*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

- INTRODUCTION3
- STATEMENT4
- BEST PRACTICE GUIDELINES4
- SCHOOL PROFILE AS AT AUGUST CENSUS 2019.....5
- YOUNG PERSON SUPPORT5
- CURRICULUM - LEARNING CHOICES PROGRAM6
- OUTCOMES7
- APPARENT STUDENT RETENTION RATE7
- ATTENDANCE RATE7
- SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR YOUNG PEOPLE7
- YEAR 12 COHORT 2019 POST SCHOOL DESTINATION8
- CO CURRICULAR ACTIVITIES8
- STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 20199
- STAFF9
- THE SOCIAL CLIMATE OF THE CENTRE.....11
- STRATEGIES USED FOR INVOLVING PARENTS/CARERS IN THE EDUCATION OF THEIR YOUNG PERSON11
- INFORMATION COMMUNICATION TECHNOLOGIES12
- PROGRESS TOWARDS GOALS FOR THE 2019 YEAR12
- 2019 MILESTONES13
- GOALS FOR THE 2020 YEAR.....17

INTRODUCTION

The Centre Education Programme is a part of Edmund Rice Education Australia (EREA) and is conducted in accordance with the EREA 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.

STATEMENT

Flexible Learning Centres (FLCs) seek to respond to the needs of young people disenfranchised and disengaged from education. FLCs provides a place and an opportunity to re-engage in a suitable, flexible learning environment.

Our practice seeks to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

FLCs are 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 2019

The total 2019 enrolment of The Centre Education Programme full time equivalent students is shown below.

Gender/Year	7	8	9	10	11	12	Total
Male	3	16	15	22	13	7	76
Female	1	11	12	20	5	6	55
Total	4	27	27	42	18	13	131

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 teams, consisting of youth workers and teachers, for core literacy/numeracy. 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, Head Space, 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	ELECTIVE
Years 7-10	<ul style="list-style-type: none"> Literacy Numeracy 	<ul style="list-style-type: none"> Visual Art Basketball Crafts Cooking Workshop Science Gym Board games/games Music SOSE Sport and Rec

YEAR LEVEL	Authority Registered Subjects	Certificate Courses	ELECTIVE
Years 11-12	<ul style="list-style-type: none"> English Communication Prevocational Mathematics 	<ul style="list-style-type: none"> Certificate I and II in Functional Literacy Certificate I in Access to Vocational Pathways Certificate II in Skills for Work and Vocational Pathways Cert II in Music Industry Cert II in Visual Art External RTO Cert II Construction 	<ul style="list-style-type: none"> Visual Art Basketball Crafts Cooking Workshop Science Gym Boardgames/games Fitness Music Sport and Rec

OUTCOMES

National Assessment Program Literacy and Numeracy (NAPLAN) participation rates were below a reasonable reporting threshold.

Outcomes for Year 12 Students	
Total number of Senior Certificates awarded	13
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	15%
Percentage of students awarded Senior Certificates or awarded a Vet qualification	85%

APPARENT STUDENT RETENTION RATE

Senior cohort Year	Year 10 Base	Year 12 at exit	Retention Rate %
2018	36	26	72
2019	11	13	118

ATTENDANCE RATE

The average student attendance rate for 2019 was 68%. This number excludes students who disenrolled during the year.

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.

YEAR 12 COHORT 2019 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2019 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, 2020. The following interim data reports the destinations of students as accurately as the school is able to ascertain at this point.

School Year – 2019	Number of Students in each category	Percentage of Students in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	1	11%
Working full-time	1	11%
Working part-time/casual	1	11%
University	1	11%
Returned to school	2	22%
Unknown	3	33%

CO CURRICULAR ACTIVITIES

The Centre Education Programme 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, as per the table below.

Co-Curricular Activities offered at The Centre Education Programme in 2019

Cultural	Sporting	Intellectual	Service
<ul style="list-style-type: none"> ➤ Museum & Gallery visits ➤ Theatre visits ➤ Outlook art activities ➤ Art Extravaganza ➤ Ngutana-Lui ➤ Aboriginal & Torres Strait Islander Cultural Studies Centre ➤ Urban Paradise Gallery ➤ Aboriginal Artwork Track (Mt Coot tha) ➤ Gurrumul Movie ➤ North Stradbroke Island camp activities 	<ul style="list-style-type: none"> ➤ Canoeing – range of venues an levels of challenge ➤ Sea kayaking – range of venues and levels of challenge ➤ Bushwalking - range of venues an levels of challenge ➤ Bowling ➤ Low and high ropes ➤ Touch football ➤ Gym ➤ Swimming ➤ Traditional Games ➤ Abseiling and climbing ➤ Fishing ➤ Fitness training ➤ CrossFit ➤ Yoga ➤ Basketball 	<ul style="list-style-type: none"> ➤ Logan Libraries ➤ Science Centre ➤ QLD Museum ➤ GOMA ➤ QUT Gardens Point visit ➤ Griffith University ➤ Maritime Museum ➤ The Edge, State Library, QLD ➤ Reverse Garbage (recycling centre) ➤ Brisbane Truck Show ➤ UQ St Lucia campus ➤ LYFE Event ➤ Youth Jobs and Skills Fest 2019 	<ul style="list-style-type: none"> ➤ Clean Up Australia Day ➤ Preparation and presentation of Memorial Day ➤ Graduation – organising, catering and delivery of event ➤ NAIDOC Day preparation and performances ➤ Sorry Day preparation and participation

	<ul style="list-style-type: none"> ➤ Athletics ➤ South Passage Day Sail ➤ Ipswich SuperSprint 2019 	<ul style="list-style-type: none"> ➤ TAFE Acacia Ridge, campus tour ➤ Work Experience Opportunities 	
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STAFF PROFESSIONAL DEVELOPMENT PRIORITIES 2019

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 2019 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

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:

Total number of teachers	10
Total number of Support staff	11
Total Number of Staff	21

Total number of Indigenous Staff	2
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Teaching Staff Qualifications	Number
Certificate	17
Diploma	2
Bachelor	14
Post Graduate Diploma	6
Masters Degree	1
Doctorate	0
Other	0

The average attendance rate for teachers in the 2019 academic year was **97.64%**. 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 55%. This indicates the percentage of teachers who have continued service at the school from 2018 into 2019.

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 student'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
- 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 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.

2019 saw the expansion of the Epson iProjection Smart Board project, resulting in Smart Boards being installed in two main teaching spaces. This technology was installed over the Christmas break, and staff received basic training on the use of the boards. During the year, the Smart Boards were used in a variety of lessons, utilizing the interactive nature of the boards, which allows staff to develop more stimulating lesson plans. Young people enjoyed using the Smart Boards, and were more likely to participate in class discussions, lessons and activities.

PROGRESS TOWARDS GOALS FOR THE 2019 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 2019 articulated in the 2018 Annual Report.

Installation of smart boards across the site, one in each main classroom - bringing the total to three. Two additional Smart Boards were installed into two main classrooms and staff received basic training on the use of the boards. Young people found the boards to be engaging and allowed staff to develop more stimulating and engaging lessons.

Preparation of NCCD data by staff, including professional development and development of site team. A site based team for NCCD was developed, constituting one teacher from each classroom team. Each member has attended additional training to become their classroom team 'expert'.

Expansion of engagement project. During 2019, two young people successfully transitioned from the Engagement Programme to It's Up To You Crestmead/Marsden, one young person successfully transitioned from the Engagement Programme to the school site,

one young person enrolled at Browns Plains SHS, one young person enrolled at Chinchilla SHS and one young person enrolled at Bray Park SHS.

Three young people completed their final year of schooling and transitioned to work or further training. One young person accepted a job in a Steel Fabrication Plant, one young person accepted a full-time job with an Air Conditioning Business and one young person enrolled in a Certificate III in Automotive.

Staff in the Engagement Team worked with a total of 45 young people over the course of the year.

Increasing outdoor education programs through staff professional development and support from site leadership (attending camps, supporting staff on site).

Professional development included staff participation as follows:

- 6 participants in Wilderness First Aid
- 6 participants in Bushwalk Guide Training
- 4 participants in Adventure Based Learning collaboration days
- 4 participants in Program Design and Facilitation training days
- 1 participant as shadow facilitator in Program Design and Facilitation training days.

2019 MILESTONES

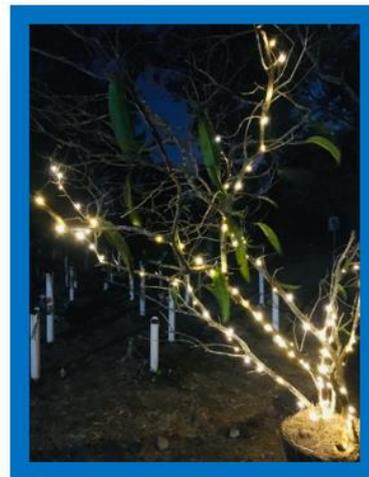
In addition to specific operational goals, are the ongoing community based activities that provided opportunities for connection by other organisations and services, families and past students.

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. In 2019, the ceremony was moved to a twilight service, allowing more community members to attend. Friends and family from the past and the present community gather together and support each other in this event which is followed by a shared meal.

In
13



2019,



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. The Centre Education Programme worked with a local organisation, “Formally Ever After”, to assist Young People to find formal wear for the event. 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 2019 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 2019 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 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 Zom Kolbe Kolbe dance group.

GOALS FOR THE 2020 YEAR

In 2020 emphasis will be given to:

- Restructure of the class groups and development of a fourth group on site, to reduce the number of young people in each group, with the aim of providing a higher level of support.
- Increased access to Music for all young people, with the additional aim of progressing this to include increased access to the Workshop in 2021.
- Consider current and future needs of the school community through the development of an application to the QCEC Block Grant Authority.



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