



The Centre Education Programme
Flexible Learning Centre
108 Mudgee Street, Kingston Qld 4114

This annual report for 2020 is published to provide information about the 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.

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*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

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SCHOOL OVERVIEW INTRODUCTION

The Centre Education Programme is a part of Edmund Rice Education Australia and is conducted in accordance with their 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 55 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 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* amongst 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 intentionally supports the Mparntwe Declaration through embedding the goals in our philosophy. As a community we recognise more than 60 000 years of continued continual connection by Aboriginal and Torres Strait Islander peoples as a key part of the nation's history, present and future, and pivot our pedagogical practices thought this ancient wisdom and ways of learning. Young people are enrolled from a variety of language, cultural and religious backgrounds, with particular sensitivity to Aboriginal and Torres Strait culture.

The Centre Education Programme has committed to the two declaration goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- Confident and creative individuals
- Successful lifelong learners
- Active and informed members of the community.

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.

FLEXIBLE LEARNING CENTRES (FLCs)

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.

FLCs 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 provides 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 multi-disciplinary, 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.

CHARACTERISTICS AS AT AUGUST CENSUS 2020

The total 2020 enrolment of The Centre Education Programme full time equivalent students is shown in the table below.

The Centre Education Programme enrolled 32 new young people prior to the 2020 State Census, and a further 30 young people prior to the 2020 Federal Census, equating to roughly 51% of the total census population of 120. This shows a moderate level of enrolment continuity, with a majority of young people attending The Centre Education Programme for a number of years. Within the cohort:

- 37 young people identified as Aboriginal, and/or Torres Strait Islander, and
- 64 young people were identified as meeting NCCD criteria: 19% requiring extensive support, 35% as substantial and 10% as supplementary.

Whilst The Centre Education Programme is located in Logan City and the majority of young people live within 20km of the school, the catchment area is geographically large, stretching from the southern suburbs of Brisbane to the eastern suburbs of Ipswich and west to Beaudesert.

Gender/Year	7	8	9	10	11	12	Total
Male	4	7	17	21	14	10	73
Female	4	4	14	8	17	5	52
ATSI	3	2	10	12	6	4	37
Total	8	11	31	29	31	15	125

YOUNG PERSON SUPPORT

Each young person at The Centre Education Programme has staff who support them in their education, health and wellbeing. For each class group, these staff typically include two classroom teachers for core literacy/numeracy learning and one youth worker. The role of the team is to establish a close relationship to the young person, to monitor their progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues, and overall to support the young person to achieve their stated personal and educational goals. The role of staff is broad in scope, in-depth in its substance, and long-term in relationship. It includes:

- In-house mentoring and advocacy
- Supporting the young person and their families in times of emotional crisis or practical need
- Maintaining the close partnership between school, young person and parent/carer
- Working in partnership with other agencies who are involved with students e.g. CYMHS (Child Youth Mental Health Service), Department of Communities, Child Safety & Disabilities, Youth Justice, Headspace, 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

The Pastoral Care program also includes the support work of the other Youth Workers outside the classroom including a Music Worker, a Workshop teacher, Tuckshop staff, and Administration Officers.

WORKFORCE COMPOSITION

Staff Composition including Indigenous 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:

- Certificate IV in Training and Assessment
- Certificate IV in Youth Work
- Certificate IV in Small Business Management
- Certificate IV in Outdoor Recreation
- Certificate IV in Career Development
- Certificate IV in Employment Services
- Certificate IV in Graphic Design
- Certificate IV in Fitness
- Diploma in Leadership and Management
- Diploma in Community Welfare Work
- Bachelor of Applied Science
- Bachelor of Physical Education
- Bachelor of Teaching
- Bachelor of Technology Education
- Bachelor of Industrial Design
- Bachelor of Psychological Sciences
- Bachelor of Education (Primary)
- Bachelor of Fine Arts (Visual Arts)

- Bachelor of Creative Arts (Acting and Theatre Technology)
- Bachelor of Science
- Bachelor of Leisure Management
- Bachelor of Economics
- Bachelor of Science (Australian Environmental Studies)
- Post Graduate Bachelor of Education (Primary and Secondary)
- Graduate Diploma in Education (Primary)
- Graduate Diploma in Education (Secondary)
- Graduate Diploma in Education
- Graduate Diploma in Religious Education
- Graduate Diploma in Industrial Design
- Graduate Diploma in Secondary Education
- Masters in Teaching (Primary)

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	12	12	2
Full-time equivalents	11	9	2

*Teaching staff includes School Leaders.

** Indigenous refers to Aboriginal and Torres Strait Islander people of Australia. To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

Qualifications of all teachers

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	7
Bachelor degree	4
Diploma	0
Certificate	0

SCHOOL INCOME BY FUNDING SOURCE

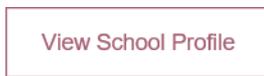
School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details:

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State", followed by a magnifying glass search icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

THE SOCIAL CLIMATE OF THE CENTRE

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Parent opinion survey

Percentage of parents/caregivers who agree# that:	2020	2021	2022
• My young person (YP) likes being at this school	80%		
• My YP feels safe at this school	90%		
• My YP learning needs are being met at this school	80%		
• My YP is making good progress at this school	80%		
• Staff at this school expect my YP to do their best	90%		
• Staff at this school treat YP fairly and with respect	90%		
• I can talk to staff about my concerns	80%		
• YP are supported at this school to work with the 4 Principals and Common Ground	90%		
• I feel valued and respected in this school	90%		
• YP's wellbeing is supported at this school	90%		

Percentage of parents/caregivers who agree# that:	2020	2021	2022
• This school looks for ways to improve	90%		
• This school is well resourced	88%		
• My YP is getting a good education at this school	80%		
• My YP's English skills are being developed at this school	88%		
• My YP's Mathematics skills are being developed at this school	80%		
• School reports are clear and relevant	80%		
• Staff at this school are interested in my YP's wellbeing	100%		
• Staff at this school are approachable	80%		
• Staff at this school listen to my questions and follow up	90%		
• This school asks for my input	80%		
• This school keeps me well informed	80%		
• This school welcomes me at school events	80%		
• This school provides me with feedback about my YP's progress	80%		
• This school is environmentally friendly	80%		
• This school has a strong sense of community	80%		
• This school celebrates YP's achievements	80%		
• This is a good school and I would recommend it to others	90%		

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Student opinion survey

Percentage of students who agree# that:	2020	2021	2022
• I feel included at this school	52%		
• I feel safe at this school	65%		
• My learning needs are being met at this school	55%		
• My wellbeing needs are being met at this school	65%		
• Staff at this school treat young people fairly and with respect	74%		
• I can talk to staff about my concerns	62%		
• I feel valued and respected in this school	55%		
• Young peoples' wellbeing is supported at this school	65%		
• My English skills are being developed at this school	58%		
• My Mathematics skills are being developed at this school	45%		
• Young people are supported at this school to work within the 4 Principles and Common Ground	74%		
• I understand how computers and other technologies are used at this school to enhance learning	74%		
• Staff at this school listen to my questions and follow up	55%		
• This school celebrates young peoples' achievements	64%		
• This is a good school, and I would recommend it to others	81%		

Percentage of students who agree# that:	2020	2021	2022
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Staff opinion survey

Percentage of school staff who agree# that:	2020	2021	2022
• Do you enjoy working at this flexi?	100%		
• Do you feel that this is a safe place to work?	100%		
• Are Young People given the opportunity to express their voice?	100%		
• Are Young People encouraged to work with us using our Four Principles?	100%		
• I feel my voice is heard and considered at this flexi	100%		
• Our flexi looks for ways to improve	100%		

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

KEY STUDENT OUTCOMES

ATTENDANCE RATE

The average student attendance rate for 2020 was 60%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences.

Student Attendance	2018	2019	2020
Overall attendance rate* for students at this school	55%	68%	60%
Attendance rate for Indigenous** students at this school	61%	63%	58%

DESCRIPTION OF HOW THE CENTRE EDUCATION PROGRAMME MANAGES NON-ATTENDANCE

At The Centre Education Programme, the roll marking process has several steps. These are outlined below.

Step	Description	Staff Responsible
1	Paper rolls are marked at morning meeting (between 9.30 – 9.40am)	Class staff team
2	Paper rolls returned to office and entered into TASS system (no later than 10.30am)	Administration Officer
3	Electronic roll sent to class staff group for confirmation (by 11am)	Class staff team
4	Text messages sent to parents of absent students via Street Data program	Administration Officer
5	Replies received via Street Data forwarded to Class staff group	Administration Officer
6	Parents/carers/young people who do not reply to Street data are contacted directly	Class staff team
7	Electronic roll updated and returned to Administration Officer	Class staff team
8	TASS system updated with absence reasons	Administration Officer

At The Centre Education Programme attendance for a whole or part day is counted. Any day that a young person is absent and there is no response to the Street Data message service, the parent/carer (or young person if they are enrolled as an independent young person) is contacted by the staff team for an explanation. If the young person or family is not reachable, a conversation is had with the young person on the next day of attendance. If young people are absent for extended periods of time, the staff teams contact families, and will often conduct home visits if families are difficult to reach. In some instances, a support meeting may be required with the young person and their parent/carer, to adjust strategies and goals that the young people set each semester in their Personal Learning Plan.

In order to increase our attendance at The Centre Education Programme, we use several strategies that include whole school activities and staff responsibilities. Whole school activities that are used to celebrate the community include, Community Lunch every Friday, Big Breakfast twice a term, whole school camps and sleepovers, as well as celebrations such as NAIDOC and Memorial Day. Class groups have weekly outing days, which encourage young people to attend and develop skills in preparation for camps. Young people keep connected to the school during breaks through our Holiday Programme, which is run by Youth Workers. Staff develop relationships with all students across the school. Stronger connections are developed with young people and their families within learning groups. This enables staff to follow up comfortably with issues and absences.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

YEAR 12 OUTCOMES

Outcomes for Year 12 Students	2020
Total number of Senior Certificates awarded*	12
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	16%
Percentage of students awarded Senior Certificates or awarded a Vet qualification	100%

*Note: Two additional young people were part of the 2020 cohort as returning Year 12 students from 2019 and therefore not included in the above count.

YEAR 12 COHORT 2020 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2020 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 2020 – Post School Destinations	Number of Young People in each category	Percentage of Young People in each category
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	1	7.1%
Working full-time	1	7.1%
Working part-time/casual	2	14.3%
Seeking work	2	14.3%
Returned to school	6	43%
Other	1	7.1%
Not studying or in the labour force	0	0%
Hospital	1	7.1%

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 to 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:

Subjects Offered - Year Level	Core	Elective	
Year 7 - 8	Literacy Numeracy	Music Art Cooking Outdoor Adventure skills Sport	Craft Dance Guitar Drums Crossfit
Year 9 - 10	Literacy Numeracy	Music Art Cooking Outdoor Adventure skills Sport	Craft Dance Guitar Drums Crossfit

Subjects Offered - Year Level	Authority Registered Subjects	Certificate Courses	Electives
Year 11 - 12		<ul style="list-style-type: none"> • Certificate I and II in Functional Literacy • Cert I in Access to Vocational Pathways • Cert II in Skills for Work and Vocational Pathways • Cert II in Visual Art • Cert II in Music Industry 	<ul style="list-style-type: none"> • Dance • Guitar • Drums • Gym • Workshop • Cooking • Art • Mental Fitness • Sport • Band • Swimming • Culture Club • Science • Craft • Outdoor Adventure skills

The “Furniture for Change” project was first introduced at the Centre Education Programme in late 2019 and continued into 2020. The Project was instigated following stakeholder engagement with key community partners. The ‘Furniture for Change’ pilot program successfully obtained a grant of \$2500, which was acquitted in June 2020. This enabled the purchasing of 72 flatpack furniture items, and required tools, for students to assemble and donate to families in need. Local support services collected and distributed items to families, further strengthening the relationship between the school and the local community. “Furniture for Change” acknowledges the need of our local community. Approximately 1000 people are considered to be homeless in the Logan Local Government Area. Of these people, 39% are under 25 years old and 21% are under 18 years old. The Centre Education Programme has a strong community focus with both staff and young people seeking ways to contribute.

Importantly, “Furniture for Change” was aligned to vocational training creating a practical approach to delivering Literacy and Numeracy curriculum to young people.



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 with 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 is further supported by:

- 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 which broaden their community connections within the school context.
- 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.
- Individualised follow up and support for young people who are experiencing difficulty with regular attendance.

CO CURRICULAR ACTIVITIES

The Centre provides extensive opportunities for young people to participate in co-curricular 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 or service related. (See Table below).

Co Curricular Activities offered at The Centre Education Programme in 2020

Cultural	Sporting	Intellectual	Service
<ul style="list-style-type: none"> ➤ Redbank Plains Cinema ➤ Woodstock Campgrounds ➤ Crestmead Skate Park – Music video recording ➤ La Boite Theatre Company ➤ Alchemix Studio ➤ Noosa Eco-Lodge 	<ul style="list-style-type: none"> ➤ Redcliffe Lagoon ➤ Ten Pin Bowling ➤ Palm Beach Parklands ➤ Goodlife Gym ➤ Broadwater Parklands ➤ Robelle Domain Lagoon and Parklands ➤ Canoeing – Varying locations and levels of difficulty ➤ Daisy Hill Conservation Park ➤ Logan Gardens ➤ Swim to Survive – Beenleigh Aquatic Centre 	<ul style="list-style-type: none"> ➤ Logan Libraries ➤ Bunning Apprentice Trade Event ➤ Queensland Museum ➤ Kmart store tour and visit ➤ Mt Coot-Tha Gardens ➤ Sir Thomas Planetarium 	<ul style="list-style-type: none"> ➤ Preparation and presentation of Memorial Day ➤ Graduation – organising, catering and delivery of event ➤ NAIDOC Day preparation and performances ➤ Sorry Day preparation and participation ➤ 'Furniture for Change' programme

	<ul style="list-style-type: none"> ➤ Knoll Picnic Area ➤ Sandy Creek Circuit ➤ Mount Barney – Lower Portals Walk ➤ Witches Falls Walk ➤ Berrinba Wetlands ➤ Flagstone Adventure Park ➤ Burleigh Heads Coastal Walk ➤ Karawatha Forest ➤ Crossfit – Basement Gym ➤ Tallebudgera Creek ➤ Bounce Inc ➤ Rocksports – Indoor Climbing 		
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2020 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 day of reflective celebration for The Centre Education Programme. It is a day on which family and community connections, that span the lifetime of the Centre, are remembered and reignited. A memorial garden acknowledges the lives of those young people, staff, and close friends of the Centre who have passed away. Each year the community gathers to remember and celebrate the lives of these people. Friends and family from the past and the present community gather together and support each other in this event which is followed by a shared meal.



In 2020, 14 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.



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 and the celebration of special events within the community. Young people were disappointed that their role changed in 2020, with Covid restrictions limiting their involvement to the Blessing and Acknowledgement of Country, rather than the serving of food. 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 of 2020 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 showcased 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, events on the calendar. Unfortunately, due to Covid restrictions, we were not able to have the normal celebration with the wider community that we usually have. In its place, we had an internal celebration, with young people participating in group challenges, including a portable climbing wall and an engineering challenge. NAIDOC was celebrated within the classrooms as well, with informative documentaries and discussions around the importance of recognising Australia's First People. We look forward to the celebration returning to normal in 2021.



2020 with Covid was a unique year of learning for the staff and young people of The Centre Education Programme. When the lock down was announced for Queensland, staff spent time developing a 'Doing School Differently' plan, based on the needs and resources of their individual groups. As many of our young people did not have access to reliable internet, or have a device to access, staff developed a range of learning packs that were delivered to young people, supported through phone assistance and home visits. Young people with internet and a device, were able to access online learning classes each day, focusing on Mathematics, English and staying connected with their staff and peers. As soon as possible, young people returned to the school in small groups until the lock down was lifted.

Adrienne Green
Head of Campus
The Centre Education Programme

Michelle Kinnane
Acting Principal
Xavier Flexi Schools Network