The Centre Education Programme

Flexible Learning Centre

108 Mudgee St, Kingston Qld 4114

This annual report for 2021 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.

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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 offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are disenfranchised from mainstream education.

Our school 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 through this ancient wisdom and ways of learning. Young people are enrolled from a variety of language, cultural and religious backgrounds, with 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

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 on the individual needs of young people and progress is carefully documented and monitored. In conjunction with their teachers, youth workers, and wellbeing staff, young people draft learning plans with articulated educational pathways.

FLEXIBLE LEARNING CENTRES (FLCs)

FLCs seek to respond to the needs of young people disenfranchised 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 in the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

BEST PRACTICE GUIDELINES

The Centre Education Programme operates on 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 Programme

Education programmes 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 programmes 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 programmes 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 programme 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/carer relationships is a priority.

Learning Choices

Diagnostic assessment is important to provide guidance in planning individualised programmes. Effective programmes 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 programmes 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 programmes 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 2021

The total 2021 enrolment of The Centre Education Programme full time equivalent students is shown in the table below.

The Centre Education Programme enrolled 26 new young people prior to the 2020 State Census, and a further 15 young people prior to the 2020 Federal Census, equating to roughly 28% of the total census population of 148. This shows a moderate level of enrolment continuity, with most young people attending The Centre Education Programme for a number of years. Within the cohort:

- 46 young people identified as Aboriginal, and/or Torres Strait Islander, and
- 92 young people were identified as meeting NCCD criteria: 34% requiring extensive support, 55% as substantial and 11% as supplementary.

Whilst The Centre Education Programme is 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	9	11	13	20	18	17	88
Female	3	7	9	18	7	14	58
Gender Diverse	0	1	0	0	0	1	2
First Nations	4	5	5	14	8	10	46
Total	**12**	**19**	**22**	**38**	**25**	**32**	**148**

YOUNG PERSON SUPPORT

Each young person at The Centre Education Programme has staff who support them in their health and wellbeing. For each class group, these staff typically include two classroom teachers for core literacy/numeracy 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, NDIS service providers 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 programme also includes the support work of the other Youth Workers outside the classroom including a Music Worker, a Workshop teacher, Inclusive Education teacher, Tuckshop staff, and Administration Officers.

WORKFORCE COMPOSITION

Staff Composition including First Nations Staff

The staff of The Centre Education Programme are a highly qualified, experienced, and generous group of professionals who consistently contribute more than would otherwise be expected both within the classroom and beyond. The distinctive skills/qualifications and experience of our staff include:

Business, Education, Training

- Certificate Adult Education
- Certificate II Business Administration
- Certificate IV in Training and Assessment
- Certificate IV in Small Business Management
- Certificate IV in Career Development
- Certificate IV in Employment Services
- Advanced Diploma in Human Resources
- Advanced Diploma in Business Management
- Bachelor of Arts
- Bachelor of Teaching
- Bachelor of Technology Education
- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Bachelor of Economics
- 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

Health & Community Services

- Certificate III Community Services
- Certificate III Disability Support Work
- Certificate IV in Supervision
- Certificate IV in Youth Work
- Graduate Certificate in Social Work
- Diploma in Counselling
- Diploma in Mental Health and Community Services
- Diploma in Community Services Bachelor of Counselling
- Bachelor of Criminology and Justice
- Bachelor of Social Work
- Bachelor of Justice Studies

Science & Technology

- Bachelor of Psychological Sciences
- Bachelor of Applied Science
- Bachelor of Science
- Bachelor of Science (Australian Environmental Studies)

Sport & Recreation

- Certificate IV in Outdoor Recreation
- Certificate IV in Fitness
- Bachelor of Leisure Management

Design

- Certificate II Visual Art
- Certificate IV in Graphic Design
- Advanced Certificate in Video Production
- Bachelor of Industrial Design
- Bachelor of Fine Arts (Visual Arts)
- Graduate Diploma in Industrial Design

Manufacturing & Engineering

- Certificate IV Automotive

Tourism & Hospitality

- Chef and Pastry Chef
- Certificate III Meat Processing

Arts & Culture

- Bachelor of Creative Arts (Acting and Theatre Technology)

Retail, Hair & Beauty

- Certificate I Beauty Therapy

Construction

- Carpentry Apprenticeship

Description	Teaching staff*	Non-teaching staff	First Nations* staff
Headcounts	14	15	3
Full-time equivalents	13	11	3

*Teaching staff includes School Leaders.

** First Nations refers to Aboriginal and Torres Strait Islander people of Australia. To be counted as 'First Nations 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	0
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	7
Bachelor degree	7
Diploma	0
Certificate	0
Multiple qualifications	**13**

Qualifications of all non-teachers

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	1
Bachelor degree	3
Diploma	3
Certificate	8
Other (add rows for any other quals)	0
Multiple qualifications	**11**

SCHOOL INCOME BY FUNDING SOURCE

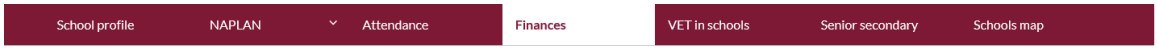
School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

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.

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
• their child is getting a good education at school	80%	95%	
• this is a good school	90%	95%	
• their child likes being at this school*	80%	100%	
• their child feels safe at this school*	90%	95%	
• their child's learning needs are being met at this school*	80%	95%	
• their child is making good progress at this school*	80%	100%	
• teachers at this school expect their child to do his or her best*	90%	100%	
• teachers at this school provide their child with useful feedback about his or her school work*	80%	95%	
• teachers at this school motivate their child to learn*	90%	100%	
• teachers at this school treat students fairly*	90%	100%	
• they can talk to their child's teachers about their concerns*	80%	100%	
• this school works with them to support their child's learning*	80%	95%	
• this school takes parents' opinions seriously*	80%	95%	
• student behaviour is well managed at this school*	90%	95%	
• this school looks for ways to improve*	90%	100%	
• this school is well maintained*	88%	100%	

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, 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
• they are getting a good education at school	81%	81%	
• they like being at their school*	81%	87%	
• they feel safe at their school*	65%	81%	
• their teachers motivate them to learn*	NA	75%	
• their teachers expect them to do their best*	NA	100%	
• their teachers provide them with useful feedback about their school work*	NA	75%	
• teachers treat students fairly at their school*	74%	93%	
• they can talk to their teachers about their concerns*	62%	93%	
• their school takes students' opinions seriously*	55%	100%	
• student behaviour is well managed at their school*	74%	87%	
• their school looks for ways to improve*	NA	100%	
• their school is well maintained*	NA	81%	
• their school gives them opportunities to do interesting things*	55%	75%	

Percentage of students who agree# that:	2020	2021	2022

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, 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
• they enjoy working at their school (S2069)	100%	100%	
• they feel that their school is a safe place in which to work (S2070)	100%	100%	
• they receive useful feedback about their work at their school (S2071)	100%	100%	
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	
• students are encouraged to do their best at their school (S2072)	100%	100%	
• students are treated fairly at their school (S2073)	100%	100%	
• student behaviour is well managed at their school (S2074)	100%	100%	
• staff are well supported at their school (S2075)	100%	100%	
• their school takes staff opinions seriously (S2076)	100%	100%	
• their school looks for ways to improve (S2077)	100%	100%	
• their school is well maintained (S2078)	100%	92%	
• their school gives them opportunities to do interesting things (S2079)	100%	100%	

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

KEY STUDENT OUTCOMES

ATTENDANCE RATE

The average student attendance rate for 2021 was 55%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absences. Covid-19 and related mandatory lockdowns and delayed start to school impacted on attendance rates. The Centre Education Programme responded to the pandemic by doing school differently with work packs being sent home to young people, online learning and phone call check-ins being made regularly. Quarantine regulations and isolation periods for those presenting with flu like symptoms also contributed to the decrease in attendance.

Student Attendance	2019	2020	2021
Overall attendance rate* for students at this school	68%	60%	55%
Attendance rate for First Nations** students at this school	63%	58%	54%

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	Rolls are marked electronically by pod staff by 10am	Class staff team
2	Electronic roll is cross checked with late sign-in folder and updated (by 11am)	Administration Officer
3	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.

To increase 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, dances, and movie nights, 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.

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.

Reading	Writing	Spelling	Grammar	Numeracy	
Year 7	-	-	-	-	-
Year 9	613	461	-	-	-

NAPLAN participation for this school is 42%
NAPLAN participation for all Australian students is 95%

YEAR 12 OUTCOMES

Outcomes for Year 12 Students	2021
Total number of Senior Certificates awarded	24
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	46%
Percentage of students awarded Senior Certificates or awarded a Vet qualification	100%

*Note: Five additional young people were a part of the 2021 cohort as returning Year 12 students from 2020 and therefore not included in the above count.

YEAR 12 COHORT 2021 POST SCHOOL DESTINATION

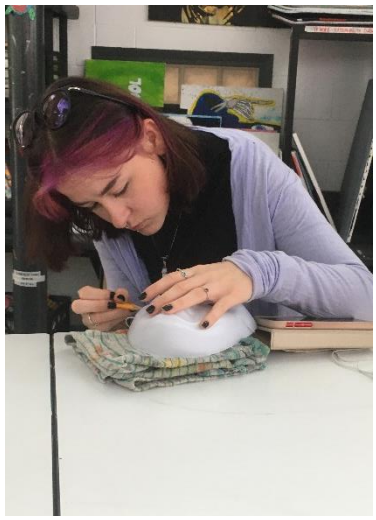
At the time of publishing this School Annual Report, the results of the 2021 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about the post school destinations of our students will be posted to our website by 30 September 2021. The following interim data reports the destinations of students as accurately as the school can ascertain at this point.

School Year 2021 – 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)	3	10%
Working full-time	8	27%
Working part-time/casual	5	17%
Seeking work	4	13%
Not studying or in the labour force	6	20%
Returned to school	4	13%

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, First Nations 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	• Art • Music • Furniture building • Sport • Lego Engineering • Cooking • Outdoor activities • Workshop • CrossFit
Year 9 - 10	Literacy Numeracy Independent Living Skills	• Art • Music • Furniture building • Sport • Lego Engineering • Cooking • Outdoor activities • Workshop • CrossFit

Subjects Offered - Year Level	Authority Registered Subjects	Certificate Courses	Electives
Year 11 - 12	• Career Education • Independent Living Skills	• Certificate II in Skills for Work • Certificate I and II in Literacy • Certificate II in Music Industry • Certificate II in Visual Art • Certificate I in Construction • Certificate II in Hospitality • Tafe in Schools	• Art • Music • Gym • Furniture building • Sport • Dance/Drama • Lego Engineering • Cooking • Outdoor activities • Workshop • Volunteering

Other opportunities offered include Work Experience, School based Apprenticeships and TAFE in Schools programs.

In 2021, the “Furniture for Change” project continued partnerships between The Centre Education Programme, Bunnings, Kmart, Fishers of Men and St Vincent De Paul to help meet the furnishing needs of Logan families in crisis while upskilling young people and improving their employment outcomes. CEP sourced power tools and equipment from Bunnings, and flatpack furniture from Kmart using funds from the $8000 Religious of Queensland Social Justice grant and a $5000 donation from Vinnies. The Religious of Queensland grant was acquitted on the 30/07/21. The flatpacks were built by 60 young people enrolled at CEP and distributed by Vinnies to those in need in the community. This initiative supported young people to develop work skills and resulted in employment for 8 casual workers at Kmart and 4 casual workers at Bunnings. One casual worker became part-time employed by Bunnings. VET literacy and numeracy skills were embedded into the project activities, providing hands on learning experiences for young people.

The contribution made by Bunnings and Kmart also extended to the wider school community. In 2021, Bunnings worked with our school to identify garden projects to

make our grounds more welcoming and inclusive. Bunnings supplied paint and other resources to re-paint the seating areas in the outdoor space at Centre in Aboriginal and Torres Strait Islander flag colours. Young people were involved in the planning as well as painting. Bunnings sent several workers to help complete the project. Kmart representatives conducted mock interviews with our young people to help them develop interview skills and some were employed by Kmart. The Furniture for Change project will continue in 2022 and expand to include a partnership with IKEA as a source of flatpacks and furniture restorations.

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 characterised by a focus on relationships which allows knowledge of individual student skills and abilities, interests, and stories. Personal Learning Plans and Learner Portfolios are developed and reviewed regularly providing a relevant curriculum experience for each young person.

The education program is further supported by:

- Engagement Programme aimed at reaching young people in the community who are heavily disengaged from school and generally service resistant
- Adventure Based Learning extending from one-day activities to multi-day camps involving activities such as canoeing, bushwalking, abseiling, high ropes, low ropes, rock climbing and numerous problem-solving activities
- 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 experiencing difficulty with regular attendance

CO CURRICULAR ACTIVITIES

Centre 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 across a broad range of opportunities and choices for young people include activities that are described as cultural, sporting, and intellectual and/ or service related. (See Table below).

Co-Curricular Activities offered at The Centre Education Programme in 2021

Cultural	Sporting	Intellectual	Service
➢ Carnarvon Gorge Odyssey ➢ South Passage Voyage	➢ Redcliffe Lagoon ➢ Ten Pin Bowling ➢ Palm Beach Parklands	➢ Logan Libraries ➢ Queensland Museum	➢ Preparation and presentation of Memorial Day

➢ Woodstock Campgrounds ➢ Crestmead Skate Park – Music video recording ➢ La Boite Theatre Company ➢ Gallery of Modern Art ➢ Australia Zoo ➢ Queens Street Mall – music performance ➢ Deathrow Unchained Tour ➢ 98.9FM Tour- Brisbane Indigenous Media Association ➢ Creative Nations Gathering ➢ Lone Pine Koala Sanctuary ➢ Queensland Museum ➢ Logan NAIDOC celebrations	➢ Goodlife Gym ➢ Ozsports Indoor Sports ➢ Broadwater Parklands ➢ Robelle Domain Lagoon and Parklands ➢ Canoeing – Varying locations and levels of difficulty ➢ Logan Gardens ➢ Knoll Picnic Area ➢ Sandy Creek Circuit Walk ➢ 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 ➢ Mt Tinbeerwa ➢ Hercules Park and Waterplay ➢ Paradise Point ➢ Bribie Island ➢ Tallebudgera Creek ➢ Roller skating ➢ Coochiemudlo Island ➢ Frew Park ➢ Queens Park ➢ Calamvale Park ➢ Warril Parkland Adventure Playground ➢ Calamvale Park	➢ Mt Coot-Tha Gardens ➢ Logan Ignite Careers Expo ➢ Racing for significance ➢ R for Respect ➢ Young Workers Hub ➢ Daisy Hill Conservation Park	➢ Graduation – organising, catering and delivery of event ➢ NAIDOC Day preparation and performances ➢ Sorry Day preparation and participation ➢ 'Furniture for Change' programme ➢ Work experience ➢ RSPCA bespoke volunteering programme ➢ Substation 33 E-waste recycling volunteering ➢ Riding for Disabled Association volunteering ➢ Formally Ever After ➢ Kmart Tour ➢ IKEA Tour ➢ Animals Welfare League Tour ➢ QPAC backstage Tour ➢ Bunnings induction

2021 MILESTONES

Formal

Formal celebrations and graduation lunch marks a massive milestone for our young people completing year 12 and year 13. Much preparation goes into planning for such a memorable event and the young people were involved at every step including decisions about the theme, menu, and the proceedings for the evening. The young people had access to gowns, jewellery, and suits from Formally Ever After, a free community program designed to help young people have a wonderful formal experience. A makeup artist and hair stylist finished the formal look. The event was held at The Whitehouse in Waterford over a three-course meal with speeches and the presentation of personalised keepsakes for each young person reflective of their journey with The Centre. This was followed by graduation lunch the next day where young people were awarded their graduation certificates in the presence of the whole school community including guests and families.

Carnarvon Outback Odyssey

The Centre Education Programme has a strong ABL focus, and camps feature each term as part of learning. Camps and outings are a way for young people to develop social and communication skills as well as learning about their environment, First Nations stories and culture, and developing teamwork and problem-solving skills.

In 2021, the senior classes headed 700km from Centre to Carnarvon Gorge for their peak ABL experience. Uncle Milton guided the group as they hiked to sacred sites of the Gorge and stepped outside of their comfort zones to push through challenging treks during their week away from home. This trip forms part of a senior student's legacy pathway.

Memorial Day

On Memorial Day we gather to reflect on the connections shared by Centre and the community from the very beginning to now. Families and friends from both the past and present attend the evening event to share memories and remember the staff, young people and friends who have passed away. Loved ones are remembered through photos, stories and the placing of flowers and messages in the memorial garden which serves as an acknowledgment and celebration of the lives of those lost.

In 2021 Centre lost Martin Kelly, a much loved and respected leader in Flexi practice, and Uncle John Law, a highly respected Ugarapul Elder with a long history with The Centre. Posts were installed in the memorial garden to commemorate Martin's and Uncle John's lives and contribution to the Centre Ed community.

Big Brekky and Community Lunch

Community Lunch and Big Brekky continue to be an important time for the community to celebrate the young people and come together over a shared meal for special events. Community lunch is held every Friday and Big Brekky is held twice a term. Certificates are awarded to young people at Big Brekky to celebrate their success in working with the Four Principles, attending school, participating and other achievements.

Guests often attend our Community Lunches including previously enrolled young people, families, and members of the wider community as a way to continue connections and build relationships.

In 2021, The Centre Education Programme continued to experience challenges due to Covid-19 lockdowns and ongoing regulatory requirements for quarantine. The 'doing school differently' initiative from 2020 was used again to provide access to learning, resources and supports for our young people and families. The focus of learning was on Literacy and Numeracy and those young people with internet and a computer or mobile phone engaged in online learning through Microsoft Teams. Work packs were delivered to those without access to the internet and phone contact was made daily with young people to support their learning and wellbeing needs.

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