



The Centre Education Programme Flexible Learning Centre

108 Mudgee St, Kingston Qld 4114

This annual report for 2022 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.

Postal address	PO Box 4, Kingston Qld 4114
Phone	(07) 3808 6800
Email	cep@ereafsn.edu.au
Webpages	https://www.ereafsn.edu.au/centre-education-programme-flc/
Contact person	Tracie Pratt, Head of Campus

*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.

Our philosophy also has a practical focus, based in the application of Four Principles of *respect, safe and legal, participation, and honesty* among all participants of The Centre Education Programme. This is evident in the ways 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. Our 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 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 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 aims to 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 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 are characterised by a high degree of professionalism and supported by a close relationship with the 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 young person's educational experience and building positive family/carers relationships is a priority.

Learning Choices

Diagnostic assessment is important to provide guidance in planning individualised programmes. Effective programmes 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 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 2022

The total 2022 enrolment of The Centre Education Programme full time equivalent students is shown in the table below.

The Centre Education Programme enrolled 29 new young people prior to the 2022 State Census, and a further 31 young people prior to the 2022 Federal Census, equating to roughly 39% of the total census population of 153. This shows a moderate level of enrolment continuity, with most young people attending The Centre Education Programme for several years. Within the cohort:

- 52 young people identified as Aboriginal, and/or Torres Strait Islander, and
- 103 young people were identified as meeting NCCD criteria: 31% requiring extensive support, 67% as substantial and 2% as supplementary.

Whilst The Centre Education Programme is in Logan City and most 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	2	12	18	20	18	15	85
Female	0	6	16	12	19	11	64
Gender Diverse	0	1	0	0	3	0	4
First Nations	0	6	12	8	16	10	52
Total	2	19	34	32	40	26	153

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 include a combination of classroom teachers for core literacy/numeracy and youth workers. The role of the team is to establish a supportive relationship with the young person, to monitor their progress, to advocate on their behalf, to provide advice, direction, and support during difficult personal issues, and 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 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 Design and Technologies teacher, a Workshop teacher, two Inclusive Education teachers, 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:

 <p>Business, Education & Training</p> <ul style="list-style-type: none"> Graduate Diploma Education (Primary) Bachelor of Education (primary) Bachelor of Education (secondary) Certificate IV TAE Master of Teaching Certificate IV Small Business Bachelor of Teaching Bachelor of Technological Education Bachelor of Economics Certificate III Business Administration Certificate IV Career Development Certificate IV Employment Services Bachelor of Arts Advanced Diploma Human Resources Advanced Diploma in Business Management Diploma in Indigenous Education Studies Certificate III Business Administration 	 <p>Health & Community Services</p> <ul style="list-style-type: none"> Diploma of Counselling Diploma of Mental Health and Community Services Certificate III Disability Support Worker Certificate IV Youth and Family intervention Certificate IV Youth Work Certificate IV Community Services Bachelor Social Work Bachelor of Justice Studies Certificate IV Supervision Bachelor of Criminology and Criminal Justice Graduate Certificate in Social Work Diploma of Community Services 	 <p>Science & Technology</p> <ul style="list-style-type: none"> Bachelor of Applied Science Industrial Design Certificate IV Permaculture Design Bachelor of Psychological Science Psychology Honours Bachelor of Science
 <p>Arts & Culture</p> <ul style="list-style-type: none"> Bachelor of Creative Industry, History and Drama Bachelor Fine Arts (Visual Art) Bachelor of Creative Arts Certificate II Visual Arts 	 <p>Design</p> <ul style="list-style-type: none"> Certificate IV Graphic Design Graduate Diploma Industrial Design Certificate I Corporate Video Production 	 <p>Sport & Recreation</p> <ul style="list-style-type: none"> Bachelor Leisure Management Certificate IV Outdoor Recreation Certificate IV Fitness
	 <p>Retail, Hair & Beauty</p> <ul style="list-style-type: none"> Certificate I Beauty Therapy 	 <p>Manufacturing & Engineering</p> <ul style="list-style-type: none"> Certificate III Automotive Refinishing Technology
		 <p>Tourism & Hospitality</p> <ul style="list-style-type: none"> Certificate III Meat Processing Chef and Pastry Chef
		 <p>Construction</p> <ul style="list-style-type: none"> Carpentry Apprenticeship

Description	Teaching staff*	Non-teaching staff	First Nations** staff
Headcounts	16	18	3
Full-time equivalents	16***	13	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.

***1 teaching staff transitioned from FT to PT in term 4 after a new position was created.

Qualifications of all teachers

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	7
Bachelor degree	9
Diploma	
Certificate	
Multiple qualifications	14

Qualifications of all non-teachers

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.* *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	
Bachelor degree	3
Diploma	3
Certificate	9
Other (add rows for any other quals)	
Multiple qualifications	8

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's 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". A magnifying glass icon is located to the right of the "State" dropdown.

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

[View School Profile](#)

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



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

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 3–6 show selected items from the Parent/Caregiver, Student, Staff and External Agency School Opinion Surveys.

Scale: 1-5 (1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree/disagree, 4 = Agree, 5 = Strongly Agree)

Parent opinion survey

Percentage of parents/caregivers who agree# that:	2020	2021	2022
1. their child is getting a good education at school	80%	95%	100%
2. this is a good school	90%	95%	94%
3. their child likes being at this school*	80%	100%	94%
4. their child feels safe at this school*	90%	95%	88%
5. their child's learning needs are being met at this school*	80%	95%	94%
6. their child is making good progress at this school*	80%	100%	100%
7. teachers at this school expect their child to do his or her best*	90%	100%	94%
8. teachers at this school provide their child with useful feedback about his or her school work*	80%	95%	94%
9. teachers at this school motivate their child to learn*	90%	100%	88%
10. teachers at this school treat students fairly*	90%	100%	100%
11. they can talk to their child's teachers about their concerns*	80%	100%	88%
12. this school works with them to support their child's learning*	80%	95%	88%
13. this school takes parents' opinions seriously*	80%	95%	82%
14. student behaviour is well managed at this school*	90%	95%	100%
15. this school looks for ways to improve*	90%	100%	94%
16. this school is well maintained*	88%	100%	100%
17. Phone calls, meetings and school reports help me understand how my young person is progressing	NA	NA	88%
18. Staff at this school are interested in my young persons well-being	NA	NA	100%
19. Staff at this school are approachable	NA	NA	94%
20. This school welcomes me at school events	NA	NA	88%
21. This school is environmentally friendly	NA	NA	100%
22. This school has a strong sense of community	NA	NA	94%
23. This school celebrates young people's achievements	NA	NA	100%
24. This is a good school and I would recommend it to others	NA	NA	88%
25. This school expects all parents and carers to follow the Parent/Carer Code of Conduct	NA	NA	88%

* 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.

Scale: 1-5 (1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree/disagree, 4 = Agree, 5 = Strongly Agree)

Student opinion survey

Percentage of students who agree# that:	2020	2021	2022
1. they are getting a good education at school	81%	81%	87%
2. they like being at their school*	81%	87%	95%
3. they feel safe at their school*	65%	81%	97%
4. their teachers motivate them to learn*	NA	75%	89%
5. their teachers expect them to do their best*	NA	100%	100%
6. their teachers provide them with useful feedback about their school work*	NA	75%	92%
7. teachers treat students fairly at their school*	74%	93%	95%
8. they can talk to their teachers about their concerns*	62%	93%	84%
9. their school takes students' opinions seriously*	55%	100%	89%
10. student behaviour is well managed at their school*	NA	NA	94%
11. their school looks for ways to improve*	NA	100%	100%
12. their school is well maintained*	NA	81%	97%
13. their school gives them opportunities to do interesting things*	55%	75%	94%
14. young people are supported at this school to work with the Four Principles and common ground	NA	NA	94%
15. This is a good school and I would recommend it to others	NA	NA	97%

* 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.

Scale: 1-5 (1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree/disagree, 4 = Agree, 5 = Strongly Agree)

Staff opinion survey

Percentage of school staff who agree# that:	2020	2021	2022
1. they enjoy working at their school (S2069)	100%	100%	100%
2. they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
3. they receive useful feedback about their work at their school (S2071)	100%	100%	100%
4. they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	91%
5. students are encouraged to do their best at their school (S2072)	100%	100%	100%
6. students are treated fairly at their school (S2073)	100%	100%	100%
7. student behaviour is well managed at their school (S2074)	100%	100%	100%
8. staff are well supported (with their professional goals) at their school (S2075)	100%	100%	91%
9. their school takes staff opinions seriously (S2076)	100%	100%	100%
10. their school looks for ways to improve (S2077)	100%	100%	100%
11. their school is well maintained (S2078)	100%	92%	100%
12. their school gives them opportunities to do interesting (and creative) things (S2079)	100%	100%	100%
13. their school provides training about Child Safeguarding and Child Protection	NA	NA	100%
14. they feel confident in responding to child safeguarding matters	NA	NA	100%

Percentage of school staff who agree# that:	2020	2021	2022
15. young people's safety is taken seriously	NA	NA	100%
16. their school is a good school and they would recomend working here	NA	NA	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.

Extrenal agency opinion survey

Percentage of external agencies who agree# that:	2020	2021	2022
• the school takes the safety of young people seriously	NA	NA	100%
• the school is inclusive	NA	NA	100%
• young people voice is valued by staff	NA	NA	100%
• the school provides a suitable academic program for young people	NA	NA	100%
• the school provides a suitable social and emotional wellbeing program for young peopls	NA	NA	100%
• the school operates a trauma-informed service	NA	NA	100%
• staff work with the school model of Four Principles and common ground	NA	NA	100%
• the school values the voices and perspectives of First Nations peoples	NA	NA	100%
• staff at the school treat young people fairly and with respect	NA	NA	100%
• the school uses restorative justice processes fairly and with respect for young people and circumstances	NA	NA	100%
• young people are able to obtain a good education with the school	NA	NA	100%
• staff advocate for young people	NA	NA	100%
• staff communicate clearly and respectfully with me	NA	NA	100%
• they feel valued and respected by staff	NA	NA	100%
• staff look for ways to improve their service	NA	NA	100%
• the school is well resourced	NA	NA	90%
• they are welcome at school events	NA	NA	100%
• staff are passionate about their work with young people	NA	NA	100%
• the school is environmentally friendly	NA	NA	90%
• the school is connected to community	NA	NA	100%
• the school celebrates achievements and milestones well	NA	NA	100%
• they would refer young people to the school	NA	NA	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. The delayed start to the school year caused by Covid-19 and related mandatory lockdowns, and floods 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	2020	2021	2022
Overall attendance rate* for students at this school	60%	55%	56%
Attendance rate for First Nations** students at this school	58%	54%	50%

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/or Passtab, and is updated (by 10am)	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 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's name or suburb of the school you wish to search.



A screenshot of the My School search interface. It features a dark red header bar with a search bar on the left containing 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". A magnifying glass icon is positioned on the far right of the header bar.

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.

YEAR 12 OUTCOMES

Outcomes for Year 12 Students	2021	2022
Total number of Senior Certificates awarded	24	16
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	46%	44%
Percentage of students awarded Senior Certificates or awarded a Vet qualification	100%	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 2022 POST SCHOOL DESTINATION

School Year 2022 – 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	12%
Working full-time	12	46%
Working part-time/casual	2	8%
Seeking work	3	12%
Not studying or in the labour force	1	3%
Returned to school	5	19%
University	0	0%

CURRICULUM - LEARNING CHOICES PROGRAMME

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 the Australian Curriculum Learning Areas through hands-on, real-life learning through 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	Australian Curriculum with a focus on Literacy Numeracy	<ul style="list-style-type: none"> • Art • Music • Furniture building • Sport • Lego Engineering • Cooking • Outdoor activities • Workshop • CrossFit
Year 9 - 10	Australian Curriculum with a focus on Literacy Numeracy Independent Living Skills	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Career Education 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

The Furniture for Change Project continued in 2022 with funding supplied by Logan City Council (\$8904.54) through the Community Project Grants. 60 young people (40% identified as Indigenous) built 70 flatpacks purchased from IKEA, repaired 35 pieces of old furniture procured from the community, and ran an event to connect with local employers and generate employment opportunities. In combination with a cash donation from St Vincent De Paul to purchase more flatpacks from Kmart, our young people built or repaired 168 pieces of furniture that was all donated to families in need in the Logan community. Both Uncle Barry and Aunty Deme Kelly assisted with connecting to local First Nations families to assist with distribution.

Bunnings Bethania and Kmart Loganholme employed 8 young people from Centre and are continuing to provide employment opportunities for our young people through the Employment Parity Initiative. St Vincent De Paul have continued to work with young people at Centre post-funding by engaging them to build flatpacks to build and donate to community. This collaborative effort continues to build the confidence and skills of our young people and the sustainability of the project for the foreseeable future.

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.
- Little Pond is a next step programme that aims to enhance access to curriculum with a small cohort of peers. Servicing young people considering transition from Engagement Programme into a new learning group within the wider Centre Education community.
- 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, Starfish and Headspace.
- Individualised follow up and support for young people who have trouble 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 2022

Grouped according to primary learning focus.

Adventure-Based Learning	Sporting	Cultural
<ul style="list-style-type: none"> ➤ South Passage Day sails ➤ Deer Reserve camp ➤ Minjerribah camp ➤ Daisy Hill Conservation Park ➤ Canoeing – varying locations and levels of difficulty ➤ Sandy Creek Circuit Walk ➤ Mount Barney – Lower Portals Walk ➤ Witches Falls Walk ➤ Burleigh Heads Coastal Walk ➤ Karawatha Forest ➤ Mt Tinbeerwah ➤ Blue Peter Sailing School ➤ Brian Kerle Basketball Academy 	<ul style="list-style-type: none"> ➤ Redcliffe Lagoon ➤ Ten Pin Bowling ➤ Palm Beach Parklands ➤ Goodlife Gym ➤ Ozsports Indoor Sports ➤ Broadwater Parklands ➤ Robelle Domain Lagoon and Parklands ➤ Flagstone Adventure Park ➤ Frew Park ➤ Crossfit – Basement Gym ➤ Bounce Inc ➤ Rocksports – Indoor Climbing ➤ Hercules Park & Waterplay ➤ Roller skating ➤ PCYC boxing program 	<ul style="list-style-type: none"> ➤ Crestmead Skate Park – Music video recording ➤ La Boite Theatre Company ➤ Gallery of Modern Art ➤ Queens Street Mall – The Gathering First Nations ➤ Deathrow Unchained Tour ➤ Creative Nations Gathering ➤ Queensland Museum ➤ Logan NAIDOC celebrations ➤ Brothers Book club rehearsals and performances @ KBF. ➤ Buddhist Temple ➤ Logan Libraries ➤ Queensland Museum ➤ QPAC backstage tour
Vocational	Social Emotional	Environmental
<ul style="list-style-type: none"> ➤ Logan Ignite Careers Expo ➤ Young Workers Hub ➤ IKEA tour ➤ ‘Furniture for Change’ programme ➤ Work experience programme ➤ Kmart Tour ➤ Bunnings induction 	<ul style="list-style-type: none"> ➤ R for Respect ➤ Racing for significance ➤ Headspace community program ➤ PASH Pee for Pizza ➤ Pelvic Pain Program 	<ul style="list-style-type: none"> ➤ Daisy Hill Conservation Park ➤ Mt Cootha Gardens ➤ Logan Gardens ➤ Knoll Picnic Area ➤ Berrinba Wetlands ➤ Tallebudgera Creek ➤ Paradise Point ➤ Bribie Island ➤ Coochiemudlo Island ➤ Queens Park ➤ Calamvale Park ➤ Warril Parkland
Service		
<ul style="list-style-type: none"> ➤ Preparation and presentation of Memorial Day ➤ Graduation – organising, catering and delivery of event. ➤ Volunteering at Logan Elders NAIDOC 	<ul style="list-style-type: none"> ➤ NAIDOC Day preparation and performances ➤ Sorry Day preparation and participation ➤ Riding for Disabled Association volunteering 	<ul style="list-style-type: none"> ➤ RSPCA bespoke volunteering programme ➤ Substation 33 E-waste recycling volunteering ➤ Animals Welfare League Tour

2022 MILESTONES

Formal



Formal celebrations and graduation lunch marks a massive milestone for our young people completing Year 12. Much preparation goes into planning for such a memorable event and the young people were involved in 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, who donated their time, finished the formal look.



The event was held at the Forest Lake Tavern 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.

Memorial Day



On Memorial Day we gather to reflect on the connections shared by Centre and the community from our 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.



Little Pond

In 2022, we commenced Little Pond, a next step programme that aims to enhance access to curriculum with a small cohort of peers (approx. 10) while allowing for direct targeting of social competence skills that have prevented successful engagement with a larger class group or school setting. The educational programme for these young people combines individually tailored curriculum with a group-focused program supported by safe and consistent relationships with highly experienced staff including a key teacher and youth worker, inclusive education teachers, psychologists, and occupational therapists.



The young people in this programme may have experienced success with the Engagement Programme but will have a range of ongoing complex needs and are considering transition to a new learning group within the wider school community.

Big Brekky and Community Lunch



Community Lunch and Big Brekky continue to be an important time for the community to celebrate our young people and come together over a shared meal weekly and 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 and other special achievements.



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



In 2022, The Centre Education Programme continued to experience challenges due to Covid-19 lockdowns, ongoing regulatory requirements for quarantine periods and localised flooding early in the year. The 'doing school differently' initiative from 2020 was revisited to support access to learning, resources and supports for our young people and families during these forced school closures.



Handwritten signature of Tracie Pratt.

Tracie Pratt
Head of Campus
The Centre Education Programme

Handwritten signature of Michelle Kinnane.

Michelle Kinnane
Acting Principal
Xavier Flexi Schools Network