



# Centre Education Programme



## ANNUAL REPORT 2009

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### INTRODUCTION

The Centre Education Programme is a co-educational Catholic school in the Edmund Rice tradition, and is one of the schools in the Edmund Rice Education Australia Flexible Learning Centre Network. The Centre commenced operation in 1987 and is part of a national association of forty schools which includes, in 2009, five Flexible Learning Centres and attached outreach programs operating across twelve sites.

Teaching and learning at The Centre Education Programme is characterised by small class sizes, a flexible curriculum that draws on individual student interest for curriculum focus, and a democratic pedagogical approach that encourages learner empowerment and autonomy.

Structurally, The Centre Education Programme comprises four main groups:

- On site at 108 Mudgee St Kingston, approximately 85-90 students, ages 13-18yrs
- Three Outreach Programs. Each program comprises a teacher and either an Education Support Officer, Youth Worker or another teacher, with extra support provided by part-time sessional workers in specialist areas such as music, sport and recreation etc, and a part-time School to Work Transition Officer. Each of these programs comprises approximately 15 students ages 13-15 yrs. The programs are mobile in nature and cover the following locales:
  - Ipswich/Logan corridor
  - Beaudesert/Jimboomba
  - Crestmead/Marsden

The philosophy of the Centre Education Programme draws on the spirit and vision of Edmund Rice Education (the Christian Brothers). It has a clear commitment to social justice and stands in solidarity with disadvantaged people of all social, cultural and religious backgrounds. The philosophy also has a practical focus, based in the application of four core principles of respect for others, safe and legal environment, participation (“have a go”) and honesty (“fair dinkum”) among all participants of the Centre. This is evident in the ways the organisational culture and practices are shaped through the application of principles. In essence, the principles establish a “common ground” among staff, students and parents, a collective forum, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group, and individually.

The aim of the Centre is to respond to the complex needs of disadvantaged young people who have been marginalised from mainstream education. The Centre achieves its aim by building honest and authentic relationships with students and their families, supporting and celebrating the uniqueness and dignity of each individual student. The Centre provides holistic learning experiences that address the social needs of students, and promotes their emotional, cognitive, spiritual and academic development. The purpose of the learning experiences is to empower young people to take personal responsibility for their actions and learning, achieve greater autonomy and self-reliance and to engage in the transition to further education and/or employment.

The philosophy and aims of the Centre are consistent with the three sets of goals in the Adelaide Declaration on National Goals for Schooling in the Twenty-First Century and each of these is discussed below:

First, in terms of *developing the capacities of students*, the Centre 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, and the development of moral reasoning through the application of the four principles prepares students for responsible citizenship. The learning experiences also build self-confidence and esteem in students, promote an optimistic view of their potentialities and future, and assist them to develop the knowledge, skills and attitudes necessary to enjoy a healthy and fulfilling life.

Second, in terms of *curriculum*, the 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.

Third, in terms of *socially just schooling*, the Centre offers an inclusive and non-discriminating learning community to young people, who for a variety of reasons, are marginalized from mainstream education. Students are enrolled from both genders, from a variety of language, cultural, ethnic and religious backgrounds, with particular sensitivity to Indigenous culture, and from backgrounds of socio-economic disadvantage. Students are exposed to learning experiences that develop understanding and appreciation of diverse cultural values that constitute Australian society. Learning is focused around the individual needs of students and progress is carefully documented and monitored. Students, in conjunction with their teachers, youth workers and education support workers, discuss career aspirations and draft learning plans with articulated pathways to further education and/or vocational education and training.

## **PASTORAL CARE PROGRAM**

Each young person at The Centre has a Pastoral Care team. In the *It's Up 2 U* Outreach programs, this team is made up of the teachers, Youth Workers or Educational Support Workers who work each day with the 15 young people who are enrolled. At the Kingston site this team comprises their classroom teacher for core literacy/numeracy and at least one other significant worker. This worker is chosen by the young person. The role of the team is to establish a close relationship to the young person, to monitor their progress, to advocate on their behalf, to provide advice, direction and support during difficult personal issues, and overall to support the young person to achieve their stated personal and educational goals. The role of this team is broad in scope, in-depth in its substance, and long-term in relationship. It includes:

- In-house mentoring and advocacy
- Supporting the young person and their families in times of emotional crisis or practical need
- Maintaining the close partnership between school, student and parent/carer
- Working in partnership with other agencies who are involved with students e.g. CHYMS, Dept of Communities, Youth Justice etc
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Informally helping young people develop positive self-concept
- Supporting young people with issues of drug misuse and self harm
- Networking with other agencies such as Youth and Family Services to provide specialist assistance e.g. family mediation, counselling, anger management

The Pastoral Care program also includes the support work of the School Chaplain, the Family Worker, the Youth Support coordinator and access to the Network Child Protection Officer as required.

## **CURRICULUM**

Our curriculum delivery and materials are based on:

- QSA Authority Registered Senior subjects
- Accredited VET Training Packages
- Aspects of the Qld Curriculum for Assessment and Reporting together with a trial of the Australian Core Skills framework. In anticipation of the National Curriculum, staff members are exploring and evaluating the various frameworks available to ensure the Centre remains flexible in approach to meet the diverse needs of our young people.

For the core programs of literacy and numeracy young people are placed in specific learning groups according to a number of factors including;

- cultural background
- diagnostic tests results
- age and level of maturity
- the stated goals of the students

Given that we place an emphasis on literacy and numeracy development, the timetable includes classes in these two areas. However, many staff will choose to develop a young person's literacy and numeracy in an integrated manner and thus these classes are often built around other KLA's, such as Science, HPE, Design and Technology, History, Geography, Music and Multimedia.

Students also have the opportunity to enroll part-time with other learning providers to further expand their subject their learning choices.

## **Middle School**

The middle school curriculum at Centre Education Programme is highly responsive to the young people who attend. It is tailored within the classroom to meet individual needs and abilities. The core of the curriculum is literacy and numeracy. Approximately one third of the young people enrolled are Aboriginal or Torres Strait Islander and in the Indigenous Unit at the Kingston site, these subjects are delivered by Indigenous staff using culturally appropriate materials and teaching styles to contextualize learning in a culturally appropriate manner. Another key learning area that is common to all students is Study of Society and the Environment (SOSE). A "hands-on" learning approach is utilised where, many of the activities associated with these three KLA's are supported by class excursions. In 2009, these included structured learning events at:

- Qld Art Gallery
- Indy 500 at the Gold Coast
- Qld Museum
- The Science Museum
- Daisy Hill Forest and Koala Sanctuary
- The Ekka
- The Outlook Outdoor Centre
- Brisbane Port Authority
- Public Libraries
- PCYC Centres
- Kangaroo Point Climbing Cliffs
- Maidenwell Observatory
- Various Work Placement venues
- Boondall Wetlands
- Jacobs Well

As well as the three core KLA's, students also participate in other learning areas on a Term basis. In 2009 these short programs included:

- Indigenous culture
- Sport
- Cooking
- Sewing
- Craft
- Organic gardening
- Science
- Music (Sound recording and instrument)
- Modules from VET courses (see below)
- Outdoor recreation
- Camping
- Recreation
- Design & Tech
- Information Technology

All Middle School curriculum is designed to give credit to young people across the key learning areas.

### **Senior School**

The Senior School curriculum at the Kingston site comprises a selection of QSA Authority Registered subjects, stand-alone VET certificate courses, and school-based subjects in order to provide flexible pathways for individual young people. In 2009 there were also 5 Year 12 students who successfully completed their QCIA.

In 2009 subjects offered were:

#### Authority Registered

- English Communication
- Prevocational Maths
- Social and Community studies
- Other Certificates at Level II at (e.g. Hairdressing, Retail, Hospitality, Childcare)
- Certificate III Performing Arts at The Aboriginal Centre for Performing Arts

#### Accredited VET

- Certificate I Work Education
- Certificate I Business
- Certificate II Business
- Certificate I Automotive

#### School Based

- Music (Technical Production)
- Music (Voice)
- Music (instrumental)
- Sport and recreation
- Art

#### In partnership with external providers

## PATHWAYS FOR STUDENTS

This curriculum format for young people offers opportunities for ongoing positive learning experience and can reengage young people as active participants in their own education and in their communities.

Pathways for students at various points could include:

- Completing middle school and continuing to Centre Education Programme Senior School to complete a QCE or a QCIA
- Completing middle school level and taking up full time employment
- Building on vocational education and enrolling at TAFE (or other RTO) to further this
- Acquiring a school based apprenticeship or traineeship which in turn could lead to full time employment
- Successfully reengaging with another school to obtain a QCE.

## STUDENT ENROLMENT

Students enrolled as at August 2009				
Year 8	Year 9	Year 10	Year 11	Year 12
15	38	47	23	16
Female students: 38% Male students: 62% Indigenous students: 29% Students with an EAP: 9%				
<b>Total: 140 students</b>				

## STUDENT ATTENDANCE

% Attendance	100	95	90	85	80	75	70	65	60	55	50	45	<45
Number of students at this level of attendance	18	17	11	13	9	11	8	6	12	8	3	6	16

These figures should be read in the following context:

- Referral information from students' previous schools indicates high levels of truancy and school refusal. These figures show a significant improvement for the majority of students.

- Most students assume for themselves the responsibility for arriving at school on time each day.
- When a student at CEP is absent without reasonable explanation, Pastoral Care teams of staff initiate contact with student, parents/carers to support the young person in attending regularly.

Measures taken by Pastoral Care staff include:

- Keeping in regular phone contact to maintain ongoing engagement with school
- Developing short-term projects/assignments/other resources that the young person can complete away from school. This helps in preventing total disengagement.
- Assisting young people outside of school hours to access appropriate community support to overcome the barriers inhibiting attendance e.g. accommodation services, legal assistance, family mediation etc
- Providing short-term travel assistance

### OUTCOMES for YEAR 12 STUDENTS in 2009

Number of year 12 students in November	QCE Statements issued	Number of VET qualifications issued	Number of VET Statements of Attainment issued	Engaged in School Based Apprenticeship (SBA)	Engaged in Accredited training with external provider
11	0	5	10	3	1

### DESTINATIONS of YEAR 12 COHORT in 2009

Returned to School	Employment	Other school or further training	Unknown
6	3	1	1

### RETENTION RATE

Year 10		Year 12		Year 10-12
Year	Enrol	Year	Enrol	Apparent Retention Rate
2005	29	2007	8	27.6%
2006	33	2008	12	36.4%
2007	41	<b>2009</b>	16	<b>39.0%</b>

Overall, those students who enroll at The Centre and who are still enrolled 3 months later stay at CEP for the remainder of their school years unless their family is relocating.

Of these students, some will pathway into employment or other training before completing Year 12, as the table above indicates. This is a fine outcome for these students, who would have this as a stated goal in their SET Plan. For example, the 11 students who completed Year 12 in 2009 had been at CEP since Year 9 or Year 10.

## STAFFING

The staff at The Centre Education Programme is a highly qualified and experienced group of professionals who work with dedication, energy and creativity. They are highly committed to the ethos of Edmund Rice Education and to the principles of justice and social inclusion.

## TEACHER QUALIFICATIONS

<b>Total number of teachers</b>	15
<b>Total number of Support staff</b>	9
<b>Total Number of Staff</b>	24

<b>Teaching Staff Qualifications</b>	<b>Number</b>
<b>Certificate</b>	15
<b>Diploma</b>	4
<b>Post Graduate Diploma</b>	7
<b>Masters Degree</b>	4

**Teaching Staff Retention from 2008:** 84.6%

**Teaching Staff Attendance Rate in 2009:** 94.6%

## STAFF PROFESSIONAL DEVELOPMENT

The Centre Education Programme commits to the ongoing professional development and formation of staff. This professional development includes teaching staff and Educational Support Workers. This continues to enrich the educational opportunities provided for students and models the reality of life long learning. In line with the Strategic Plan, the following priorities were identified and implemented for 2009:

- In-service of staff to meet the increasing need for an expanding program of VET courses in the Senior School.
- Certification of staff to expand sporting and outdoor recreational activities.
- Staff implementation of a Careers and Transition Program
- Further development of skills in information and communication technology.
- Further development of knowledge and practice regarding substance misuse in young people.
- Training in Special needs including: Working with ADHD and ODD students; catering for students with SLI; skilled use of manipulative Maths materials and

understanding conceptual maths; assisting students to develop “responsibility for self” behavioural attitudes

- Reflective Practice for Education Professionals
- Restorative Justice
- Further development of knowledge and practice regarding the use of Non Violent Interventions in managing young people with challenging or threatening behaviors
- Child Protection
- Fire and Emergency Procedures
- Working with students with language and learning problems
- QCIA in-service for alternate Senior Certificate

Expenditure for Staff professional Development in 2009 was \$11 635.00

#### SUMMARY OF STAFF DEVELOPMENT 2009

<b>Description</b>	<b>Staff</b>
<b>Academic focus</b>	
Working with young people with ASD in an educational setting (1 day)	1
Principles of Sport Coaching (1 day)	4
Outdoor activities and camp planning (half day)	All staff
Canoeing Accreditation program (8 days across 12 month period)	8 staff
Science literacy (2 hours)	All staff
e-learning: Authentic use of ICT's across the curriculum (2 hours)	5 staff
Science: practical ideas for non-science teachers to engage reluctant learners (2 hours)	4 staff
Ideas for Middle School Curriculum in a FLC setting. (2 hours)	3 staff
SAS Moderation: How to meet QSA compliance (half day)	3 staff
Integrating Careers and Transitions programs in the FLC curriculum (2 hours)	3 staff
How to successfully deliver training (2 days)	2 staff
Essential Learnings and Assessment (half day)	2 staff
Certificate IV Training and Assessment (3 days)	4 staff
SPELD conference (variety of topics) (1 day)	3 staff
Running the Outlook (Outdoor Education) (2 days)	1 staff
<b>Social/emotional focus</b>	

Indigenous leadership (5 days)	1
High Ropes/Low Ropes Training (2 days)	1
Bullying and Mental Health (1 day)	2
Building and using a Junk Orchestra with Youth (1 day)	2
Child Protection Training (1 day)	All staff
Non-Violent Crisis Intervention (1 day)	All staff
Youth Substance Abuse (half day)	All staff
Indigenous trauma, healing and educational implications (half day)	All staff
ADHD: Implications for the classroom (2 hrs)	4 staff
The Framework for Poverty (based on Ruby Payne's work) (half day)	5 staff
Working with Children in Care (2 hours)	3 staff
Risk Management of YP with Asthma (3 hrs)	All staff
Cyber safety (1 day)	1 staff

### **THE SOCIAL CLIMATE OF THE SCHOOL**

The Centre has, since its inception, been a school that caters not just for the educational needs of its young people, but also for their social and emotional well-being. As a school community, in 2009 the Centre continued this holistic approach to each young person. The social climate of the school is characterised by:

- A commitment by all to operate by the principles of respect, being honest, being safe and legal, and participation.
- The formation of right relationships amongst everybody in the school community.
- A belief that conflicts and problems can be resolved by talking and negotiation.
- An understanding by all that bullying and misuse of power by anyone in the school community is not acceptable.
- A strong emphasis not on the mistakes that people make but rather on what they do to fix the consequences of those mistakes and the effort made to change behaviour.
- Encouragement of young people to take initiative; to raise issues of concern to them; to challenge other young people and staff if they feel that one of the principles has been broken; to negotiate what they learn and how they want to learn it; to be active participants in all that they experience in their time at The Centre

### **PARENT/CARER INVOLVEMENT IN THE SCHOOL COMMUNITY**

The Centre recognises that the school is in partnership with parents and carers in the education of young people. The Centre encourages the parents/carers and families of our students to be an important part of the school community. In 2009, this was supported by:

- Family days which were held each term, when we joined together as a community, sharing a meal and sometimes a sporting activity.
- End of School Year Dinner and Presentation
- Newsletters each term.
- A letter from class teachers each semester to accompany each student's report.
- Close attention paid by Pastoral Care staff in contacting parent/carers in person or by phone to give information on the progress of a young person, particularly to relay news of success rather than a critical issue.
- Parent/carer and teacher interviews each semester
- Maintenance of a friendly and welcoming atmosphere that acknowledges the vital role of parents/carers in our school community

## **MILESTONES FOR THE 2009 YEAR**

A significant highlight of 2009 is the ongoing support from community organizations in the striving for successful outcomes for our young people. These organizations include the Munnajali Community Centre at Beaudesert in supporting our Outreach at Jimboomba/Beaudesert; the Crestmead Community Centre and the Marsden Library in Logan City and the Beaudesert Library, Youth and Family Services Inc. Logan City for their continued partnership in providing much needed education in health, counselling and legal services for our young people and their families, and also their provision of a Youth Support Coordinator for 4 days per week to help our at risk young people to stay engaged with education.

Another milestone was the creation of a part time position of Family Worker towards the end of 2009. This was made possible by the generous support of the Sunnybank Sport and Recreation Club. This has added support to the fine work done by the school Chaplain and all staff in their Pastoral Care roles.

An ongoing source of community development for our school continues to be our Touch Football team which plays each week in a community male/female adult competition. Each week, our young people grow in leadership and organizational skills, and although we rarely win a game, their determination to do their best and participate is outstanding. Mention must be made of the generous support given to this popular extra-curricular activity by our Education Support Workers, who give freely of their own time in playing with and transporting young people to safely and from the game venue at night time.

2009 also saw the beginning of CEP's current Strategic Plan, in conjunction with the other Flexible Learning Centres. This plan is based firmly in the context of discerned and clarified values, and had its beginning in strong consultation with parents, young people and interested members of the local community.

Each year sees many significant celebrations at The Centre. Our NAIDOC celebration in 2009 was particularly outstanding. In partnership with YFS, Centre held a most successful NAIDOC day which included representatives from many Logan City organizations.

## CONCLUSION

The Centre Education Programme is a school proud of its history of serving the community in Logan City since 1987. Many of the staff live in Logan City or North Albert and have strong links in this community. Capacity-building of our school community and our local area is a priority.

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*Lorraine Browne*  
*Coordinator*  
*The Centre Education Programme*

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*Tim Young*  
*Principal*  
*Flexible Learning Centre Network*

**The Centre Education Programme is proud to be a Catholic school in the Edmund Rice tradition.**