



Contact Details

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This report is published to provide information about The Centre Education Programme for parents / carers, young people, members of our school community, and other interested parties. This report has been compiled in accordance with the relevant Commonwealth and State Government reporting requirements.

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Message from our Head of Campus

Furniture For Change – New Partners and Community Compassion in Action

The Furniture for Change (FFC) Project continued strongly in 2025, supported by valued partnerships with St Vincent de Paul, Bunnings Bethania, Kmart, and All Purpose Transport. These partnerships ensured the ongoing sustainability of the program while creating meaningful pathways for young people to build skills, confidence, and community connection. The project offers young people valuable hands-on experience in areas such as financial literacy, budgeting, customer service, negotiation, marketing, supply chain logistics, and project management. These skills are transferable across multiple industries.

Throughout the year, young people assembled flat-pack furniture sourced through St Vincent de Paul and purchased from IKEA and Kmart. Completed furniture was donated to families experiencing hardship across the Logan community. This work reinforced the project's strong community focus and commitment to practical, compassionate responses.

In addition, the program includes mentorship from industry professionals, helping students recognise the real-world applications of their skills. Since its inception in 2020, the project has had a direct impact for approximately 50 young people who have successfully transitioned from school to work with our partners and supported significantly more in securing employment and opportunities outside of the project.

In 2025, All Purpose Transport joined the project as a new employer partner, offering employment pathways for young people in logistics. Employment opportunities were also provided through Bunnings Bethania and Kmart Loganholme, strengthening school-to-work transitions and real-world learning.

Young people continued the tradition of negotiating an end-of-year celebration through discussions with St Vincent de Paul. In recognition of their commitment, quality workmanship, and use of time sheets to track hours, Vinnies supported a fully funded end-of-year outing to Movie World, marking a positive and well-earned conclusion to a successful year.

Community Build Day – Furniture for Change is Community Compassion in Action

A 2025 highlight for CEP was when the Furniture for Change crew stepped up to show us what community in action really looks like. When our much-loved Aunty Kazz lost her family home to fire while on Country with us, her strength and selflessness moved our young people to act. Together, they chose to redirect the project's remaining budget to refurnish her new home — planning, purchasing, building, and coordinating every item with care and intention. When the truck finally rolled out, it carried more than furniture; it carried pride, responsibility, and collective ownership. The message we received from Aunty Kazz and her family reminded us that community is built when people notice, step up, and put in the work. This was not just support offered — it was leadership lived, and a powerful reminder that our young people are not just the future of Flexi, but active contributors right now.

NAIDOC

2025 saw our annual NAIDOC celebration besieged by rain and relocated to the school breezeway. The evening started with a moving Welcome to Country by Tommy Coghill descendant of the Yagara language-speaking nation, wonderful dances from the Mabel Park SS Mabel Mob, and our very own Centre Ed dancers. Our night culminated in a huge kup murri and wonderful performances by our young people and local First Nations performers.

Memorial Day

Our annual Memorial Day was beset with thunderstorms yet again this year, but not before we held the first part of our evening planting poles for people we have lost and laying flowers honouring the connections we've shared from the beginning of the Centre community to now. This year our very own Taliah Brown, descendant of the Gunggari people from the Maranoa River Region, serenaded our gathering, and Lucy Davis, an Aboriginal and South Sea Islander woman from the Cobble Cobble clan of the Burrungum Nation gave a stirring tribute to those who've gone before us and the power of community to heal.

Formal/Graduation

An absolute high point of our year is formal and graduation. This year we had a change of venue to Fitzzy's Loganholme to celebrate this massive milestone for 50 graduates! Our Year 12 young people, who are involved in every step of event planning, looked their finest in gowns, jewellery, and suits from Formally Ever After, with a hair stylist and make-up artist on hand to finish the formal look. The beautiful evening was shared 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. A wonderful end to a huge school year.

Tracie Pratt
Head of Campus
The Centre Education Programme

School Context

Co-educational or single sex	Co-educational
School Sector	Catholic (in the Edmund Rice Tradition)
Year Levels Offered	7-12
Additional Information	Additional information about our school can be found at: <ul style="list-style-type: none">- mySchool website- EREA Flexi website

SCHOOL OVERVIEW

The Centre Education Programme (CEP) is a part of Edmund Rice Education Australia Flexible Schools Ltd who provide a second, third or fourth chance to young people who have disengaged from mainstream schools, with a focus on radical inclusion, hope and opportunity. The Centre Education Programme commenced operation in 1987 annexed to Boys Town before becoming a registered co-educational Catholic school in the Edmund Rice tradition in 1990.

At Flexi, we do things differently. We walk, learn, play, and work together with young people on Common Ground. We build strong relationships where every member of the community commits to doing their best to work within our Four Principles of Respect, Participation, Honesty, and Safe and Legal. This approach asks each community member to have a voice, participate in decision-making and change, and resolve differences in constructive ways.

Across our Flexi Schools and Special Education Schools in almost every state and territory in Australia, we support young people with strengths-based, trauma-transformative learning. Often young people come to our Flexis thinking they cannot learn – we show them they can. We work hard to make sure young people feel safe and welcome with a range of experiences designed to support success. We provide the opportunity for learners to define how education will work best for them and adapt our service to their needs.

First Nations influence

Since the initial formation of CEP, we have walked in solidarity with Aboriginal and Torres Strait Islander peoples, advocating for change and promoting reconciliation. Over one third of our young people at CEP and 17% of our educators identify as Aboriginal and/or Torres Strait Islander. In 2025, First Nations staff began to meet as a collective to share perspectives, strengthen culturally informed practice, and discuss school operations. This forum will continue in 2026 aiming for strong First Nations education outcomes by informing appropriate responses and generating recommendations to the school leadership team and entire school team, ensuring decision-making is guided by lived experience, cultural knowledge, and community connection.

As a priority, we are working to strengthen the cultural capacity of our entire workforce. We are working to make sure the system values and respects First Nations peoples and perspectives, to build Indigenous leadership at every level of our organisation, and to ensure that First Nations young people experience the highest quality education possible in the safest and most dynamic schools in the country.

DISTINCTIVE CURRICULUM OFFERINGS

The Centre Education Programme offers holistic learning experiences that address the social needs of our young people, and promote their emotional, physical, spiritual, and academic development. Our education programs are attuned to the individual by an assessment of need and delivery within a supportive environment. The purpose of this personalised approach is to engage young people with their learning and support them to take responsibility for their actions and learning, achieve greater autonomy and self-reliance and engage in the transition to further education and/or employment.

Other opportunities offered include Work Experience, School-Based Apprenticeships, and TAFE in Schools programs. The Furniture for Change (FFC) Project continued strongly in 2025, supported by valued partnerships with St Vincent de Paul, Bunnings Bethania, Kmart, and All Purpose Transport. These partnerships ensured the ongoing sustainability of the program while creating meaningful pathways for young people to build skills, confidence, and community connection. Throughout the year, young people assembled flat-pack furniture sourced through St Vincent de Paul and purchased from IKEA and Kmart. Completed furniture was donated to families experiencing hardship across the Logan community, including support provided to Aunty Karen Lawton after her family home was destroyed by fire. This work reinforced the project's strong community focus and commitment to practical, compassionate responses. This

collaborative effort continues to build the confidence and skills of our young people and the sustainability of the project for the foreseeable future.

The Centre Education Programme (CEP) provides a holistic, young-person focused educational experience grounded in strong relationships and a commitment to community belonging. Learning is personalised through negotiation, relational engagement, and the development of cognitive, social, emotional, and academic skills. Every young person's learning journey is supported through collaboration, strength-based practice, and a shared sense of responsibility within the school community.

Learning at CEP is aligned with ACARA and QCAA standards and shaped by each young person. Their interests, skills, abilities, and individual stories guide the co-design of learning experiences. Personal Learning Plans are developed and reviewed regularly to ensure curriculum remains relevant, accessible, and responsive. Learning occurs across the full spectrum of CEP practice including classroom experiences, outdoor learning, community meetings and everyday moments where the Four Principles guide interaction and growth.

We offer two bespoke learning groups; Engagement Programme and Little Pond, which provide highly relational and supportive pathways for young people facing significant barriers to schooling. Both programmes focus on building safety, confidence and readiness for learning through intensive allied health and educational support, trust building and structured opportunities for success, preparing young people for transition into the broader Centre Education Programme community or on to further training or education pathways.

Additionally, we provide Adventure Based Learning experiences extending from one-day activities to multi-day camps involving canoeing, bushwalking, sailing, high ropes, low ropes, rock climbing and numerous problem-solving activities. We also offer elective programmes in young person areas of interest which broaden their community connections within the school context, and through cooperation with community agencies including Logan Elders, ATSIChS, Youth and Family Services, Centrelink, Princess Alexandra Sexual Health Clinic, Habitat for Wildlife, Logan City Council, Starfish and Headspace.

Cocurricular offerings

The Centre Education Programme provides extensive opportunities for young people to participate in cocurricular or non-classroom activities at their level and within their areas of interest. The broad range of opportunities or choices for young people includes activities described as cultural, sporting, and intellectual and/or service related.

Cocurricular activities offered at The Centre Education Programme in 2025:

- Cultural: Gallery of Modern Art, The Gathering, Buddhist Temple, La Boite Theatre, Queensland Museum, Outback Spectacular.
- Adventure: South Passage, day sails, Leadership Camp, Lake Wivenhoe Camps, Minjerribah Camps, canoeing – varying locations and levels, Blue Peter Sailing School, Smart Arts Camp with resident artists, Young Women's Camp, Carnarvon Gorge Cultural Camp.
- Health and Wellbeing: Headspace community program, PASH Pee For Pizza, Pelvic Pain, a wide range of Career Expos, Basketball program with Australian reps, 'CEP Intruderz' Touch Football team and participation in SE Flexi Comp and the Inaugural Eddie Rice Cup, Colour Run.
- Service: Logan Elders NAIDOC preparation and performances, CEP NAIDOC preparation and performances, RSPCA volunteering program, Substation 33 E-waste recycling volunteering, Memorial Day, Sorry Day, Bunnings Induction Program, Youth Employment Panel, Community Lunch, Furniture for Change Community Build Day.

SCHOOL POLICIES

In accordance with registration requirements, our key school policies are publicly available via our website.

How to access our school policies:

1. Click on the EREA Flexi Schools website link <https://www.flexi.edu.au/>
2. Click on 'Flexi Schools' or 'Special Schools' from the top menu
3. From the school directory find and click on our school
4. Click on 'School Documents, policies and reports' from the bottom of the page to access our school policies.

Note: If you are unable to access our website, please contact the school for more information regarding our school policies.

Characteristics of the Student Body

EREAFLS and The Centre Education Programme welcome students who have a diverse range of personal characteristics and experiences. These characteristics and experiences may be attributed to physical, religious, cultural, personal health or wellbeing, intellectual, psychological, socio-economic, or life experiences. We provide a range of personnel and resources to support access to, and participation in, learning for all young people.

Our student body are domestic students from several different cultures and nationalities. The following tables provide an overview of our student population:

ENROLMENTS BY YEAR AND YEAR LEVEL

	2025
Year 8	10
Year 9	22
Year 10	24
Year 11	29
Year 12	55
TOTAL	140

(data derived from the total number of Young People that were supported during the school year)

STUDENT BODY CHARACTERISTICS

	2025
Male	53.57%
Female	44.29%
Gender Diverse	2.14%
First Nations	35.71%
NCCD	84.29%

(data derived from the total number of Young People that were supported during the school year)

Student Outcomes

STUDENT ATTENDANCE

Overall student attendance at our school in 2025:

Overall attendance rate	54.60%
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Student attendance rate by year level in 2025:

Year 8	71.80%
Year 9	57.66%
Year 10	47.33%
Year 11	52.82%
Year 12	54.27%

(attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.)

How non-attendance is managed

The Centre Education Programme manages the attendance of its young people in accordance with our Attendance Procedure and supporting guidelines which outline the processes for managing and recording young people attendance and absenteeism. We are committed to celebrating and encouraging young people attendance through consistent practices of roll-marking, record keeping, monitoring, proactive follow-up, and ongoing engagement and relationship building practices with our young people and their families and carers.

NAPLAN

Where relevant, our reading, writing, spelling, grammar, punctuation, and numeracy results for the Years 3, 5, 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 <https://www.myschool.edu.au/>
2. Enter our school name in the search field
3. Click on 'View School Profile'
4. Click on 'NAPLAN' from the top menu to access NAPLAN information.

Note: Our schools participation in NAPLAN will vary from year to year dependant upon the student cohort. Please contact the school for more information regarding NAPLAN.

SENIOR SECONDARY OUTCOMES

Senior secondary outcomes at our school in 2025:

Number of young people awarded a VET qualification (Cert I, II, III, IV etc.), including School-based Apprenticeship or Traineeship	19
Number of young people awarded a Certificate I	3
Number of young people awarded a Certificate II	16
Number of young people awarded a Statement of Attainment	2

POST-SCHOOL DESTINATIONS

Post-school destinations for 2025:

Participating in paid employment (full-time / part-time)	14
Participating in further education	3
Participating in apprenticeship or traineeship	2
Other	7
Unknown / undecided	3
Total number of graduating / exiting young people	29

Social Climate

STUDENT WELLBEING

At The Centre Education Programme, the wellbeing and best interests of our young people remained our primary consideration. In partnership with young people, their families, external service providers, and the broader community, we continued to build positive learning environments and safe, supportive spaces that respond to individual wellbeing needs.

Our pastoral care program, grounded in leadership, inclusion, young person voice, partnership, and support, fostered strong relationships that enabled us to monitor progress, advocate effectively, and provide guidance during challenging personal circumstances. Our holistic approach aims to support young people to achieve their stated personal and educational goals.

With the support of Education Queensland, The Centre delivered specialised programming designed to promote access, participation, and engagement for young people with complex needs. Our responsive, tailored, and flexible educational program, informed by the Australian Curriculum, is underpinned by the transtheoretical model of change. These intensive supports aim to enable young people to strengthen their identity as learners and enact meaningful change in their lives.

In line with our commitment to collaboration and inclusion, we continued to convene a Youth Employment Panel as part of our recruitment processes. Comprised of young people and supported by adults, the panel participated in interviews, engaged in considered deliberation, and provided recommendations regarding prospective staff. Embedding young person voice in employment decisions ensured new staff members aligned with the school's values, culture, and commitment to young person success.

FAMILY AND COMMUNITY ENGAGEMENT

At The Centre Education Programme, families and carers were recognised as valued partners in their young person's education experience. Families and the wider school community are welcome throughout the year for various events and activities, strengthening shared connections and responsibility for young people's learning and wellbeing. The Centre Education Programme continuously plans and seeks out ways to partner with families and community, recognising the benefit of these partnerships for our young people, our school, and our community.

Families are an integral part of the Centre community, and we take great pride in fostering strong connections through a variety of celebrations and events throughout the year. Our NAIDOC celebrations provided a powerful tribute to culture and community, beginning with a Welcome to Country by Tommy Coghill, descendant of the Yagara language-speaking nation, followed by performances from the Mabel Park SS Mabel Mob dancers and The Centre's own young people and staff. The evening concluded with a shared kup murri feast and performances by our talented young people, with the community coming together in good spirit despite challenging weather conditions.

Our annual Memorial Day provided a meaningful opportunity for families, young people, and community members to gather in remembrance. This year's event included an address by Lucy Davis, an Aboriginal and South Sea Islander woman from the Cobble Cobble clan of the Burringum Nation and a former Centre staff member, and a wonderful musical contribution from Taliah Brown, descendant of the Gunggari people from the Maranoa River Region, creating a reflective and respectful space for collective acknowledgement.

Graduation ceremonies held at the end of the year provided an important opportunity to celebrate young people's achievements, reflect on progress, and acknowledge personal growth and future aspirations. This year we said farewell to 50 young people, our highest number of graduates since the beginning of Centre! To support continuous improvement, feedback was actively sought through the annual satisfaction survey, engaging young people, families, and external agencies in shaping the future direction of The Centre.

SATISFACTION SURVEYS

The tables below show selected data from the recent EREAFSL Opinion surveys for The Centre Education Programme (sent to young people, parents / carers, and staff to measure satisfaction with our school in 2025).

Young People opinion survey data

Percentage of young people surveyed who gave favourable responses to categories:	2025
Spaces and Places	85.7%
School Community and Support	62.7%
Safety and Wellbeing	70.7%
Learning and Growth	61.3%
First Nations Culture and Inclusion	87.5%

Parent / Carer opinion survey data

Percentage of parents / carers surveyed who gave favourable responses to categories:	2025
School Environment, Spaces and Support	96.7%
Learning and Growth	85.7%
First Nations Culture and Inclusion	100.0%

Staff opinion survey

All staff are offered the opportunity to participate in an annual staff survey. The survey explores key areas including psychological safety and trust, workload and role clarity, leadership support, team dynamics, change management, and access to wellbeing resources. Results from the survey directly inform new wellbeing initiatives, stronger psychosocial risk controls, better engagement and retention strategies, and a healthier, more productive workplace for all.

Staff Profile

TEACHER STANDARDS AND QUALIFICATIONS

The Centre Education Programme requires its teaching staff to hold a valid Teacher Registration with the Queensland College of Teachers (QCT) and must meet the requirements of the QCT Teacher Registration Eligibility Requirements Policy which relates to qualifications, suitability to teach, English language proficiency, experience, and professional standards.

Qualifications

The below table depicts the percentage of teaching staff and school leaders who hold the listed qualifications:

Doctorate or higher	0
Masters	2
Bachelor & Honours	1
Bachelor & Grad. Diploma	4
Bachelor	12

WORKFORCE COMPOSITION

The staff at The Centre Education Programme are highly qualified, experienced, and generous professionals who consistently contribute to our school in a manner that goes above and beyond expectation.

The following tables provide an overview of our staff profile and workforce composition:

Staff numbers

	Headcount	FTE
Teaching Staff	18	17.20
School Leaders	1	0.30
Non-Teaching Staff	20	18.30
TOTAL Staff	40	36.60

Staff characteristics

	2025
Male	42.31%
Female	57.69%
Gender Diverse	0.00%
First Nations	9.62%

PROFESSIONAL DEVELOPMENT

The Centre Education Programme ensures that all school staff are provided regular opportunities and access to professional learning that builds knowledge, understanding, and skills.

Professional development activities undertaken by staff in 2025 included:

- Flexi Practice: PDF, Staff Formation Training, regular team meetings, regular practice meetings, Council Protocol, Reflective Circles, SIP ToP days, Flexi Practice Framework, CPS tier 1 and 2 training.
- Academic: ACARA National Curriculum Professional Development, Senior VET Forum, QCAA Professional Development – Essential English & Math, Short Course Literacy & Numeracy, Wood turning, Curriculum ToP days, Transformative Learning Flexi gathering, Stronger Smarter Leadership Training, EREA National Learning and Liberating Practice Conference, TAE qualifications.
- Adventure-Based: Canoe training, Sailing training, Low – High ropes training. RAFA Wilderness First Aid.
- Inclusive Education: Direct engagement and mentoring in classroom context by Allied Health professionals (psychology, OT, Exercise Physiology), Inclusive Education Collaboration and Development Days, QCEC NCCD Moderation Masterclass, Autism masterclass, PDA/Cognitive Load, Dr Matt Capp and UDL.
- Leadership: Cathy Jackson Leadership training, supervision, School Leadership Gatherings, Digistorm training. ToP training.
- Mandatory: Child Safeguarding, WHS, Code of Conduct, Child Safeguarding scenarios, Child Safeguarding masterclass, First Aid, CPR, Fire Safety.

School Financials

(All financial data derived from Commonwealth Financial Questionnaire data submissions for the year displayed)

SCHOOL INCOME

The 2025 school income for The Centre Education Programme reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the mySchool website.

How to access our Finance data:

1. Click on the My School link <https://www.myschool.edu.au/>
2. Enter our school name in the search field
3. Click on 'View School Profile'
4. Click on 'Finances' from the top menu to access funding information.

Note: If you are unable to access the mySchool website, please contact the school for our financial data.

SCHOOL EXPENDITURE

The 2025 school expenditure for The Centre Education Programme reported by financial year accounting cycle using standardised national methodologies and broken down into salaries, allowances, and related expenses, non-salary expenses, and capital expenditure is depicted in the graph below:

