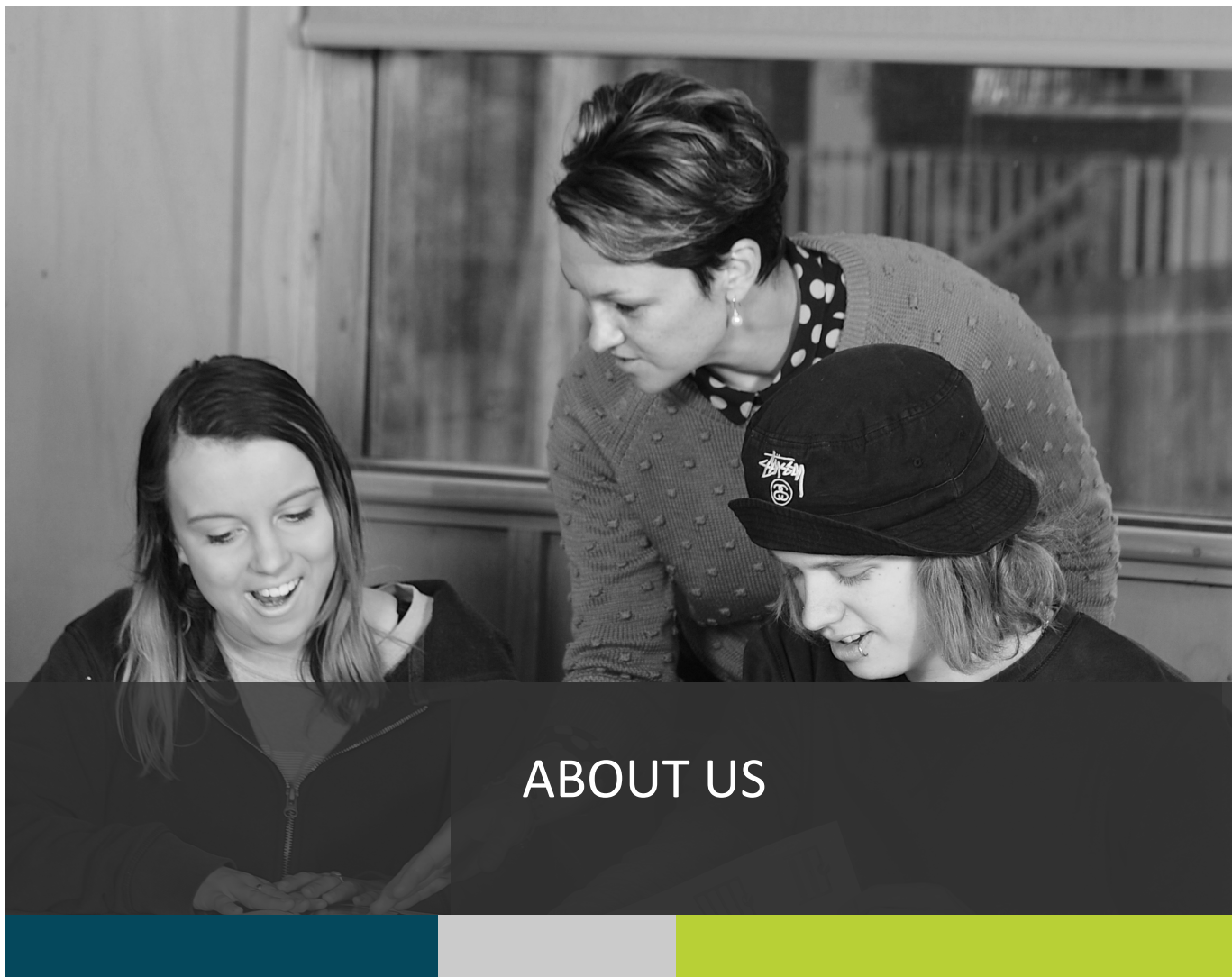




ANNUAL REPORT
2017



ABOUT US

Cire Community School has been specifically established as a not for profit independent co-educational secondary school. We provide educational experiences and social and behavioural support to enable our students to successfully engage in their secondary schooling.

Cire Community School caters for students who have experienced difficulty with mainstream schooling and provides quality education and personal development opportunities that are hands-on, engaging and relevant to our students. Each class is well resourced and staffed, with quality programs to assist students in their individual learning styles. The class sizes are small and welcoming.

Our Years 7 to 10 program is delivered from our purpose built campus in Yarra Junction. We offer Foundation, Intermediate and Senior VCAL as a Senior Secondary Qualifications from both our Mt Evelyn and Yarra Junction campuses.

We are committed to providing students with a range of educational pathways and assisting the young people who attend our school to achieve the goals that they have identified for themselves. Graduates from our school go on to follow a range of training and employment pathways as a result of their learning. All students will complete a pathways plan at the commencement of enrolment, which is reviewed throughout their time at the school.



We create
pathways to employment, further
education and a positive future for
our students.

OUR PHILOSOPHY

Cire Community School provides an educational environment that is framed in the emerging understandings of childhood development, including the impacts of childhood trauma and student learning. We believe that all young people should be able to positively engage in their education regardless of their life circumstances and any barriers to learning. Education should not just focus on academic attributes but on the whole person, providing active support for their social and emotional development while supporting the development of knowledge and skills needed

MISSION STATEMENT

Cire Community School strives to provide a learning environment where:

- Students can create and experience success in their learning, personal and social development.
- Students can engage in structured and positive community activities to foster their sense of connection to their community as a valued and active member.
- Students are supported to develop the academic and social skills to successfully transition from childhood to young adulthood and beyond.
- Individual learning needs can be met in a supportive and flexible manner.
- The highest standards of Applied Learning are delivered.
- Success is not just measured in academic terms but in the development of resilience and maturity.

ACKNOWLEDGEMENT

Cire Community School would like to acknowledge at all times the traditional owners of the land upon which we work; and pay our respects to elders both past and present.



MESSAGE FROM THE CEO GUS SEREMETIS

Cire Services has strengthened its position as a not for profit organisation unique to the Yarra Ranges, enabling us to work even closer with our communities and key stakeholders to further enhance our exciting range of programs and flexible learning opportunities.

Our reach is extensive and diverse through our four core areas: Cire Community School, Cire Training, Cire Family and Children's Services and Cire Community House.

As a uniquely local NFP in the Yarra Ranges, one of Victoria's largest municipalities with a geographic spread of approximately 2,500 square kilometres, Cire's catchment is constantly growing. We extend to Warburton, across to Cockatoo and Gembrook, and to Healesville and Chirnside Park with a particular focus on the Upper Yarra where there is much socio-economic disadvantage.

Given our reach, isolation is one of the key issues that Cire is determined to address. Isolation is prevalent in all communities, across all ages and in many different forms. Research clearly shows the negative impact that loneliness and social isolation have on overall health and wellbeing. This evidence constantly fuels Cire's drive to ensure our communities have the services they need and access to them, and feel included and welcome.

At Cire Community School one of our initiatives has been the expansion of our school bus services. Being able to provide a bus service to ensure the students have access to our school is a benefit to many families, local and further down the line.

Our Community School has enjoyed many highlights throughout the year as it strives relentlessly to provide for the needs of our young people. One of the most significant has been the expansion of our Yarra Junction campus to include a Junior School Program and also the growth of our Wellbeing Team. These achievements and more have been detailed in other reports in this 2017 Annual Report.

As Cire continues to grow, we are forever mindful of our beginnings and the importance of not losing sight of who we are. Whilst we took many bold steps forward in 2017 we occasionally took some steps back – however, building the foundations for a robust future is about learning along the way and not being afraid to change direction.

2018 is about consolidation; measured growth and listening to what our communities need. It's about understanding that it takes a group of individuals with diverse skills to achieve what we need. It's about respecting each individual and knowing that every voice counts. We will continue this amazing journey with great passion and commitment. A heartfelt thank you to each and every one of you as we work as a team towards an exciting future for Cire.

“Being able to provide a bus service to ensure the students have access to our school is a benefit to many families, local and further down the line.”

MESSAGE FROM THE PRINCIPAL

The year under review was particularly exciting for Cire Community School with our expansion to include a junior high school program at the Yarra Junction campus, creating a year 7-12 school.

The initiative has provided a missing link for our community and an important alternative program for students in the Yarra Ranges and beyond. Our junior high school program has grown out of the school's successful VCAL program, with a strong emphasis on hands-on and applied learning.

Cire Community School now provides students access to a flexible and supportive program from years 7 through to Year 12 that aims to fill student learning gaps, support individual needs and maintain school engagement and a sense of community.

The year was a rewarding and challenging one as we developed our junior school program and forged some important community links. The program provides younger students with an opportunity to learn in well-designed classrooms and benefit from access to small class sizes and a program that mirrors a primary school model in which they work with one core teacher for the majority of their studies.

Passion projects are a key element of our junior program, enabling students to take control of their learning and focus deeply on a topic of personal interest. Passion project time has proved to be a highlight of the week for many of our students.

Opportunities for our young people to engage with their community and to take their learning outside of the classroom and offsite each week are another important part of the program.

We are proud of the strong link the school has established with Yarra Valley ECOS, providing many opportunities for the development and refinement of applied learning activities. Year 7-9 students have engaged in a range of projects at ECOS including establishing a 'frog bog', planting new vegetation, building rammed earth structures and experimenting with the construction of straw bale walls.

Community engagement through our VET program was further advanced with our students transforming Silvan Primary school's community garden as part of a joint project with Swinburne and Cire Training. This hands-on project had many positive outcomes and provided an opportunity for our students to work towards achieving their Certificate II in Horticulture.

During the year our students took the lead by organising our first combined-campus senior school formal. The evening was held at Chateau Wyuna in Mt Evelyn and proved to be a tremendous success. Attending a flexible learning program in the senior years can mean that students don't always have the opportunity to access all of the rites of passage activities that are part of a mainstream high school experience. Cire's senior formal gave our students one of these opportunities and they made the most of every minute of the evening.



“We recognise that many of our students need an extra level of support in order to have a successful secondary school experience and we are committed to providing these extra services to our school community.”

Looking towards 2018, we have planned a range of initiatives including further developing and expanding the Year 9 program which will operate from our renovated classroom in the old church at Yarra Junction. This will create a dedicated Year 9 area and provide ownership over the space for the students. The development of a canteen program for the school operating from our registered kitchen and building a strong outdoor education focus, are further initiatives that we are excited to be implementing in 2018. In summing up the year, we recognise that many of our students need an extra level of support in order to have a successful high school experience and we are committed to providing these extra services to our school community.

We have much to look forward to as a school of choice for students...

Tim Knowles – Cire Community School Principal



FROM THE STUDENT WELLBEING COORDINATOR STEPHEN DUKE

Cire Community School made some great advances with its Wellbeing Program in 2017, particularly through the expansion of our wellbeing team.

We welcomed Kylie Skidmore and Geoff Lawrence who collectively have extensive experience in social work, youth work, outdoor adventure therapy and education. Kylie and Geoff's aspirations align with those of our whole staff to see young people in the Yarra Valley overcome challenges and experience success.

During the year we continued to encourage core teachers to develop a strong relationship with each student and hence be the first port of call for a student's wellbeing. The wellbeing team's role is to support staff through this journey, give ongoing scaffolding and provide referrals for students needing extra support.

The year saw us forge connections with services such as the Youth Support and Advocacy Service (YSAS) outreach team, Strong Minds Psychology, several private psychologists, Mount Evelyn Medical Surgery, Harnessing Wellness Psychology and Legal Aid. We also continued to have the ongoing support of Anglicare's Linking Youth and Families Together (LYFT) - Drug and Alcohol Support Program.

The response from the community has been very positive. Our local health professionals have become a pivotal part of team that ensures the students have the support they need.

One of our main goals is to be a school that provides a therapeutic environment for all students. We have a number of specific programs that have been meeting the needs of some students including equine and martial arts therapies as well as outdoor therapy group sessions.

While we have been impressed and encouraged by the outcomes of these programs, they are just a small part of what is occurring in working towards healing. Trauma-informed staff and practices, small classes, and holding positive relationships are key to learning and growth, consistency and achievable goals. They all go a long way in developing a safe and respectful space that many students call their family.

Buoyed by our advances this year, we believe we can bring greater depth to our Wellbeing Program in 2018 for the benefit of our young people.



“The response from the community has been very positive. Our local health professionals have become a pivotal part of team that ensures the students have the support they need.”

ATTENDANCE AND RETENTION RATES

As at August 2017, we had 115 students enrolled across years 7-12 at the two Cire Community School Campuses. Attendance can be problematic at times for some of our students due to a range of individual needs and personal circumstances. At both campuses, absences are managed and monitored by the Campus Coordinators, in consultation with teaching staff and the wellbeing coordinator. Expected absences are entered ahead of time in Compass, the school's student management system. Parents are asked to call or text the school for any late notice of non-attendance. Unexplained absences are followed up

promptly.

The flexibility provided by the Cire Community School structure aims to ensure that the majority of Junior High School, Foundation, Intermediate and Senior VCAL students remained engaged with the schools programs from year to year, until such time that they attain their full VCAL certificate at the desired level. Students do not necessarily graduate at the end of the traditional Year 12 as they would in a mainstream school setting, with many choosing to remain engaged in their studies over an extended period, in order to achieve an Intermediate or Senior VCAL certificate.

2017 attendance by year group:

Grade	Attendance rate	Campus
7	58%	Yarra Junction
8	48%	Yarra Junction
9	50%	Yarra Junction
10	49%	Yarra Junction



VIT REGISTERED TEACHERS

90% degree qualified and 10% with permission to teach (PPT) are currently studying to be fully qualified.



CAPACITY

For the first year of the Junior School Program



undertook a school based apprenticeship or traineeships



participated in Vocational Education and Training (VET)



STUDENT PROGRESS AND POST SCHOOL DESTINATIONS

- 13 students commenced full time employment
- 6 students commenced part time work
- 10 students transferred to full time study at Cert III level or above
- 5 students began full time apprenticeships
- 3 students transferred to other school based education providers

STAFF PROFESSIONAL DEVELOPMENT

Cire Community School makes a significant investment in staff professional development activities. Teachers access professional learning opportunities and conferences beyond the school, and there is a formal Professional Learning Team (PLT) framework that has been established in the school more broadly.

New staff members participate in a thorough induction program and mentors guide them through the first year at the school. Staff is also trained in the Berry Street Education Model within the first year of commencing at Cire Community School. Graduate teachers are supported through the VIT process, enabling them to gain full registration with the Victorian Institute of Teachers, and staff with VIT Permission to Teach status, are provided with flexible work structures to enable them to engage in further training.

All teaching staff participate in first aid, CPR and anaphylaxis training as part of the professional development program.

STAFF INFORMATION

Cire Community School employed a range of teaching, student learning support and non-teaching roles, across the two campuses in 2017. Our staff has a diversity of backgrounds and appropriate qualifications, bringing with them a broad range of experience to the school community. The number of teaching and non-teaching staff at each campus and workforce composition in 2017 is outlined in the tables below:

Yarra Junction Campus

Non-Indigenous Full-Time Staff	Full-Time		Part-Time			
	Male	Female	Male		Female	
	HC	HC	HC	FTE	HC	FTE
Teaching Staff						
Principal	0	0	1	0.5	0	0.0
Teaching Staff (including librarians)	2	3	2	0.7	1	0.8
Total Teaching Staff	2	3	3	1.2	1	0.8
Non-teaching Staff						
Specialist Support	0	0	1	0.4	3	0.8
Administrative and Clerical (including aides & assistants)	0	0	0	0.0	9	3.2
Building Operations Maintenance & Other Staff	1	0	0	0	0	0.0
Total Non-teaching Staff	1	0	1	0.4	12	4.0

STAFF QUALIFICATIONS

Mt Evelyn Campus

Non-Indigenous Full-Time Staff	Full-Time		Part-Time			
	Male	Female	Male		Female	
	HC	HC	HC	FTE	HC	FTE
Teaching Staff						
Principal	0	0	1	0.5	0	0.0
Teaching Staff (including librarians)	2	3	2	0.7	2	0.8
Total Teaching Staff	2	3	3	1.2	2	0.8
Non-teaching Staff						
Specialist Support	0	0	1	0.4	1	0.6
Administrative and Clerical (including aides & assistants)	0	0	0	0.0	9	3.2
Building Operations Maintenance & Other Staff	0	0	2	0.5	0	0.0
Total Non-teaching Staff	0	0	3	0.9	10	3.8

SURVEY DATA

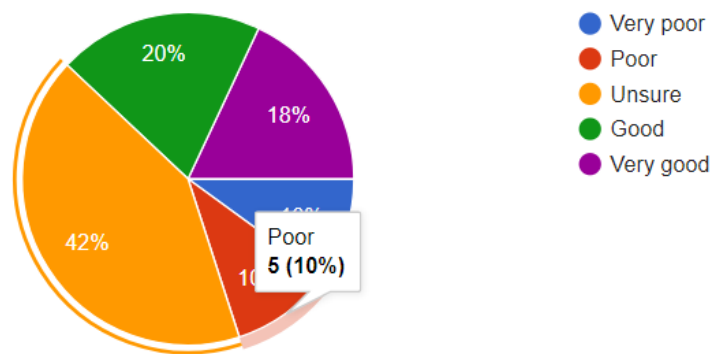
Key headline data from surveys conducted in 2017 are outlined below:

Student data

Results	Response rate
Percentage of students who reported connectedness with adults at school	83%
Percentage of students who reported high levels of empathy	67%
Percentage of students who reported medium to high levels of prosocial behavior	84%
Percentage of students who have goals and plans for the future	83%
Percentage of students who report having a medium to high level of self-regulation and self-awareness	60%

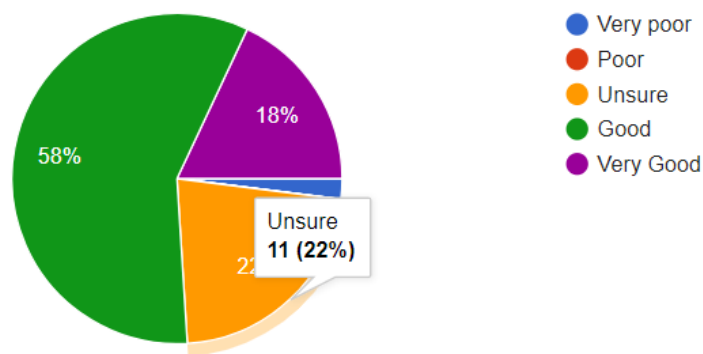
How good do you think you are at identifying strengths within yourself?

50 responses



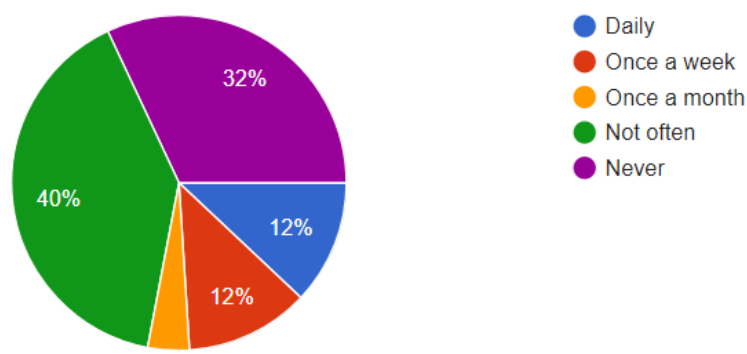
How good do you think you are at identifying strengths in others?

50 responses



How often do you feel unsafe at school?

50 responses



Cire Community School Annual Report 2017

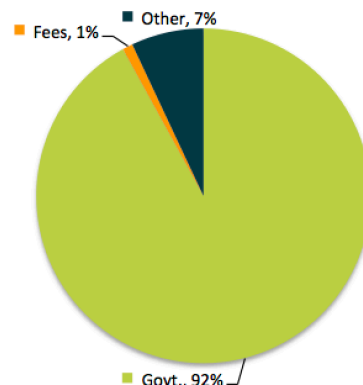
Staff Qualifications

Name	Staff Qualification
Elizabeth Aitken	Master of Teaching (Visual Art and Visual Communication and Ceramics)
Graham Broderick	Master of Education - Graduate Certificate of Education (Curriculum Studies) - Bachelor of Education and Training - Graduate Certificate in Information and Communication Technology in Education - Graduate Certificate in Careers Counselling - Diploma of Teaching (Technical and further Education) - Diploma of Applied Science
Jeremy Collings	Graduate Diploma of Education (Secondary) Bachelor of Arts, with Honours in Music
Stephen Duke	Bachelor of Education (Physical Education)
Catherine Gates	Bachelor of Arts Diploma in Education BSZ40198 Cert IV Assessment & Workplace Training
Mark Hunt	Graduate Diploma of Education (Secondary) Honours Degree Bachelor Arts Cert IV TAE40110
Ashley Kirkwood	Advanced Diploma of Computer Systems Engineering Diploma of Computer Systems Cert IV TAE40110
Tim Knowles	Bachelor of Education Physical and Health Education
Sarah Le Page	Graduate Diploma in Education (Middle Years) Bachelor of Business
Ebony Mackay	Bachelor of Education (Primary)
Bernadette Miller	Doctor of Philosophy - Education Master of business Diploma of Teaching Bachelor of Education
Annemarie O'Rourke	Bachelor of Arts Graduate Diploma of Education (Secondary)
Alicia Sefton	Graduate Diploma in Education (Primary) Bachelor of Arts (Humanities and Social Science)
Augusta Seremetis	Post Graduate of Human Resource Management - Strategic Workforce Planning
Ian Seppings	Cert IV TAA40104 Certificate of Proficiency Apprenticeship Cooking
Megan Small	Cert IV TAE40110 IV Hairdressing
Michelle Spokes	Diploma of Community Service Work Diploma Early Childhood Education & Care Cert IV TAE40110
Tom Sword	Master of Teaching (Secondary) Bachelor of Applied Science (Secondary)
Karen Swankie	Associate Degree in Social Science Cert IV TAE40110
Willa Vale	Bachelor of Arts Graduate Diploma in Education Cert IV in Youth Work
Baselier Kate	Administration, Basic Bookkeeping, Bookkeeping Level 2
Shann O'Grady	Administration, Graduate Diploma in Education Diploma of arts & Design Cert IV Assessment & Workplace Training

FINANCIAL DATA - INCOME AND EXPENDITURE

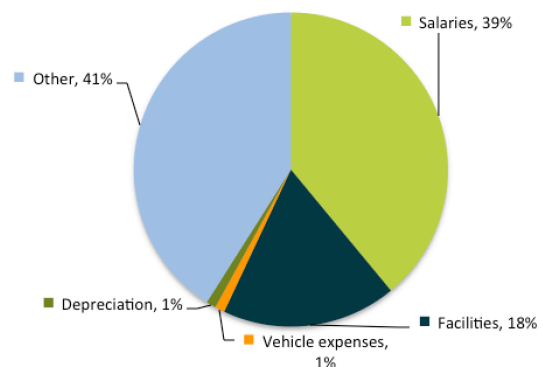
INCOME

- Government recurrent funding 92%
- School fees 1%
- Other income 7%



EXPENSES

- Salaries, on-costs and staff training 39%
- Facility costs (rent/building/maintenance/utilities/cleaning) 18%
- Vehicle expenses 1%
- Depreciation and finance costs 1%
- All other expenses 41%



FOR FURTHER INFORMATION

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School Registration Number 2091

