



ANNUAL REPORT  
2018



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 engage in their secondary schooling successfully.

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 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 themselves. Graduates from our school go on to follow a range of training and employment pathways as a result of their learning. Upon enrolment, all students complete a pathways plan 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 on 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 for a rapidly changing world.

## MISSION STATEMENT

Cire Community School strives to provide a learning environment where:

- Students can create and experience success in their learning, and 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 the Wurundjeri people, the traditional owners of the land upon which we work. We pay our respects to elders both past and present for they hold the memories the traditions, the culture and the hopes of Aboriginal Australia.



“One of our most significant achievements is knowing that Cire Community School is now a school of choice. Students and parents recognise our point of difference, and that is why they choose us.”

## MESSAGE FROM THE CEO GUS SEREMETIS

Cire Services continues to grow from strength to strength in so many ways, and the opportunities to offer the diversity of services we do, allows us to support many individuals and their families.

I would like to acknowledge and pay tribute to Tim Knowles, Cire Community School's Principal for just over two years. Tim was instrumental in establishing the extension of our VCAL program to include years 7 to 9. We wish Tim all the very best.

I am delighted to welcome and acknowledge our new Principal, Paul van Breugel, who commenced with us at the beginning of 2019. Paul joins us with a wealth of knowledge, having led a large regional school for more than eight years. Paul's expertise, commitment and passion in what we do is demonstrated daily and he has made great inroads to ensure our school continues to strengthen and strive to achieve all that we can.

Cire has enjoyed many exciting milestones and achievements throughout 2018. These included purchasing our neighbouring site at 43 Little Yarra Road which will allow us to further develop what we do. At the invitation of Yarra Ranges Council, we have taken over the management of Chirnside Park Community Hub. Not only has this enabled us to offer more programs to the community, but we now have a greater area for our students to demonstrate their tremendous work. Corporate Services and Cire Training, our Registered Training Organisation, moved to our new site in Lilydale early in 2019, freeing up much-needed space at our Mt Evelyn campus and Yarra Junction Community Hub.

We are particularly excited about our new hospitality kitchen at the Yarra Junction campus, due to be completed by the end of 2019. This will be a fantastic learning facility for our students, taking what we do to another level.

The synergy between all of our services continues to strengthen and by working cohesively, we are able to expand on what we do. Our school works very closely with Cire Training, Family and Children's Services and our Community Hubs.

Cire Community School enjoyed many highlights in 2018 as it continued to strive relentlessly to provide for the needs of our young people. Of significance is that we secured regular editorial in Vasili's Garden magazine where we showcase the amazing work of our students. This opportunity has expanded with Cire, and our students, featuring in an ongoing segment on Vasili's Garden TV program.

As Cire continues to grow, we are always mindful of our beginnings. I feel very privileged to be leading an organisation such as Cire and look forward to what the future holds.

A heartfelt thank you to everyone, both internally and externally, who play such a significant role in supporting what we do. Last, but definitely not least, a special thanks to our dedicated team at Cire Community School who continue to support our students in every way possible.

## MESSAGE FROM THE PRINCIPAL PAUL VAN BREUGEL

I am writing this report as the new Principal at Cire Community School reflecting back on the work of my predecessor, Tim Knowles, and the school leadership and staff through 2018. In taking up my position at the beginning of 2019, the foundation work in establishing the junior program and consolidation of the VCAL program has been evident.

Through 2018 the school increased its year 7 to 9 cohort from the initial intake in 2017 and this now forms a substantial part of the school's enrolment with demand continuing to grow into 2019. It is particularly pleasing that most students who commenced in years 7 to 9 in 2017 continued into 2018 and have transitioned successfully into 2019. This shows the power of the welcoming environment and healthy relationships being built.

In 2018, there was a continuing focus on project-based work for the junior years. This was especially evident at Year 9 with students providing a weekly canteen for their peers and engaging in a range of project-based work and adventure activities both on and offsite. Our links with other parts of Cire Services enabled students to undertake landscaping works at the Yarra Junction Community Hub with the support of Swinburne and Cire Training, undertake vocational training with additional support available through the Cire Training and to source work experience opportunities and employment pathways through Cire Family and Children's Services and the community hub.

In the latter half of the year, Tim Knowles moved on from the position of Principal, and I was privileged to be selected to lead the school through the next stages of its development. Special thanks to Graham Broderick and Alicia Sefton, our capable Assistant Principals, who ensured the school continued to run smoothly for the final term of 2018, and put in place the necessary planning for 2019.

With 2019 on the horizon there is further expansion of the year 7 to 9 cohorts, and growth in the demand for VCAL places particularly at the Year 10 / Foundation level. This will see the school nearing capacity through 2019. As principal, I will be working as part of Cire Services to determine how we can continue to grow and meet the needs of our community for a viable alternative to mainstream schooling. We want to ensure a program that can support and nurture the many young people in our communities who are struggling and help them overcome the barriers and challenges to their engagement in school.

We have a passionate and hardworking team of staff who daily show their care and live out our values and our commitment to unconditional positive regard for the young people we serve. We are proud to be able to serve the community and are committed to continuing to develop the best possible programs and pathways for our young people.



“We are proud of  
what our  
students achieve  
and our  
reputation for  
innovative,  
hands-on and  
flexible learning  
opportunities.”



## MESSAGE FROM THE STUDENT WELLBEING COORDINATOR STEPHEN DUKE

Cire Community School has undertaken further strategic development of our Wellbeing Program in 2018, again expanding the team to help meet the needs of our young people.

We welcomed Mim Stekelenburg and Imogen Rose to the team during the year. Mim was stationed at our Yarra Junction campus and provided us with some strong technical skills in her field of counselling. Her character and love for her work with young people were evident from her first day with Cire. Imogen Rose has expanded our Mount Evelyn team, providing experience and a zest for supporting young people to achieve their goals.

During the year, we developed a Respectful Relationships team with a combination of wellbeing and teaching staff. This has helped develop a whole school approach to improving respectful relationships within our school community. A two-year plan was developed as part of this process.

The team continued to develop an awareness of mental health around the school using the National RUOK Day. I continued to develop and deliver our wellbeing curriculum to students from years 7 to 10 to provide some foundational knowledge on wellbeing issues. To build on our trauma-informed approach to education, we organised and conducted some further staff education around trauma with an organisation called Knightlamp.

The year saw us make some changes to the way we connected with services. We forged strong relationships with Inspiro Youth Counselling and Headspace. Having access to their mobile team helped us increase our weekly providers of care in our schools. Youth Support and Advocacy Service (YSAS) became an offsite provider and so too has the Mount Evelyn Medical Surgery. Uniting Wesley delivered class-wide sessions aimed at reducing risks involving domestic violence, and Anglicare provided art therapy sessions for girls who had experienced domestic and sexual violence.

Further support was provided through Eastern Centre Against Sexual Assault (ECASA) outreach services. Strong Minds Psychology became our key provider for psychology services throughout the year. We also continued to have the ongoing support of Anglicare's Linking Youth and Families Together (LYFT) - Drug and Alcohol Support Program. The Yarra Ranges Council has continued to provide L2P driver mentor program for our students. During 2018 a strong partnership was developed between Cire and Council, allowing for more referrals from our student body.

One of our primary goals is to be a school that provides a therapeutic environment for all students. With support from the local council, we ran a further Martial Arts Therapy program for younger students. We saw some gains for individual students, as well as learned a great deal from the program moving forward.

These programs and initiatives have delivered encouraging outcomes, expanding our knowledge of trauma-informed care, and strengthening practice and our overall suite of avenues for students. However, they make up only a small part of the overall picture of growth towards healing. An overarching culture of unconditional positive regard, dignity and safety, built on a foundation of trauma-informed staff and practices, small class sizes, consistency and the prioritisation of healthy, positive relationships have been vital to learning and growth, and student success. These factors, woven together, have created a feeling of community, family and stability, making school the safest place in the lives of many of our students.

Buoyed by our advances this year, we believe we can bring greater depth to our Wellbeing Program in 2019 for the benefit of our young people.



## STUDENT LEARNING

The student learning focus at Cire Community School is very individualised to cater specifically to the needs of each of our students. In the junior years, the Victorian Curriculum is used as the basis for teacher planning and student learning and there is a strong focus on identifying each student's skill levels, particularly in relation to literacy and numeracy, as well as identifying their particular interests to assist in engaging all students as best possible.

In 2018, all students in years 7 and 9 were exempted from the NAPLAN tests in literacy and numeracy by their parents or carers.

In years 10 to 12 students work at the VCAL level appropriate to their skills and their progress at school. Students undertake literacy and numeracy work at each level of the VCAL qualification and also develop work-related skills and enhance personal development through project-based work, running of social enterprises and interest-based classes.

In 2018 two students completed their Foundation VCAL, 16 students completed their Intermediate VCAL, and three students completed their Senior VCAL.



## ATTENDANCE AND RETENTION RATES

At the August 2018 Census date, we had 134 students enrolled across years 7 to 12 at the two Cire Community School campuses. Given the range of circumstances our students face and the transient nature of some of their living circumstances, regular attendance can be a challenge for many. For some students, they have not attended school for weeks or months before commencing with Cire. Building up a habit of attendance is a focus for all staff.

Teaching staff and campus administrative staff monitor attendance and maintain regular contact with students and families. Wellbeing staff assist where absences are high and where wellbeing concerns impact attendance. SMS text messages are used to communicate absences daily to families, and teachers follow up on unexplained absences.

In 2018, the attendance rates for years 7 to 9 showed improvement. Years 10, 11 and 12 remained lower with contributing to this was the number of students living independently or in unstable circumstances.

Across all year levels, a small number of students with very low attendance impacts the overall figures. In reality, the majority of students attend above the rates shown.

Our VCAL students work through the three levels of VCAL at their own pace and progress from Foundation to Intermediate to Senior levels when they have met the outcomes in the previous level. This supports students who are reengaging with education to re-establish a culture of attendance and learning and to overcome what are often significant gaps and disruptions in their previous learning.

### 2018 attendance by year group

Year level	% attendance	Campus
Year 7	69%	Yarra Junction
Year 8	51%	Yarra Junction
Year 9	61%	Yarra Junction
Year 10	43%	Yarra Junction
Year 11	55%	Yarra Junction
Year 10	44%	Mt Evelyn
Year 11	50%	Mt Evelyn
Year 12	61%	Mt Evelyn

## STUDENT PROGRESS AND POST SCHOOL DESTINATIONS

Destinations of students who exited Cire Community School during 2018.

Destination	Number of students
Apprenticeship	5
Certificate II	3
Certificate III	5
Distance Education	2
Full-time employment	13
Part-time employment	5
Returned to mainstream schooling	4
Unknown	24



## SBAT

Three students undertook a  
School-Based Apprenticeship or Traineeships (SBAT)

## VET

All students in the intermediate and senior levels of VCAL undertake a Vocational Education and Training (VET) course. Some students undertaking Foundation VCAL commence a VET course and continue this when they progress to Intermediate VCAL. Overall 50% of VCAL students participated in Vocational Education and Training (VET).

## STAFF PROFESSIONAL DEVELOPMENT

To promote best possible practice and the provision of quality education to our young people, Cire Community School is committed to providing staff with professional development opportunities. Teachers are encouraged to undertake professional learning and attend conferences beyond the school, while Cire Services has an organisation-wide Professional Learning Team (PLT) framework.

To facilitate professional development, new staff participate in a comprehensive induction program and have mentors to guide them through their first year at the school. All staff have been trained in the Berry Street Education Model and new staff are trained in their first year at Cire Community School. Graduate teachers are supported through the Victorian Institute of Teaching (VIT) process, enabling them to gain full VIT registration while staff with VIT Permission to Teach status are provided with flexible work structures to enable them to engage in further training.

In 2018, staff participated in training at the school: Irabina provided training on working with students on the autism spectrum and Knightlamp delivered further training on working in a trauma-informed way.

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

## STAFF INFORMATION

In 2018, Cire Community School employed a range of teaching, student learning support and non-teaching roles across its campuses at Yarra Junction and Mt Evelyn. Our staff have diversity and depth of backgrounds and appropriate qualifications, bringing with them a broad range of experience to the school community. The tables below shows the number of teaching and non-teaching staff at each campus in 2018, as well as workforce composition. In addition to staff employed by the Community School, Cire Services staff provide a range of business support functions to ensure the smooth running of the school.

## VIT REGISTERED TEACHERS

85% degree qualified/ Victorian Institute of Teaching (VIT)-registered and 15% with permission to teach (PPT) and who are currently studying to be fully qualified

### Yarra Junction Campus

Non-Indigenous Full-Time Staff	Full-Time			Part-Time					
	Male	Female	X	Male		Female		X	
	HC	HC	HC	HC	FTE	HC	FTE	HC	FTE
<b>Teaching Staff</b>									
Principal	0	0	0	1	0.5	0	0.0	0	0
Teaching Staff (including librarians)	4	5	0	2	0.7	3	1.4	0	0
<b>Total Teaching Staff</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>1.2</b>	<b>3</b>	<b>1.4</b>	<b>0</b>	<b>0.0</b>
<b>Non-teaching Staff</b>									
Specialist Support	0	0	0	2	1.2	5	2.2	0	0
Administrative and Clerical (including aides & assistants)	0	0	0	0	0.0	11	4.5	0	0
Building Operations Maintenance & Other Staff	2	0	0	2	0.2	0	0.0	0	0
<b>Total Non-teaching Staff</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>1.4</b>	<b>16</b>	<b>6.7</b>	<b>0</b>	<b>0.0</b>

### Mt Evelyn Campus

Non-Indigenous Full-Time Staff	Full-Time			Part-Time					
	Male	Female	X	Male		Female		X	
	HC	HC	HC	HC	FTE	HC	FTE	HC	FTE
<b>Teaching Staff</b>									
Principal	0	0	0	1	0.5	0	0.0	0	0
Teaching Staff (including librarians)	2	1	0	2	0.7	6	2.5	0	0
<b>Total Teaching Staff</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>1.2</b>	<b>6</b>	<b>2.5</b>	<b>0</b>	<b>0.0</b>
<b>Non-teaching Staff</b>									
Specialist Support	0	0	0	0	0.0	4	2.4	0	0
Administrative and Clerical (including aides & assistants)	0	0	0	0	0.0	8	4.9	0	0
Building Operations Maintenance & Other Staff	1	0	0	2	1.0	0	0.0	0	0
<b>Total Non-teaching Staff</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1.0</b>	<b>12</b>	<b>7.3</b>	<b>0</b>	<b>0.0</b>

# STAFF QUALIFICATIONS

Name	Role	Staff Qualification
Elizabeth Aitken (Collings)	Teacher	Master of Teaching (Visual Art and Visual Communication and Ceramics)
Kate Baselier	Administrative officer	Administration, Basic Bookkeeping, Bookkeeping Level 2
Graham Broderick	Assistant Principal	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	Teacher	Graduate Diploma of Education (Secondary) Bachelor of Arts, with Honours in Music
Stephen Duke	Wellbeing leader	Bachelor of Education (Physical Education)
Catherine Gates	Teacher	Bachelor of Arts Diploma in Education BSZ40198 TAE40110 Certificate IV in Assessment & Workplace Training
Naomi Hollingworth	Learning Support Officer.	Certificate IV Youth Work, Certificate IV Education Support
Mark Hunt	Lead teacher VCAL	Graduate Diploma of Education (Secondary) Bachelor of Arts (Honours) TAE40110 Certificate IV in Assessment & Workplace Training
Tim Knowles	Principal	Bachelor of Education (Physical and Health Education)
Geoff Lawrence	Wellbeing officer	Diploma of Youth Work
Ebony Mackay	Teacher	Bachelor of Education (Primary)
Kylie Madigan	Learning Support Officer.	Certificate IV Education Support
Bridie Millar	Teacher	Bachelor of Secondary Teaching (Humanities and English) Bachelor of Arts (Literature)
Suzy Murphy	Administrative officer	Administration support
Bernadette Murray	Learning Support Officer.	Certificate IV Education Support
Kerry Norton	Teacher	Bachelor of Education (Humanities)
Annemarie O'Rourke	Teacher	Bachelor of Arts, Graduate Diploma of Education (Secondary)
Jenice Robinson	Teacher	Bachelor of Arts (Literature) Graduate Diploma of Education (Applied Learning)
Kellie Sajo	Learning Support Officer.	Certificate IV Education Support
Alicia Sefton	Assistant Principal	Graduate Diploma of Education (Primary) Bachelor of Arts (Humanities and Social Science)
Ian Seppings	Learning Support Officer.	Certificate IV TAA40104 Certificate of Proficiency Apprenticeship Cooking
Augusta Seremetis	CEO	Post Graduate Degree of Human Resource Management - Strategic Workforce Planning
Kylie Skidmore	Wellbeing officer	Bachelor of Physical Education/Teacher Education
Megan Small	Teacher	TAE40110 Certificate IV in Assessment & Workplace Training Certificate IV Hairdressing
Mim Stekelenburg	Wellbeing Officer	Bachelor of Counselling
Karen Swankie	Lead teacher	Associate Degree in Social Science TAE40110 Certificate IV in Assessment & Workplace Training
Tom Sword	Teacher	Master of Teaching (Secondary) Bachelor of Applied Science (Secondary)
Jennifer Took	Teacher	Graduate Diploma of Education (Secondary) (English and LOTE Chinese)
Willa Vale	Teacher	Bachelor of Arts Graduate Diploma in Education Certificate IV in Youth Work
Shann O'Grady	Administrative officer	Administration, Graduate Diploma in Education Diploma of Arts & Design TAE40110 Certificate IV in Assessment & Workplace Training

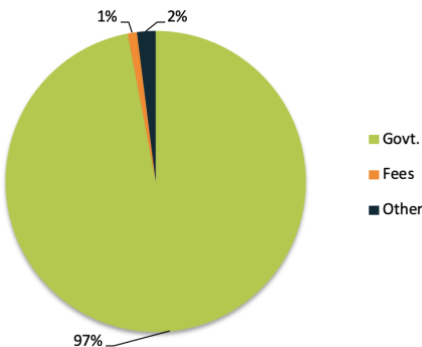


# FINANCIAL DATA

## INCOME AND EXPENDITURE

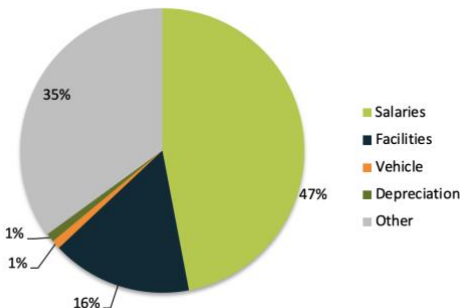
### Income

Government recurrent funding 97%  
School fees 1%  
All other income 2%



### Expenses

Salaries, on-costs and staff training 47%  
Facility costs (rent/building maintenance/utilities/cleaning) 16%  
Vehicle expenses 1%  
Depreciation and finance costs 1%  
All other expenses 35%





## FOR FURTHER INFORMATION

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