



ANNUAL REPORT 2019



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.

In 2019 our Years 7 to 10 program was 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. In 2020, we started introducing Years 7 – 9 at our Mt Evelyn Campus.

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.



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

At Cire Community School we strive for students to experience:

- Belonging – with us, in community. Students feel like they belong with us and in their community.
- Purpose - Students have a sense of purpose in life and a reason to come to school.
- Growth - Students learn, grow and become lifelong learners.

We work hard 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 past, present and emerging for they hold the memories the traditions, the culture and the hopes of Aboriginal Australia.



MESSAGE FROM THE CEO

GUS SEREMETIS

Cire Services is on track to achieve its goals as set out in our Strategic Plan. Cire Community School and our other core operations have continued to grow, driven by our determination and mission to offer every individual the opportunity to learn.

Cire Services is a not for profit in the Yarra Ranges and unique to the region. Our core operations comprise Cire Community School, Cire Training, Cire Children's Services and Cire Community Hubs. As a result, our students have access to a range of unique opportunities which further enhance their learning and connection with community.

I would like to pay tribute to our School's Executive Principal Paul van Breugel who has been instrumental in leading the school to where it is today. Of particular significance

is the way Paul and his team rose to the exceptional challenges presented by the COVID pandemic.

Paul, together with his leadership team, demonstrate daily their expertise, commitment and passion. They constantly strive to achieve all that they can, enabling our students to have a positive experience during their time with Cire.

In 2019, we have expanded our footprint at our Mt Evelyn campus with the addition of Years 7 to 9 and are excited that we will offer Years 5 and 6 at our Yarra Junction campus from the beginning of 2021.

Our new hospitality training centre was completed in 2019. Whilst this coincided with the first wave of COVID restrictions, our teaching staff embraced the challenge and transitioned to virtual delivery of teaching and learning to continue to support our students.

This new state-of-the-art facility will help further engage our students in realistic career pathways as well as provide them with life-long skills. Hospitality and tourism is a major part of the economy in the Yarra Ranges and local industry bodies have welcomed our initiative.

Chirnside Park Community Hub has enabled our students to learn in an alternative setting with their monthly pop up café, inviting the community to share a meal and connect socially. It is rewarding to see how students interact with others, especially our seniors, as well as take so much pride in what they do.

Cire has secured a long-term lease from Yarra Ranges Council to continue to manage and operate the hub. Not only will this help ensure Cire's expanding reach to people of all ages, but it will enable our students to continue their wonderful work and stay connected with the wider community.

Through its circulation of more than 10,000 people nationally and in New Zealand, our regular editorials in Vasili's Garden magazine showcase what our students achieve. I would like to acknowledge and thank Vasili and his team for their support.

Under the umbrella of Cire Training, First Impressions Clothing Exchange (FICE) provides a much-needed service in the Yarra Ranges by women, for women. FICE supports women wanting to return to the workforce through volunteering, upskilling and affordable clothing. It is a great resource for our students in terms of their employment pathways.

Of significance is that Cire is part of a successful consortium that is developing an integrated youth health hub at Lilydale, providing a range of services to youth across the Yarra Valley and Dandenong Ranges. The consortium led by Inspiro comprises Anchor, Oonah Belonging Place, and Eastern Community Legal Centre as well as Cire. The hub will bring together local existing services, making it easier for young people to access vital mental health, general health services and education.

Learning is at the core of what we do at Cire - learning occurs in groups and among individuals engaged in tasks together. Students learn from each other and from adults outside the school, as well as from their classroom teachers. Effective teachers organise learning opportunities in social contexts by enabling the students to learn together and by providing them alternative ways to learn.

The synergy between all of our services continues to strengthen and by working cohesively, we are able to expand on what we do. Our Executive Leadership Team works tirelessly to ensure we provide a seamless service.

A heartfelt thank you to our Board and to all those, both internally and externally, who play such a significant role in supporting Cire's work, mission and vision. A special thank you to our amazing Community School team who continue to support our students in every way possible.

Cire Community School - ***offering every student the opportunity to learn is at the heart of what we do.***

MESSAGE FROM THE PRINCIPAL PAUL VAN BREUGEL

My first year as Principal at Cire Community School came and went far too quickly as I learnt the ways of the school and community and began to identify the strengths to build on and the areas to develop.

2019 was a year of growth both in terms of student enrolments and in terms of the place of our school as a school of choice and a leader in the area of working with disengaged students.

Throughout the year we saw a steady flow of enquiries from families, other schools and wellbeing professionals who recognise the great work we do with vulnerable young people. As a result we built up our enrolments and by midyear we were at capacity and found ourselves carefully managing a waiting list and seeking to fill every available place. Demand was strong across all year levels and has led us to plan for further expansion and an increased capacity in 2020, which we had mostly realised by the close of 2019 with pending new enrolments for the coming year.

As well as managing the increase in student numbers, our staff team worked together on the growth and development of our vision and skills. In the first half of the year we worked together with Future Schools Australia to revisit our vision and determine the three critical elements that drive our school and what we aspire to for all our students:

- a sense of **belonging** in the school and the community
- a **purpose** in being at school and in life, and
- **growth** in learning and as people.

These elements will inform our development and growth as a school and the way we structure our programs.

Through 2019 our students participated in a wide range of programs both at the school and through excursions and activities.

At Yarra Junction, our Year 9 students undertook a range of outdoor and adventure activities including regular visits to Gilwell Park scout camp near Gembrook, and highlights such as a day surfing at Phillip Island and a day sailing on the Young Endeavour. Years 7 & 8 students participated in a weekly program with Yarra Valley ECOSSE which focuses on sustainable living solutions and promoting local food production, earth education, and multicultural living. Students from Years 7 – 10 enjoyed sport and gym activities at the Yarra Centre.

Our VCAL students at Mt Evelyn were involved in a range of classes including photography, woodwork, music, hair and beauty, manufacturing cosmetics and several more. These involved weekly excursions into the community. Students producing products in their social enterprises saw the culmination of their work with sales at the Mt Evelyn Street Festival which was a successful and fun event for students and staff.

The whole school participated in a snow trip and our Year 12 students undertook their first ever interstate trip travelling to Tasmania in an event which they planned and organised.

In planning for 2020, we have aimed for further growth and use of more spaces at both Yarra Junction and Mt Evelyn.

Our staff is growing and we have a great team 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. Their resilience and the way they overcome barriers to learning inspires our work.”



MESSAGE FROM THE STUDENT WELLBEING COORDINATOR STEPHEN DUKE

Cire Community School has continued to develop and adapt our wellbeing programs and support to the ever-changing needs of our students and community.

The team saw some changes through the year as Geoff Lawrence departed to develop his own practice early in term two and we welcomed Megan Bell to the team at Yarra Junction.

The year saw us continue to work closely with local providers of wellbeing services including Inspiro, Youth Support and Advocacy Service (YSAS), Headspace, Anglicare, Eastern Health, Eastern Centre Against Sexual Assault (ECASA) and Strong Minds. Our students benefit from service providers visiting the school, from referrals to providers and from the strong partnerships between our staff and those from the organisations supporting our students.

We continued strong partnership with a range of agencies in the Gender Equity Project where a team of students planned and implemented events designed to raise the awareness of gender issues, diversity and the need for acceptance and understanding for their fellow students. Our teaching and wellbeing staff worked together to support this effort.

In line with this focus, we continued our work in the area of Respectful Relationships. Our wellbeing staff have supported the teaching team to focus on healthy and respectful relationships and has aligned closely with our core values of respect, safety and learning.

We enjoy ongoing support from the Yarra Ranges Council including the L2P driver mentor program for our students. The youth support officers from council and the School Focused Youth Services continue to provide top quality support for our young people and the school.

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.

2019 saw a new initiative with our wellbeing team organising and running a wellbeing festival each term, bringing together providers and agencies with our own staff to educate our students about the supports available to them. Students also received quality health and wellbeing information within the familiar setting of the school.

In the latter part of the year, we were privileged to be asked to provide a group of students as a reference group for the planning of the integrated youth health hub to be developed at Lilydale. Our school was selected because of the work we do with some of the most high needs and vulnerable young people in the community. Fifteen students from Years 9 – 12 participated, and drawn from a wide range of locations in the Yarra Ranges region. An external facilitator unpacked their concerns and needs and sought their views as to the best ways to provide services to all young people in a person-centered and accessible way.

Our school blends the wellbeing and learning needs of students and we recognise that it is not just what we do, but how we do it that is important. All staff focus on being trauma-informed and on demonstrating unconditional positive regard which is one of our underlying principles. Through this process our young people feel valued, respected and learn to recognise their own potential. This supports a journey of healing and growth which is an integral part of our work and the success of our students.

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 secondary 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 2019, all students in Year 7 were exempted from the NAPLAN tests in literacy and numeracy by their parents or carers. A small proportion of students in Year 9 decided to attempt the NAPLAN, overcoming significant anxiety and other barriers in doing so. The low number of results means data is not provided to avoid identifying individuals. Of those students who completed the NAPLAN, results showed a spread of ability with some results at the expected level and some well below. This is consistent with the level of prior disengagement and educational disadvantage experienced by students enrolling at Cire Community School.

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.

Many students at Cire Community School require significant support and adjustments to support their learning in line with the requirements of the Disability Discrimination Act and the Nationally Consistent Collection of Data (NCCD) criteria. In 2019, 50 students received supplementary adjustments, 50 students received substantial adjustments and 23 students received extensive adjustments.

In 2019 nine students completed their Foundation VCAL, nine students completed their Intermediate VCAL, and 10 students completed their Senior VCAL.



ATTENDANCE AND RETENTION RATES

At the August 2019 Census date, we had 149 students enrolled across Years 7 to 12 at the two Cire Community School campuses. This is an increase of 12% from 2018.

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 2019, the attendance rates across the school continued to improve. The high points are the Year 7 attendance rate above 70% and while the 50% rates at Year 10 and above appear low, this includes many students who have recommenced school after months without attending any educational setting. Years 10, 11

and 12 also include significant numbers 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 re-engaging 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.

2019 attendance by year group

Year level	% attendance	Campus
Year 7	72%	Yarra Junction
Year 8	61%	Yarra Junction
Year 9	51%	Yarra Junction
Year 10	52%	Yarra Junction
Year 10	50%	Mt Evelyn
Year 11	48%	Mt Evelyn
Year 12	48%	Mt Evelyn

STUDENT PROGRESS AND POST SCHOOL DESTINATIONS

Destinations of students who exited Cire Community School during 2019.

Destination	Number of students
Apprenticeship	8
TAFE	6
Traineeship	1
Transition back to other schools	3
Full-time employment	6
Part-time employment	1
Supported employment	2
Unknown	10

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.

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 2019, staff undertook the second round of training with Irabina to assist them in working with students on the autism spectrum. All staff participated in a full day “Accidental Counsellor” course to equip them in providing immediate triage and support to students undergoing psychological stress. Teaching staff worked in Professional Learning Teams to plan together, problem solve challenges faced by disengaged students and share strategies with each other. New staff undertook training with Berry Street. The Principal and CEO contributed to the further development of the Berry Street Model of Education as part of an expert practitioner workshop.

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



STAFF INFORMATION

In 2019, 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 2019, 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.

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
Teaching Staff									
Principal	0	0	0	1	0.5	0	0.0	0	0
Teaching Staff (including librarians)	4	2	0	0	0.0	3	1.8	0	0
Total Teaching Staff	4	2	0	1	0.5	3	1.8	0	0.0
Non-teaching Staff									
Specialist Support	0	0	0	1	0.5	6	3.8	0	0
Administrative and Clerical (including aides & assistants)	0	1	0	0	0.0	1	0.1	0	0
Total Non-teaching Staff	0	1	0	1	0.5	7	3.9	0	0.0



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
Teaching Staff									
Principal	0	0	0	1	0.5	0	0.0	0	0
Teaching Staff (including librarians)	3	2	0	0	0.0	6	2.5	0	0
Total Teaching Staff	3	2	0	1	0.5	6	2.5	0	0.0
Non-teaching Staff									
Specialist Support	0	0	0	1	0.5	5	2.0	0	0
Administrative and Clerical (including aides & assistants)	0	0	0	0	0.0	2	0.9	0	0
Total Non-teaching Staff	0	0	0	1	0.5	7	2.9	0	0.0
Indigenous Full-Time Staff									
	Full-Time			Part-Time					
	Male	Female	X	Male		Female		X	
	HC	HC	HC	HC	FTE	HC	FTE	HC	FTE
Non-teaching Staff									
Specialist Support	0	0	0	0	0.0	1	0.7	0	0
Total Non-teaching Staff	0	0	0	0	0.0	1	0.7	0	0.0
Total Staff									
	Full-Time			Part-Time					
	Male	Female	X	Male		Female		X	
	HC	HC	HC	HC	FTE	HC	FTE	HC	FTE
Teaching Staff									
Principal	0	0	0	1	0.5	0	0.0	0	0.0
Teaching Staff (including librarians)	3	2	0	0	0.0	6	2.5	0	0.0
Total Teaching Staff	3	2	0	1	0.5	6	2.5	0	0.0
Non-teaching Staff									
Specialist Support	0	0	0	1	0.5	6	2.7	0	0.0
Administrative and Clerical (including aides & assistants)	0	0	0	0	0.0	2	0.9	0	0.0
Total Non-teaching Staff	0	0	0	1	0.5	8	3.6	0	0.0



STAFF QUALIFICATIONS

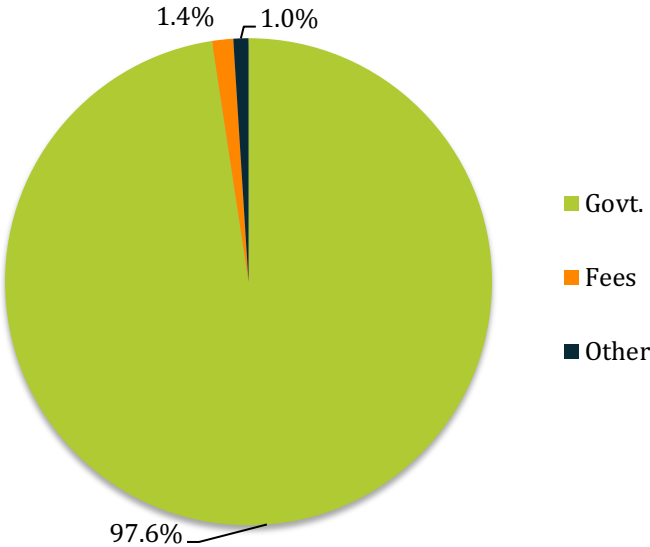
Name	Role	Staff Qualification
Elizabeth Aitken (Collings)	Teacher	Master of Teaching (Visual Art and Visual Communication and Ceramics)
Kate Baselier	Administrative officer	Administration, Basic Bookkeeping, Bookkeeping Level 2
Graham Broderick	Assistant Principal	Master of Education - Graduate Certificate 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
Geoff Lawrence	Wellbeing officer	Diploma of Youth Work
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)
Shann O'Grady	Administrative officer	Administration, Graduate Diploma in Education Diploma of Arts & Design TAE40110 Certificate IV in Assessment & Workplace Training
Annemarie O'Rourke	Teacher	Bachelor of Arts, Graduate Diploma of Education (Secondary)
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
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
Paul van Breugel	Principal	Post Graduate Diploma Education – Secondary (Humanities) Honours Degree – Humanities and Social Sciences (Politics & History) Bachelor Arts – Humanities and Social sciences.
Guy Whitby	Teacher	Bachelor of Education Secondary – (Arts)

FINANCIAL DATA

INCOME AND EXPENDITURE

Income

Government Recurrent funding 97.6%
Fees 1.4%
Other income 1%



Income

Salaries 47%
Facilities 12%
Vehicle 2%
Depreciation 1%
Other 38%

