



# Youth and Community Learning Centre Toowoomba

Catholic co-educational school  
Diocese of Toowoomba

## Annual report 2018

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<b>email</b>	yclc@twb.catholic.edu.au		<b>Principal</b>	Bill Smith/Liisa Hammond	
<b>Year levels</b>	secondary ungraded		<b>Enrolment</b>	34	
<b>Co-educational or single sex</b>				co-educational	
<b>Boarders</b>	no	<b>Outside hours school care</b>	no	<b>Vacation care</b>	no
<b>Contact person for information about the school and school policies</b>			Bill Smith		

## The school's mission

The Youth and Community Learning Centre (YCLC) is an accredited, ungraded secondary school which offers an opportunity for disengaged young people to re-engage in their education.

Catering for students, at time of enrolment, from 13 years – 18 years of age, YCLC, provides an alternative pathway for young people to gain success; be it in a return to mainstream schooling, further training or employment.

YCLC strives to provide excellence in alternative education in a nurturing and supportive environment. The young people's individual needs are identified and addressed and individualised pathways of success are established through personalised educational programming and vocational training.

## Vision

We will be fair,  
We will work in harmony,  
We will celebrate success,  
We will act with compassion – Together we care and grow.

## Distinctive curriculum offerings

YCLC is an initiative of the Toowoomba Catholic Schools Office, it provides a range of learning opportunities for disengaged youth. The curriculum offered is both formal and informal.

The formal curriculum at YCLC is divided into four areas

- **academic:** includes Certificate I & II Foundational Literacy, Certificate I Vocational Pathways (Numeracy), Certificate II Automotive Vocational Preparation (Elective) and Certificate II Music Industry (Elective)
- **work readiness:** includes courses at the Southern Queensland Institute of TAFE and other training providers, work experience, work skills workshops, work related qualifications eg RSA, White Card, and School Based apprenticeships and traineeships
- **extra-curricular:** includes visual arts, gardening, cookery, woodwork, physical education, ICT and sport
- **life skills:** social skills, personal health and hygiene, sexual health, healthy eating, grooming, community visits and practical support eg driving tests, Medicare cards, and support with Centrelink requirements.

The informal curriculum at YCLC is vital to the wellbeing of all the young people enrolled at the Centre. The team at YCLC achieve this through the modelling of appropriate interactions; including morning and afternoon community meetings, shared sit-down lunch, team building and kitchen duty teams. Care and concern is shown to all in the Social-Emotional program and the YCLC teaching team ensure that there is equity in interactions. A principle-based approach enables the meeting of individual needs through the planning of Personal Learning Plans (PLP) and counselling sessions.

The learning journeys of the young people begin at the initial enrolment meeting, which includes the clarification of student context, the reason the young person is seeking enrolment at YCLC and the establishment of individual goals. Goals are set in the four key curriculum areas of academic, work readiness, extra-curricular and life skills. The young person completes the LLN Quiz (based on ACSF) and a careers interest test.

Once enrolment is accepted, staff members discuss and start the young person's PLP at Staff Meetings and a Planning Day. At the end of the young person's probation period of one month, the parent/guardians are invited in to discuss, complete and sign the PLP with the young person. It is at this meeting that the young person's academic and social goals are formalised for the following semester and incorporated into the young person's PLP. This forms the basis for their end-of-semester report. YCLC offers a modified curriculum and reports on the young person's PLP goals in the reports.

In 2018, Certificate I & II in Foundational Literacy, Certificate I in Vocational Pathways (Numeracy) and Certificate II Automotive Vocational Preparation were continued. These courses enable student standards and achievement to be aligned with the Australian Core Skills Framework (ACSF) and Australian Qualification Framework (AQF). This approach was achieved through a partnership with the Registered Training Authority (RTO) Youth+ and DGT.

Throughout 2018, units of work were reviewed and delivered by teachers to align these courses with teaching and learning at YCLC.

## Extra-curricular activities

To support students in learning that sits outside the traditional classroom-based curriculum, there is a focus on excursions and the delivery of workshops by visiting teachers/workers. This enables the young people to engage and learn through a variety of sporting, cultural and educational experiences.

Excursions include trips to places within the Toowoomba and Brisbane regions. An example of excursions are: Table Top Mountain walk, high ropes, and surf awareness. An example of the workshops offered to young people include: the Kontraband and First Coat mural projects, poetry workshop with renowned poet Luka Lesson, Indigenous Leadership camp, Love Bites, and Sexual Health Awareness.

Another example of an extra-curricular activity is involvement in the Toowoomba Youth Games, which is organised by Toowoomba Youth Services. Every Tuesday, the young people participate in indoor or outdoor physical educational activities, where they interact and compete with other youth in the region.

Through a government grant, we provided driving lessons and purchased a driving simulator.

Ben Neideck, New Hope, came to YCLC to work with the young people on work skills, such as: resume writing, interview techniques and cover letters.

## Social climate (including wellbeing and student behaviour support)

YCLC offers a full-time Social-Emotional program. A counsellor and community engagement officer are integral to the pastoral care services offered. Both these staff interact with young people and their families throughout the week. As required, YCLC has access to assistance from partner agencies such as health, housing, justice, welfare and family needs.

Young people and their parent/guardian are required to accept and sign the Principles and Statement of Understanding of YCLC each year. This document acknowledges the key principles of YCLC and bullying is addressed under the principle of Respect. This document is reviewed annually.

## Characteristics of the student body

The young people of YCLC are identified as being at-risk, disengaged and disadvantaged. Most young people have experienced high levels of trauma, dysfunctional family-life and have experienced failure within a tradition mainstream setting.

YCLC population has maintained an 80%+ indigenous population, with many of the young people coming from a diverse range of religious backgrounds.

YCLC also works with the young people who are engaged with the youth justice system.

Despite these challenges, the student body of YCLC is characterised by the young people's willingness to re-engage in their learning journeys via our alternative curriculum.

## Parent/carer involvement

Celebration Days are held at the end of each semester, where staff, students and families celebrate the positive outcomes and successes of the young people. It is during the enrolment process that parents and caregivers discuss their aspirations for the young person enrolling and are made aware of the need to work in partnership with YCLC to achieve the goals that are set.

Discussions with parent/carer may include discussions about progress of PLPs, goals, career pathways, connections with other agencies or other issues that may be relevant or important.

## School income by funding source

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *MySchool* website at [www.myschool.edu.au](http://www.myschool.edu.au).

## Staff

### Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	5	6	0
Full-time equivalents	4.4	2.8	0

### Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	0%
Masters	0%
Bachelor Degree	100%
Diploma	0%
Certificate	0%

### Average staff attendance

98.7%

### Staff retention

82.0%

### Professional Development (participation and expenditure)

2018 School Budget Allocation for Professional Development was \$12,000.

The following information is an overview of staff participation in professional development at YCLC for 2018. Staff members were involved in the professional development areas of QCAA - New QCE, Trauma Informed Practice, Industry currency, Social and Emotion PD, Certificate

## *courses*

Specifically, YCLC funded the following professional development

- Rock and Water Refresher Training
- Cert III Hospitality Course
- Suicide Prevention Training
- Cert IV – TAFE
- Cert IV – TAFE upgrade
- QCAA – New QCE Essential Workshops and Principal's Conferences
- Industry Placement/Currency: Music Industry and Automotive
- DBT – Dialectical Behaviour Training

Professional Development for staff supported the goals of the YCLC Annual School Action plan and individual staff professional goals.

## Student attendance

### **Average whole of school student attendance rate (expressed as %)**

64.6%

### **Student attendance for each year level (expressed as %)**

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Average student attendance rate
80.6%	65%	52.3%	64.8%	61%	73.7%	64.6%

### **Description of how non-attendance of students is managed by the school**

All young people are collected by a YCLC bus daily.

The young people and their parents/guardians are provided with the school mobile number and the school number at the beginning of each year.

Young people and their parents/guardian are encouraged to phone either number to report an absence and are reminded throughout the school year of the procedure of phoning the mobile number or school number to indicate why the young person will not be attending for the day and does not need to be collected.

School attendance is monitored via roll-marking and at fortnightly student meetings and Personalised Learning Plan (PLP) meetings.

If absenteeism is an issue, the principal telephones the parent/guardian to discuss the concern.

If follow up is required, an organised face to face meeting may be organised by the principal, Counsellor and Community Engagement Officer.

A SMS system continues to effectively monitor attendance and to improve YCLC communications with parents and guardians.

## National Assessment program Literacy and Numeracy (NAPLAN) results

The number of young people who participated in the NAPLAN Assessment Tasks in 2018 was below the requirements for publication of results. However, student results are generally below the National average.

Although these results are indicative of external cultural and socio-economic issues and Youth and Community Learning Centre, Toowoomba  
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absenteeism, the centre is focusing on more effective data collection and analysis of Literacy and Numeracy results from NAPLAN and other sources, to provide insight in directing strategies and programs to improve learning outcomes.

As YCLC has aligned its curriculum with the Australian Core Skills Framework and VET Certificates; the LLN test appears to be a more effective assessment for informing teaching programs for Literacy, Numeracy and Learning for young people.

## Apparent retention rates for Years 10 and 12

Year 10		Year 12		Year 10-12
Year	Year 10 enrolment	Year	Year 12 enrolment	Apparent retention rate %
2011	0	2013	0	0%
2012	0	2014	0	0%
2013	0	2015	0	0%
2014	3	2018	5	167%
2015	3	2017	6	200%
2016	6	2018	7	117%

### Year 12 post-school destination

This information is published by 30 September each year.

## Parent, staff and student satisfaction

Each year Youth and Community Learning Centre engages in data gathering from parents, staff and students to assist it in evaluating the effectiveness of its educational program.

Materials provided by Research Australia Development & Innovation Institute (RADII) are used. Part of the RADII process is the collection of data regarding the overall satisfaction of parents, staff and students. Overall satisfaction responses for 2018 are shown below.

### Parents

100% of parents satisfied with children's educational progress at the school.

100% of parents satisfied that school's educational program enable children to learn.

### Staff

100% of staff satisfied overall with educational progress of students.

100% of staff satisfied that school's educational programs enable students to learn.

### Students

100% of Years 7 - 12 students satisfied with their learning at this school.