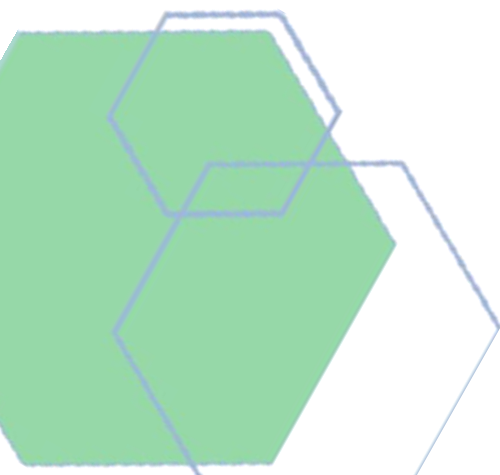




**C A R B R O O K**

**Animal Assisted Learning Centre**

# Annual Report 2019



## Table of Contents

Principal's Thoughts .....	3
About Us .....	4
Our Values .....	4
Student Characteristics .....	5
Animal Assisted Learning.....	6
Learning to Learn .....	6
Social Climate .....	7
Community Circles .....	7
School Satisfaction.....	7
Curriculum Offerings .....	8
Learning Areas and Subjects .....	8
Pathways and Transitions .....	8
Student Outcomes.....	10
School Attendance .....	10
Naplan Results.....	10
Year 12 Outcomes .....	10
Staffing .....	11
Our Staff.....	11
Qualifications of Teachers and School Leaders .....	11
School Funding .....	12



# Principal's Thoughts

It is not very often in a teacher's career that you get the opportunity to start a school. From the moment we opened our doors, as an officially accredited school in February 2019, we have experienced the many high and lows one would expect during this formative time. Developing a culture of belonging, love of learning, sense of school pride and a safe place to explore have been a priority for the team. Our school values of *WeRus* have been developed to provide tangible language around the values we hold close and are used daily to engage and support young people as they journey with us.

**We Learn Together**

**Encourage Others**

**Respect Diversity**

**U Belong**

**Stay Safe (physical and heart-space)**

We have enjoyed many successes during 2019:

- Enrolling 15 students to the community within the first 6 months of operation
- Moving to the newly built demountable from the 'Cottage' in Term 3
- Have our animal colleagues grow, adding Bessy-LuLu and two Nigerian Dwarf goats, Wicket and Warwick, plus 6 new chickens to our herd
- Student involvement in Vaulting competitions in Queensland and interstate
- Establishing connections with Wirunya Retirement Village to begin a program to take ponies to residence as part of the Active Volunteer Certificate course
- The Inaugural Carbrook Camp
- 'A Day in the Life of Carbrook' - End of year celebration day
- The development of programs including; horse management, gardening, property and animal care, fitness, music, art, craft, cooking and Nabei traditional games
- Volunteer Support increased welcoming new volunteers to assist with our animals
- Providing placement opportunities for QUT Masters of Education (Guidance Officer), practicum students.

We have experienced so many wonderful opportunities for community growth and learning this year. I feel very proud of the whole staff team (and broader community) for working together to ensure the best possible outcomes for our students, their families and the community during these challenging times. We have faced fire, drought and flood over this period, and never before has *WeRUs* been more important or relevant!

With Kindness,  
Jo Campbell  
*Principal*



# About Us

*Carbrook Animal Assisted Learning Centre* is an Independent co-educational Special Assistance School catering for Secondary students in years 7-12. The Centre is located at the heritage listed Old Carbrook School site, on Beenleigh-Redland Bay Road, Carbrook. The school currently caters for 15 young people who attend the program Monday - Friday for their full school program. The program is based on an 'animal-assisted learning' approach to education whereby students learn the skills for re-engaging in learning and are provided with opportunities to create positive learning futures.

Referrals to the program are primarily from the Department of Communities, Child Safety, Youth Justice and other local schools.

## OUR VALUES

Carbrook Animal Assisted Learning Centre is committed to Demonstrating Christ's love in the community through the provision of high-quality Special Assistance Schooling by *valuing diversity, inspiring learning and transforming futures.*

The Aim of the Carbrook Animal Assisted Learning Centre is to;

1. Work collaboratively with community youth support organisations and agencies to identify young people who have disengaged or are 'at risk' of disengagement from schooling.
2. Assist young people to overcome the barriers to school attendance, by providing practical supports and resources to assist with school attendance.
3. Invest the time to develop healthy trusting relationships as a foundation to a safe learning environment, where young people feel confident to take risks and make mistakes.
4. Provide a wide range of relevant, practical and engaging learning experiences that promote effort, encouragement and success.
5. Provide various educational pathways with a rich-task orientation allowing students to understand the relevance between numeracy, literacy and work-related goals.
6. Deliver a socially just and relevant curriculum in an environment of Christian care and support which meets the diverse and individual needs of students.

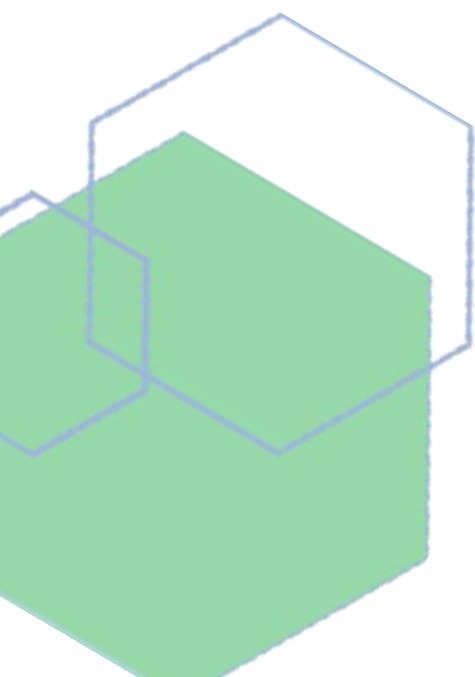
# Student Characteristics

The Carbrook Animal Assisted Learning Centre offers an alternative, practical, hands-on, supported approach to inspire personal learning for students who may not have achieved well in mainstream education, or who have exited early, but want to continue their education.

The Centre offers disengaged youth the opportunity to participate in education and training with support, with the aim of providing a transition for students into employment and the skills required to be a contributing member of the community.

Young people are referred to the program by Department of Communities, Child Safety, Youth Justice and other local schools as well as various community education and support providers such as Headspace (National Youth Mental Health Foundation), other community health practitioners, or family support providers.

Carbrook prides itself on its diverse student body with 13% of Indigenous students, a significant number of students with disabilities, and a balanced cohort of male and female students.





# Curriculum Approach

## ANIMAL ASSISTED LEARNING

The concept of animal assisted learning draws on a variety of approaches used in both therapeutic and educational settings. The Carbrook Animal Assisted Learning Program values the following benefits of incorporating animals into the program;

1. Young people typically arrive at the program resistant to education due to negative prior experiences. *Animals provide an initial distraction, then challenge young people to view the program through fresh eyes.*
2. Young people typically find it difficult and uncomfortable to engage with others (particularly educators). *Animals provide a safety buffer for students.*
3. Young people typically arrive fixated on themselves and their problems. *Animals provide a healthy distraction, where conversations and activities focus on the behaviour and needs of the animals.*
4. Young people typically arrive with a low self-concept, and belief that they have limited skills and abilities. *Animals provide opportunities for skills to be learned and confidence build in a short space of time.*

## LEARNING TO LEARN

Carbrook Animal Assisted Learning Centre recognises that many students who have disengaged from mainstream schooling lack the foundational skills for learning. These skills viewed as being essential before classroom learning can occur. Students who begin the program are initially assessed on their ability to demonstrate these 'Learning to Learn' skills.

Individual programs are established for students who demonstrate significant needs in these areas and require intensive intervention as the first stage to their program.

These skills include;

- Respecting leadership - learning to listen, following basic instructions
- Respecting others - respecting personal space, allowing others to learn
- Respecting self - setting goals, accepting support, following a schedule

# Social Climate

## COMMUNITY CIRCLES

Community Circles are an integral part of community life at Carbrook. Circle-time provides structure and purpose at the start and end of each school day. It is an opportunity for staff and students to 'check-in' and share how their day is going, and for the group to discuss important matters for the day. Morning circles allow for everyone to contribute their ideas towards how the day will work (within a clear structure provided by the teacher) and allows for clear goals and expectations to be established. While afternoon circles are generally shorter, they allow time for the group to reflect on the day and what was achieved. It's a time to celebrate individual and group successes. Community circles provide plenty of opportunities for students to provide feedback and contribute to the school community.

In addition to this, the Carbrook Centre has implemented specific strategies to monitor and improve student engagement. These strategies include;

- Feedback or observations from daily 'check in' sessions and 'Student Progress Records'
- Regular meetings to gather feedback from Parent/carers and other Stakeholders
- The *School Satisfaction Survey* (including the Student Response)
- Ongoing feedback from student individual and group discussions
- Implementation of Restorative Practices to resolve conflict in a timely manner and restore relationships

## SCHOOL SATISFACTION

The overwhelming feedback from parents and carers and other stakeholders has been that their students have found the transition to Carbrook to be a supportive and positive experience. Most carers have noted that the small school environment with targeted individualised support has been beneficial for their student. Parents and carers have also commented on Principal and staff visibility and accessibility has been an important factor in feeling supported. Feedback, via an online survey, emails, stakeholder meetings and face to face contact, has also indicated that Carbrook is a welcoming, safe and supportive learning environment for all students and their families/carers.

# Curriculum Offerings

## LEARNING AREAS AND SUBJECTS

The Junior and Senior learning program is organised so that all students from Year 7 to 12 participate in foundational literacy, numeracy and personal development programs as part of their learning program. Careful consideration has been made to the allocation of time for each of the Learning Areas and Subjects to ensure that all students receive a broad and rigorous curriculum which meets their individual learning levels.

Program		Core Curriculum	Electives
Junior A	Year 7	Foundational Literacy (ACARA) Foundational Numeracy (ACARA) Personal Development Program Project-Based Learning Units	Group Electives ( <i>see whole school curriculum planning</i> ) Sport: Equestrian Vaulting
	Year 8		
Junior B	Year 9	Horse Management Work Experience (Year 10)	<i>*Some student may begin the Senior program on a VRP according to QSA guidelines</i>
	Year 10*		
Senior	Year 11	Foundational Literacy (ACARA) Foundational Mathematics (ACARA) Personal Development Program** Career Development: A short course (2010) (Year 11)  <i>*PDP includes the Drumbeat Social Development Program</i>	A Short Course in Literacy (2018) A Short Course in Numeracy (2018) A Short Course in Career Education (2018) Essential Mathematics (2019)* Essential English (2019)* Social & Community Studies (2019) Visual Arts in Practice (2015) Cert II Active Volunteering Cert I Horse Management Cert II Small Animal Care ICDL Modules Sport: Equestrian Vaulting
	Year 12		

## PATHWAYS AND TRANSITIONS

Students who attend Carbrook Animal Assisted Learning and Education Centre may be eligible for either the Queensland Certificate of Education (QCE) or the Queensland Certificate of Individual Achievement (QCIA). The QCIA is generally reserved for students with significant learning needs who have not been able to meet the requirements to bank QCE credits. The Centre recognises that for some students, 20 QCE points may not be achieved by the end of Year 12 for a variety of reasons. However, all students are provided with opportunities to achieve 20 credits (in line with QCE requirements) as part of their Senior Program. The typical pathway for QCE at Carbrook is outlined below.



Typical Pathway at Carbrook				
Minimum 12 Credits	<b>Core Courses</b> (Minimum 12 Credits)	Carbrook Offerings	Standard	Credits
	Applied Subjects	Essential Mathematics (2019) Essential English (2019) Social & Community Studies (2019) Visual Arts in Practice (2019)	Sound	4
	VET Qualifications	Cert II Active Volunteering Cert II Small Animal Care		4
Up to 8 Credits	<b>Preparatory Courses</b> (Maximum 6 credits)	Carbrook Offerings	Standard	Credits
	VET Qualifications	Cert I Horse Management ( <i>Cert I - max of 2</i> )	Completed	2 or 3
	QSA Short Course	A short course in Literacy (2018) A short course in Numeracy (2018)	Sound	1
	Preparatory Learning	Drumbeat Social Development Program	Achieved	1
	<b>Enrichment Courses</b>	Carbrook Offerings	Standard	Credits
	QSA Short Course	A short course in Career Education (2018)	Sound	1
	Recognised Studies	ICDL Modules	Pass Achieved	1

# Student Outcomes

## SCHOOL ATTENDANCE

Carbrook has processes in place to encourage students to engage and attend school regularly. These include:

- Clear communication with students and parents/carers regarding expectations around school attendance and school policy for approved absences.
- Daily notifications to parents/carers regarding school absenteeism
- Ongoing tracking of absenteeism to identify students who require early intervention and family support strategies to maximise school attendance
- The proactive monitoring of student attendance including community visits and an integrated approach by other community youth service providers (e.g. drug support, housing support, mental health support).
- Working with students, parents/carers, and other stakeholders to identify barriers to school attendance, and strategies to overcome these barriers
- Notification of relevant government agencies (e.g. Centrelink, Youth Justice) when absenteeism is identified as an ongoing issue

The average student attendance rate for the whole school in 2019 was 68%. *Please note, the average attendance rate for each year level has not been included due to the low number of students in various years.*

## NAPLAN RESULTS

There were no Carbrook students who participated in NAPLAN testing in 2019.

## YEAR 12 OUTCOMES

There were no Year 12 students in 2019.

# Staffing

## OUR STAFF

The Carbrook team comprises of a Principal Teacher, Specialist Teacher, Equine Coach/Education Support Officer and Youth Worker/Property Manager.

Carbrook staff have a rich and diverse range of skills and formal qualifications that they bring to the classroom, the extended learning environment and community. The broad range of qualifications and experience further enhances the learning opportunities provided the young people in our care.

Description	Teaching staff	Non-teaching staff
Headcounts	3	2
Full-time equivalents	2	1.8

Beyond more formal qualifications, the team have also engaged in Professional Development opportunities to deepen knowledge and understanding:

Professional Development in 2019	Number of Staff
First Aid	5
Professional Boundaries in Teaching	5
Child Protection	4
Trauma Informed Practice in Schools Conference	4
ISQ Celebrating SAS Education Conference	4
Animal Assisted Learning Course, Melbourne (4 days)	1
Animal Assisted Therapy Programs Colorado	1
Teaching Students Who Have Suffered Complex Trauma QUT	5
Holyoake Drumbeat Facilitator Workshop	1

## QUALIFICATIONS OF TEACHERS AND SCHOOL LEADERS

Highest level of qualification	Number of qualifications
Doctorate	-
Masters	1
Graduate Diploma	1
Bachelor Degree	1
Diploma	-
Certificate	-

# School Funding

Information regarding the school's funding sources can be found at the *My School* website [www.myschool.edu.au](http://www.myschool.edu.au) .

*Carbrook Centre acknowledges the Traditional Owners of country throughout Australia and recognises their continuing connection to land, waters and community.*

*We pay our respects to them and their cultures; and to Elders past, present and future.*