

YOUTH EDUCATION CENTRE

Newsletter Term 1

RESPECT

RESPONSIBILITY

SUCCESS

Principal's Message

by Greg - Principal

On behalf of the Youth Education Centre's staff and students, welcome to our inaugural newsletter. This celebrates the great work that has been happening over the term at our three sites, as well as news about future events. Thanks to all who helped develop this publication.

The Youth Education Centre have identified three "rocks", fundamental beliefs, which underpin the way we work.

COHESION - One School – Three Campuses – A Diverse Community

As a cohesive Youth Education Centre team, we support each other to produce the best learning outcomes for all students and the highest possible level of wellbeing for all members of our community. Whole-school planning to identify, share and develop best practice, whole school teaching and learning agreements (including explicit teaching of behaviours and wellbeing) will help ensure consistency for all students to enhance wellbeing and learning.

OPPORTUNITY – Every Student Can Learn

Every student is assessed on entry. This process continues to evolve and our aim is to continue to be at the forefront of this work. Every student has their own, individualised learning plan.

Many of our students show outstanding progress. We expect every student who is with us for six months, to show at least six months of learning progress in that time.

ENGAGEMENT – More than compliance

For many of our students, engagement with school(s) has been spasmodic and often characterised by lack of success.

By knowing and listening to our students, we can better plan for their engagement in their education. We help students develop a positive mindset and provide them with multiple roads to success.

These "rocks" underpin our vision;

To provide a diverse and comprehensive range of opportunities to prepare young people for their future as successful learners, confident and creative individuals and active and informed citizens.



CULTURAL COMPETENCY

by Danuta – Deputy Principal

The Youth Education Centre staff across all 3 sites have met weekly during Term 1 for training sessions focused on Aboriginal Cultural Competency. Aboriginal Cultural Consultants from the Aboriginal Education Directorate have travelled from around the state to deliver the program. This has enabled staff to hear both individual stories from the presenters and regional stories from a wide range of Aboriginal groups. Sessions have been aligned with the Australian Curriculum and provided staff with practical and theoretical resources to deliver culturally informed programs and activities to students at the Youth Education Centre.

Staff feedback was extremely positive and comments included:

- *"Looking at the correct, or most appropriate language to use, has made me feel more confident in what I say in the classroom"*
- *"There's a lot more to culture than is obvious. Culture is both observable and non-observable"*
- *"I feel that I now know how to approach the topic of Aboriginal people's histories in a meaningful way that won't offend"*
- *"I liked the activity where you asked questions about our own individual culture – good to get to know colleagues better"*
- *"The resources are fantastic and they have given me ways to progress along the cultural competence continuum in my teaching"*





JONAL JOURNAL

Term 1

RESPECT RESPONSIBILITY SUCCESS

Jonal Library Revamp

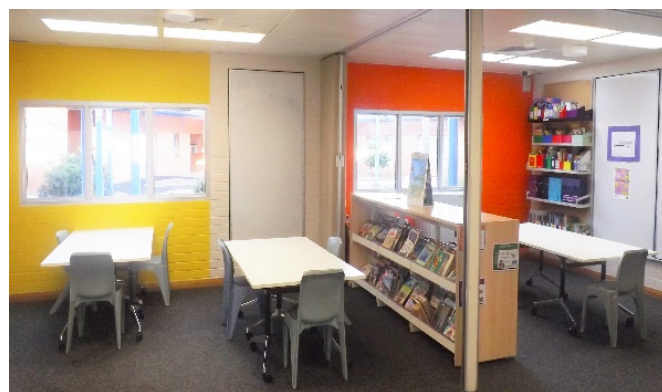
by Mark



During 2016 a joint consultation process occurred focussed on the use of the learning spaces at Jonal Drive. In Late in 2016 Danuta, Matthew, Hope and Geoff completed the refurbishment of the Library with a new zoned colour scheme and reworked furniture layout.



The vision was that we would move to an integrated environment in 2017 with boys and girls in the same space.



With our return in 2017, we have achieved that goal with Unit A and Unit B often within the Library space at the same times, albeit different lessons. Those of us teaching during these times have found it a much more stimulating environment with a bigger critical mass of students.

It is worth visiting on the days where we have up to 16 male and female students working in the Library spaces doing their Mathematics and English. The students barely notice that they are sharing the Library - as you would expect in a mainstream school.

Fast Track Literacy

by Lou

Term one has been busy with students working hard in the area of literacy. One of our goals at Jonal Drive was to encourage students to use academic language during lessons rather than social language. The reason for focusing on this area was to improve language structures which in turn improves reading and writing.

The team at Jonal Drive began lessons with oral language activities where students were encouraged to talk about a stimuli (a picture). It was great to see students driving the conversation, when they came up with ideas they were able to merge them which increased their vocabulary and language.

It has been great working with students during reading as they have been enthusiastic to read and have expressed that they want to improve. The focus during intervention has been on comprehension strategies



and how texts work. We incorporated Oral Language into intervention which has encouraged students to talk about texts using academic language. It is awesome to hear how students are beginning to discuss texts in sentences and using language which is topic specific!

Leveled texts have been a focus as it is proven through research that a child's reading will improve if they are

reading on their independent and instructional level rather than frustration level.

REMEMBER THIS:

'What I think I can say, What I say I can write and What I write I can read'.



QuickSmart has arrived at Jonal Drive!

by Hope

This term at Jonal Drive we have started to implement QuickSmart, which is a mathematics intervention program. Each student is assessed using OZCAAS software and then an individual program is set up at student's current numeracy level. Students will engage in 2-3 half hour lessons a week in which they focus on a

particular focus fact, for example $+/-7$ or $\times/\div 7$. The focus fact depends on individual student's current numeracy level and each section of the lesson focuses on this focus fact. Each lesson consists of 5 minutes reviewing focus facts, 5 minutes with flash cards, 5 minutes on speed sheets, 5 minutes on OZCAAS assessments, 5 minutes on individual worksheets and 5 minutes of games. QuickSmart intends to help children with automaticity by helping them learn new more sophisticated and efficient strategies and move away from slow and error prone strategies they currently use. So stay tuned for future updates on how our young people are progressing with their QuickSmart numeracy program.



Time Allocated	Activity
5 min	Focus Facts
5 min	Flash Cards
5 min	Speed Sheet
5 min	OZCAAS
5 min	Independent work
5 min	Games

HOME ECONOMICS WITH BRAD

Recipe for Success

This term the girls have been doing some long term, multi-element cooking. By doing the prep work on Wednesday and finishing off on Thursday the girls have been able to produce some fantastic food. With this in mind, we started the term with simple basic meals and then steadily introduced harder and more complex recipes.



Food for Thought

Dishes have included meals such as Lasagne made from scratch, decorated sponge cake and Pasta Carbonara with handmade Fettuccine and garlic bread.

STUDENT FEEDBACK

"This is better than Fasta Pasta"

*"The smells in the hallway at school have been
AWESOME!"*

Food REDI

by Janelle

This term the girls participated in the FoodREDI healthy eating program for 7 weeks. Here is a summary from one of the girls, it was enjoyed by all!

The FoodREDI program is about healthy eating, how to eat healthy, how to prepare food safely and portion control. My favourite recipe was chicken stir-fry because it was an easy, cheap, yummy meal and it was a fun recipe to make. I learnt about:

- Portion control
- Modifying recipes to make them cheaper
- Exercising for 30 minutes will keep you healthy
- We learnt about the food rainbow and what that would look like
- Food safety and hygiene when cooking

I really loved this program! Thank you.



SOSE – GEOGRAPHY & HISTORY

By Janelle

This term I have worked with both the girls and boys in SOSE, Geography and History.

We have created detailed maps of Australia, exploring landmarks, emblems and statistics. We have also worked on individual country posters, showcasing many different places around the world, we have all learnt a lot about different cultures, people and places! We explored the history of the Aboriginal, Torres Strait Islander and Australian flags – designing a more inclusive Australian flag for people living in Australia. The boys have also learnt about some of Australia's worst disasters and the impact they have on people, including the Newcastle Earthquake, Cyclone Tracy and the Westgate Bridge collapse.

West gate bridge disaster.

In 1970 a structural disaster happened.

In Newcastle. NSW 47 years ago 35 people were killed during this accident.

112 metres of the bridge collapsed because of faulty human design.

On the 15 of October 1970 west gate bridge collapsed.

A royal commission found that the collapse was caused by three main things.

1: the design of the bridge.

2: the construction techniques by the builders.

3: poor construction methods (due to pressure to work quickly' because the project was running behind schedule).

50 000 buildings damaged and 300 more later demolished.

It lasted just six seconds, but was so powerful that it measured 5.6 on the Richter scale.

Richter scale. A measuring machine that measures the force of earth quakes.



West Gate Bridge Collapse

The type of disaster was structural.

It happened on **15/10/1970** which was **47** years ago.

It happened in Victoria in Australia.

35 People died in this catastrophe. ☹

The damage to the bridge was **112 metres** that broke off.

The design of the bridge caused it.

On the **15/10/1970** civil engineers were trying to fix a buckle.

An explosion of gas broke a **112-metre-long** section of the bridge crashing into the **Yarra River**.

Rescue operations began immediately.

ED Harlissall had an amazing escape from death.

An eyewitness is someone whose evidence is of what he has seen.



HEALTH AND PHYSICAL EDUCATION

By Ben

Both the girls and boys have been busy in the gym this term. Students have settled in well to a new routine in the HPE program and are producing some excellent results. Students have tackled the skills of basketball, volleyball, AFL and badminton this term with great enthusiasm and energy. The boys' groups have taken to badminton like Lin Dan (Google 'World's Best Badminton Player')! Tactically the boys can now set up rallies and move their opponent around the court before going for the win with a smash!

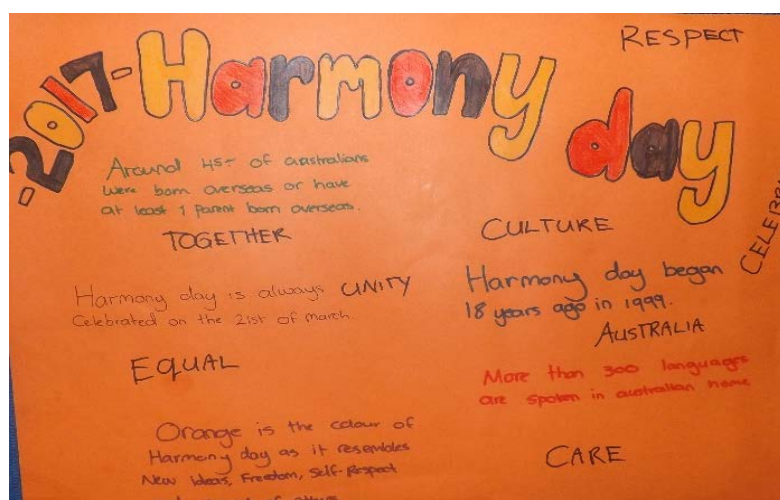


The girls have excelled in AFL, emulating Crows' stars Erin Phillips and Chelsea Randall. Their hand passing skills are fantastic, and they have just about mastered the game of 'Fumbles'! It's been a great term in the gym – I can't wait for the fun to begin in Term 2!

English with Janelle



In English all students have focused on reading skills, participating in weekly shared reading activities this term. They have also written some persuasive writing pieces and given some poetry a go! Students have been practicing giving summaries, naming text features, and have explored nouns, verbs and adjectives. We have also looked at some important dates such as Harmony Day. I have enjoyed seeing the students explore their writing skills this term, and giving things a go that they haven't tried before with great results! The students should be proud of their achievements this term.



I am

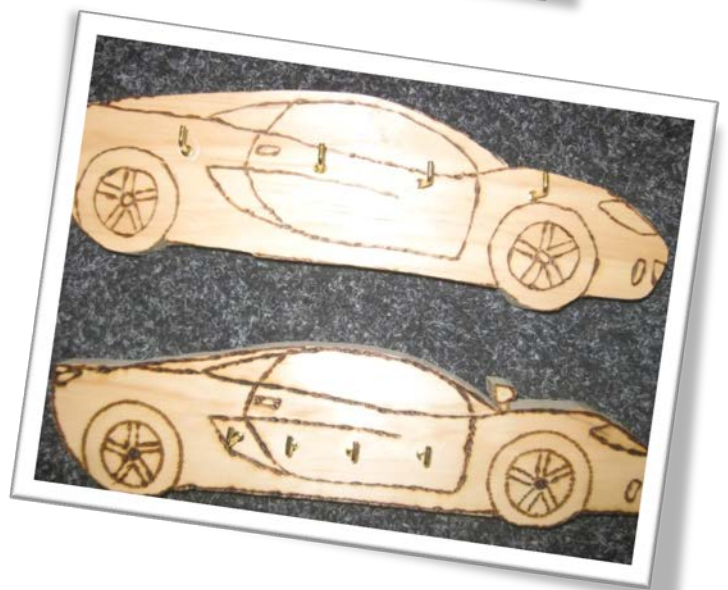
I am confident and caring
 I wonder why people are racist
 I hear racist remarks everyday
 I see racist people everyday
 I want racism to stop
 I am confident and caring
 I pretend it doesn't matter
 I feel it prevents people from doing what they want to do
 I touch the arm of the victims of racism
 I worry about people that have been victims of racism
 I cry for all people hurt by racism
 I am confident and caring
 I understand how people feel about racism
 I say no to racial remarks
 I dream that all cultures were treated the same
 I try to explain to people that racism is not right
 I hope one day all cultures are treated the same
 I am confident and caring

I am

I am confident and caring.
 I wonder why people hunt animals for clothing, jewellery and medicine.
 I hear baby animals cry for their parents.
 I see people walking around in animal clothing and wonder why.
 I am confident and caring.
 I pretend all Africa animals don't get hurt.
 I feel upset when animals are being killed for clothes.
 I worry that animals in Africa might die.
 I cry for all the animals dying for clothing.
 I understand that this needs to stop.
 I say this should stop.
 I dream that all animals won't be scared.
 I try to imagine happy animals.
 I hope things will change.
 I am confident and caring.

IN THE PANEL WORKSHOP WITH WENDY

The following are some projects completed at Panel this term. We have been making keyrings, key holders, sliding lid boxes, sets of shelves, clocks, wooden spoons stick insect cage and game boards for the Unit A. We have had a lot of fun learning new skills and working safely in the woodwork room. Thanks to all the students for their efforts and staff who have assisted.



Jonal Stick Insects

by Wendy and the Jonal Team

This term the Unit B boys have been involved in making a cage for the stick insect cage. Last year, the students named the male and female insects Frederick and Layla. Staff found they had doubled in size over the holidays and I was asked if we could make a bigger cage for them to go on display in the library at Jonal. After an initial drawing was made the plan was discussed with the students and then we set out to make the basic frame using lap joints. The boys spent time measuring and drilling on the base. The front door was routed out to make a rebate and clear plastic was inset. Finally, the wire was cut to size and attached with the staple gun. The boys learnt skills that they could transfer to other projects and worked as a group.



Welcome to your new home Frederick and Layla.

FACT:

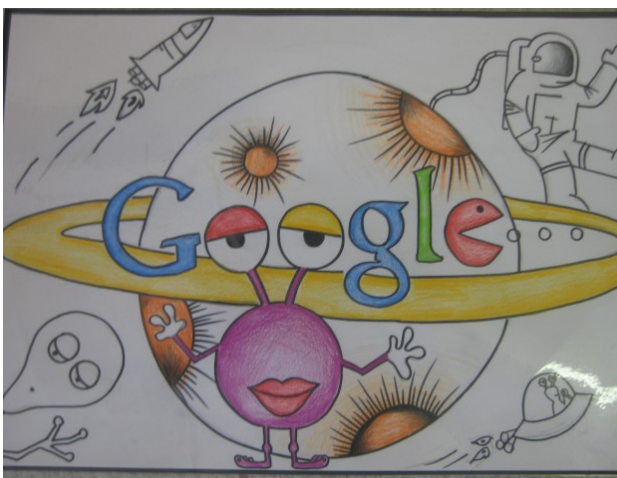
STICK INSECTS CAN PLAY DEAD.

When all else fails, play dead, right? A threatened stick insect will abruptly drop from wherever it's perched, fall to the ground, and stay very still. This behavior, called thanatosis, can successfully discourage predators. A bird or mouse may be unable to find the immobile insect on the ground, or prefer living prey and move on.



ART

With Jo





GOLDSBOROUGH GAZETTE

Term 1

RESPECT
RESPONSIBILITY
SUCCESS

Term 1 at Goldsborough Road

by Kristian

What a busy start to 2017 at the Goldsborough Road Campus! The addition of new teaching staff has brought with it a level of excitement and engagement for the students within the classrooms and workshops. This term has seen students have access to a more diverse curriculum that included a 'Transition to Work' pathway, an introduction to starting up a campus 'Radio' station, challenging unit based 'Care Group and Home Group' activities, and the re-opening of the Woodwork workshop and Sewing room. Other extra-curricula activities have included a 'Road Awareness Program' facilitated by the SA Metropolitan Fire Service, a V8 supercar racing team facilitating discussion on how to make 'courageous' choices, a motivational media presentation aimed at challenging and inspiring our students to reach their full potential, and a big focus on celebrating National Youth Week. There are more exciting things planned during term 2 and we look forward to continuing on with the educational successes with our students during next term.



HORTiCULTURE

Students have been out in the yard working hard on keeping the grounds clean and tidy, planning and cultivating a new themed garden and maintaining the established Hort Garden.

With Richard

Students are able to complete these tasks and learn new skills that contribute to modules that can earn them a Certificate I in Horticulture.



ART with Claire

In General Art this term, students have explored aspects of basic colour theory covering achromatic and monochromatic colour schemes, primary, secondary and tertiary colours, complementary and warm and cool colours. Experimentation with a range of media, including: collage, graphite, ink, acrylic and watercolour paint, has occurred during colour theory tasks, which have also incorporated composition, focal point, contrast, value, and repetition. Towards the end of the term, students have begun the creation of a multi-layered, mixed media self-portrait applying concepts covered throughout the term. Students have particularly enjoyed the stenciling process involved to create their self-portraits.

Examples of student work include –

Achromatic colour: construction of collaged urban landscapes, focusing on composition and focal point. Achromatic colour: graphite drawings illustrating the rendering of form using a variety of tonal value. Monochromatic colour: mixing a range of monochromatic variations of a single hue by creating tints and shades and applying to an image.

Warm/cool colours: Creating designs incorporating repetition to illustrate pattern.

Mixed media self-portrait project (detail)





Physical Education has hit the ground running this term! This newly designed program allows students to explore a range of sports including Volleyball, Futsal, Badminton, AFL and Water Polo. The Ronaldos, Messis and Ibrahimoviés have flaunted their skills in Futsal, while the Betts, Goodes and Dangerfields stretched their legs out on the oval for footy. The inclusion of Health and Fitness has been a great success, with students demonstrating their endurance, speed and strength in testing components. I have been extremely impressed with the ability of the students and look forward to all that term 2 has to offer.

NAME	Beep Test	Vertical Leap	Agility Test	Stork Stand	Sit ups (30 Secs)	Push ups (30 secs)	Flexed Arm Hang	Chin Ups	Low Row @ 10kg	Chest Press @ 10kg	Lat Pull Down	Leg Press
1	6.6	50cm	17.5	2.12	21	-	.20	15	30	47	-	34
2	8.1	52cm	17.1	.07	5	11	.25	10	25	30	-	10
3	5.4	-	-	-	-	-	-	-	-	-	-	-
4	8.11	51cm	-	1.14	23	31	-	-	-	-	-	-
5	5.4	38cm	17.7	-	13	23	-	-	15	-	-	-
6	4.3	54cm	17.2	-	17	30	37 sec	-	15	20	-	-
7	7.1	44cm	17.8	-	-	-	-	-	15	-	-	-
8	4.4	42cm	18.0	-	10	28	-	-	-	-	-	-
9	-	32cm	-	.30	-	-	-	-	20	-	-	30
10	6.10	52cm	17.8	.35	19	33	-	-	10	-	-	-
11	6.5	31cm	-	-	-	-	-	-	-	-	-	-
12	3.5	43cm	19.3	1.05	23	25	-	10	13@13	60@5	-	30@5
13	8.3	35cm	22.0	4.21	19	18	.20	4	15@7	10@7	-	70@5
14	9.9	41cm	17.7	.07	20	15	.23	3	10@7	20	-	15

English with Jayden

In English this term the students have undertaken a biography task where they have chosen one of four famous boxers throughout history. After watching documentaries on each boxer, the students took notes on various aspects of their chosen boxer's career (Personal information, important events, personal accomplishments, quotes, etc). The students are in the process of completing their initial notes and are currently developing their hand written drafts. This task allows them to expand on their existing written and computer literacy skills while investigating a topic of interest.

Biography- Task Sheet

Your task is to write a biography on a famous boxer that we have studied in class.

You must include the essential elements of a biography in the correct order which include the following:

Name, D.O.B, Occupation, Place of Birth, Family, Rise to Fame, Career Time-Line, Interesting Facts

Steps	Tick	Biography Examples	Biography Planner Resources
1.) Learn about the different boxers and choose 1 to write your biography on.			
2.) Read over several different biographies/information of that boxer and highlight information that you want to use.			
3.) Complete the Biography Planner and other relevant worksheets			
4.) Write out your biography on paper.			
5.) Teacher to check draft. Once completed, type up on laptop and submit.			

Checklist- Essential Elements

Tick	Items
	Name
	D.O.B
	Occupation
	Place of Birth
	Family
	Rise to Fame
	Career Time-Line
	Interesting Facts

ITEMS REQUIRED TO COMPLETE TASK

Paper and Pen-Draft Copy

Microsoft Word- Good Copy

BIOGRAPHY WORKSHEET Name: _____

Why is this person important?
because he was the heavyweight champ of the world

What were his/her accomplishments?
- he had a 2nd
- won the championship for Cus D'Amato
- 26 out of 28 first year fights
- KO speaks in 97 seconds - top 1

Birth Information
When: 25 June 1940
Where: Brooklyn, New York
Mom: Sarah Ruth Tyson
Dad: Sunny Richman
Siblings: Rocky, Denise

Name of Person: Mike Tyson

Quote: Everyone has a plan till they get punched in the mouth

Important event #1: he was in a youth jail and he went to meet custom master

Important event #2: he became the champion and won many fights

Personal Information/Facts
1. heavyweight champion
2. grew up in Brooklyn, NY
3. lost his eye at a youth cage
4. got drunk for rape

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Certificate II – Kitchen Operations

by Leslie

This term in the VET Kitchen Ops group we have been working simultaneously on several units of the Certificate II. In particular, we have completed the practical components for

- Produce Appetisers and Salads
- Prepare Simple Dishes
- Produce Vegetable, Fruit, Egg and Farinaceous Dishes

We spent 2 weeks planning, preparing and presenting a morning tea for the centre during Youth Week in association with the Programs Team as a step towards the unit

- Use Cookery Skills Effectively

Overall, students have developed a lot of essential skills and knowledge for working in the Hospitality Industry. They have been professional in their attitude and teamwork, learned the value of food hygiene and many new cooking

techniques, as well as how much time is spent cleaning! However, the most popular draw card has to be the espresso machine and the power of hot chocolate. I am very proud of the commitment and achievements of the kitchen crew - I hope they find their newfound skills useful in years to come.



SOSE

with Jayden

In SOSE one of the main topics we have covered this term has been the rights of workers, with specific focus on Nike

Sweatshops. The students have watched a documentary where Jim Keady, an anti-sweatshop activist, took on the global branding giant in a bid to increase democracy in Indonesia, where Nike produced majority of its product. After the documentary, the students were provided with time to reflect on the impact a sweatshop can have, not only on people, but an environment and country.



As a class we have further investigated the various Nike factories around the world that still operate today. The boys have researched the exact types of product made, ratio of male, female and migrant employees, average age of employee, etc. From this information the boys have been able to research various organisations, such as Oxfam, which is taking part in maintaining a change and rights for everyday citizens working for Nike, by introducing the Freedom of Association Protocol in Indonesia. This protocol has allowed the boys to build an understanding of what rights every human should have in a workplace environment, regardless of their job and place in society

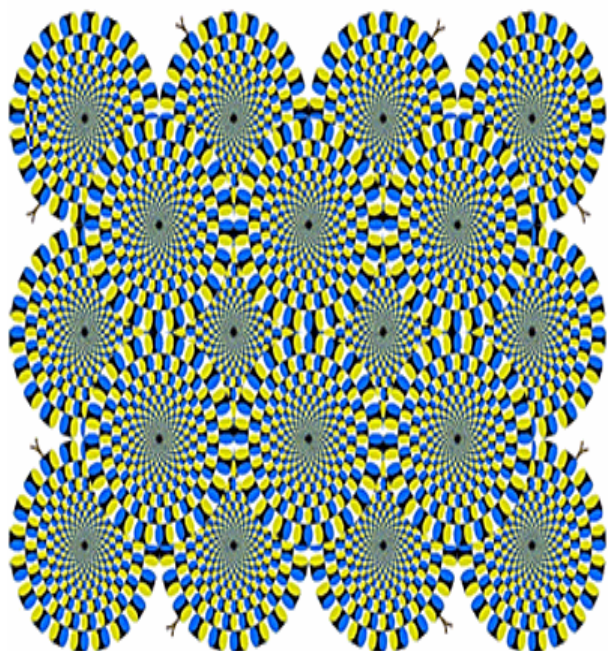
DESIGN

with Kirsty

In Design this term, students have completed an eight-week unit on Isometric Drawing and Vector Art. They began by learning how to represent simple shapes in 3D on paper, in isometric. This work was transposed to the computer and recreated using Adobe Illustrator. Students looked at the qualities of vector landscapes before designing and drawing their own. Depicting a landscape or map with basic shapes and flat colours required the students to think about how they could represent different elements such as trees, roads, rivers and mountains. The addition of isometric houses and characters completed the task. The finished artworks are a testament to the student's persistence during class and recall of their prior learning.



Are the circles moving in the following image?



SCIENCE with Graham

This term in Science we have been learning about a variety of topics chosen from physical, chemical, biological and Earth and space sciences. Among the topics studied this term were: the different states of matter explained by a particle model; the common characteristics of all living things; the measuring and explaining of reaction times; the effects and explanations of common types of optical illusions and the interactions of the Earth, sun and moon.

During the topic of optical illusions, students were particularly intrigued by how our perception can give us the impression that things may seem not quite as they really are. In particular, illusions of motion, after images and motion after effect (the distortion of vision that occurs after looking at spinning spirals) caused quite a stir.

TRANSITION 2 WORK PROGRAM

This term the Youth Education Centre has partnered with Workskil to introduce a national pilot program focused on providing improved transition services to students exiting the centre into a vocational pathways. Students identified as eligible for this program have been timetabled for a weekly sessions. This work directed group, co-facilitated by Workskil, has guided students through a series of activities designed to identify individual work goals and potential barriers, essential pre-employment skills and resume writing. Students have responded enthusiastically to this program and are gaining confidence through their participation in discussions, sharing their thoughts and concerns and being able to have direct access to the job provider. On their exit, students continue this program through Workskil whilst based in the community as they work to achieve active employment.

Rae, Matthew & Mellissa





FLEXICENTRE FORUM

Term 1

RESPECT

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SUCCESS

Term 1 at the Flexicentre

by Cherie – Site Leader

With the addition of 5 new students, Term 1 saw students attending their first excursion of the year and successful completion of several SACE Stage 1 subjects.

We also welcomed chickens into Rocky the Rooster's little house along with three more lady friends and six adorable little babies. Students have benefited from seeing real-life, engaging activities incorporated into the daily curriculum and are looking forward to the imminent arrival of more new arrivals of the feathered variety!

YEC encourages everyone to make education a priority. If your child is absent we ask parents and caregivers to contact the school before 10:00am. If a student needs to leave early we ask that a diary note or phone call be made. If there are any other issues that arise that you would like to discuss in regards to your child's education. Please feel free to contact the case managers or the site leader.

We hope the student report sent to parents and care givers provided opportunity to reflect with your child

on their learning. If you would like to meet with any of the staff, please contact the front office on 82603701 to make an appointment. myself at any time.

Students driving vehicles to school must provide their car details to the front office. Students must park in the designated areas and under no circumstances are student drivers to transport other students in their vehicles.

We have introduced a morning care group session to promote positive relationships within learning groups. This session begins at 9:00am each school day.



WHAT IS FLO AT THE FLEXICENTRE

As a FLO provider, Flexicentre delivers educational and vocational programs designed to re-engage young people 15-17 years of age. Programs include Years 9-10 general education, SACE Stage 1 and 2 compulsories/electives and accredited short course programs. Students are encouraged to work within a 'VET in SACE' model which provides vocational skills while completing SACE.

Flexicentre also offers students the option to work with a number of agencies and support services either by referral or our outreach services. Students work with Case Managers to reduce barriers to learning/success and are supported with accommodation, income, mental health and counselling.

Some of our support partners include:

Department of Communities and Social Inclusion, Centrelink, HYPA, Metropolitan Youth Health Services, Headspace.

FLEXI CASE MANAGERS



Shaun

I am one of the two Case Managers based at the Flexicentre. I have been a Youth Worker for the past 7 years and prior to starting at the Flexicentre I was a Case Manager for a non-profit organisation working with disadvantaged youth. I am passionate about youth voice and ensuring that all young people have the right to flourish with their education and personal development. I take pride in making young people feel safe, supported and heard so that they can access support or intervention to assist them on their life journey.

Tricia

Along with Shaun I provide support to our students and families. I have worked in education for just over 15 years in student curriculum support, youth work and youth justice. My goal is to guide and help our young people believe that they can make a difference in their future choices and pathways through supporting their engagement in education, life skills and wellbeing.

ROCKY

THE ROOSTER

Steve is our Aboriginal Community Education Officer (ACEO). He has been working with the Youth Education Centre for six years supporting students with their learning. Over the years Steve has been involved with both woodwork and metalwork lessons at school and for the last three years has been supporting students through Certificate 1 Automotive and bike studies at the Flexicentre.

Steve has had a passion for scrap metal art for the past 20 years. He has made sculptures of motorbikes, animals and garden benches. As the garden at the Flexicentre was undergoing a transformation, he decided to enhance the area with a sculpture. His inspiration came from Rocky our Rooster! After research and drawings, it took only two weekends of work to create the amazing 'ROCKY 2'!



SISTER BERNADETTE



After retiring as a high school principal, Sister Bernadette began volunteering at the Youth Education Centre 20 years ago, working with disadvantaged youth in the Adelaide Youth Training Centre. Sister B has recently decided to continue her work outside the training centre and is at the Flexicentre on Mondays and Thursdays to support students with their work as well as being a stand-in 'grandmother' to us all. She is amazing!

MEET YOUR TEACHERS...



Mark

Mark has been teaching at Flexicentre for four years. He teaches Year 12 Research Project and Certificate 1 in Automotive.

Richard

Richard has been at Flexicentre for the last few years. He teaches Certificate 1 in Horticulture.

Sally

Sally has been at Flexicentre for two years. She teaches PE, English & SOSE.

Cherie

Cherie has been at Flexicentre for the last few years. She teaches English, Community Studies and Independent Study.

Anton

Anton has been at Flexicentre for many years. He teaches Art and PLP.

Nicole

Nicole has been at Flexicentre for the last few years. She teaches Maths. HPE.

Success Spotlight

CASSIDY

Cassidy was one of the six students who graduated from Flexi last year, having completed Stage 2 SACE. She is currently studying the Certificate IV in Youth Work, hoping to be able to use her life experiences to help other young people. Cassidy often pops into Flexi on a Wednesday, for help completing her TAFE assignments, and we love seeing her back!

Cassidy completed Stage 2 by using both VET and Community Studies, two options we encourage students to use to complete their SACE. This has enabled Cassidy to gain a Certificate II in Community Services and Certificate III in Active Volunteering.

We are extremely proud of Cassidy and wish her all the best.



National NO BULLYING Day

At the Flexicentre we have a strong no bullying policy. On Friday March 17th it was National No Bullying Day and the Flexicentre was lucky enough to secure a grant to put towards activities and programs for the day.

We had two main sessions. The first was Street Smart Self-defence presented by Peter Keogst from the Academy of Self-defence and Martial Arts. He spoke about the importance of appropriate body language, defusing anger and making smart and safe decisions to avoid conflict and violence. He then engaged the students in a self-defence session where they learnt techniques to build their confidence as well as options to use to defend themselves if needed.

The second session was Brett and Andrew from SAPOL. They discussed cyber safety, in particular around phones and social media and the penalties for bullying behaviour and incorrect use of social media. They also spoke about the possible and shocking consequences to victims of bullying.



STAGE 2 CAR RESTORATION

with Mark

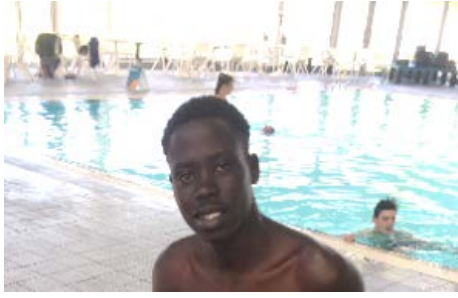


The year 12 class at Flexi have embarked on an exciting car restoration project for 2017. Their teachers, Cherie and Mark, have designed a course within SACE Stage 2 Community Studies which will help students to complete SACE. The restoration project is centred on the burnt out remains of a Series 2a Land Rover. The short wheel base four-wheel drive was a restoration project for the previous owner, which was unfortunately burnt out in the Pinery fire in 2015.

The school was able to purchase the chassis, dashboard, gearbox, suspension and two surviving wheels for a very modest sum. The five boys working on the project have already stripped the chassis and the dashboard in preparation for grit blasting over the holidays. Most of their work has involved undoing all the rusty nuts, bolts and screws, removing the parts and labelling where they all go.

We have also purchased a similar Land Rover from the same era, also for a modest amount. This has a rusted out chassis and dashboard but fortunately has good bodywork, mechanicals, electrical components and even seats for our car that has been named "Dotti". The students have been successful in starting up the engine and getting some of the electrical parts working. The students are enthusiastic about the project and are well into writing up their learning contracts and documenting their journals.





SWIMMING EXCURSION

A highlight of Term 1 was the excursion to the South Australian Aquatic Centre. Making the most of the hot weather and high temperatures in the first few weeks of the term, students boarded the Flexicentre school bus and were transported to Marion for a day of aquatic activities.

"The excursion to the aquatic centre was great. I enjoyed being able to go for a swim on a hot day. It was a good change from being in the classroom". Connor



AUTOMOTIVE & HORTICULTURE PRESENTATION NIGHTS

Garden Links & Auto Links

The Youth Education Centre Flexicentre conducts Pre-Vocational courses in Building and Construction, Horticulture, Automotive and Tyre Fitting. On Tuesday 6th December we held our annual presentation and awards night for both Horticulture and Automotive trainees.

Seven trainees received their Certificate II in Horticulture delivered by Richard Mills through a VISA agreement with TAFE. The trainees came from a range of schools and FLO programs to complete an intensive, hands-on course at Flexi horticultural facility at Kilburn.

The course runs for 2 days a week over the year and gives trainees the skills and knowledge to seek apprenticeships and employment in a range of horticultural businesses. Thomas from Golden Grove High School, received the Best All-Round Trainee Award and Mad from Adelaide High School received the Encouragement Award.

Six trainees received certificates to mark the completion of the Certificate I in Automotive Vocational Preparation. Two of them were students in the Flexi general program, with the other trainees coming from secondary schools and FLO programs. The course is delivered by Mark O'Brien and Steve Simpson through a VISA agreement with TAFESA. Trainees studied eight Cert 1 and Cert II units to give them the basic mechanical skills and knowledge to prepare them for a pathway in automotive trades. The Flexi automotive facility at Kilburn provides trainees with the tools and equipment to learn the practical skills to work on engines, cars and motorbikes. Thomas from Golden Grove High School received the award for Best All-Round Trainee and Luke from Seaton High School received the Encouragement Award.

The event was attended by the Principal, Greg Wirth and Deputy Principal Danuta Earle, representatives from schools as well as a large group of parents, family, friends and carers who celebrated the success of all the young men who completed the course.

Building Links

Certificate I & II in Construction is designed for students with an interest in the building and construction industry. This program works with Training Prospects in conjunction with Housing SA in renovating and remodelling existing Housing SA properties and will provide pathways to vocations within the building and construction industry such as carpentry, concreting, tiling, painting and decorating, joinery, plastering, bricklaying, landscaping and demolition. This course combines structured workplace training, practical work sessions and theory. Building Links is on Tuesdays, Wednesdays, Thursdays & Fridays (4 groups, 1 day each).



SHORT COURSES

LEARNERS PERMIT Week 4 & 7

The Flexicentre Motor Vehicle Learners Permit course provides students with 3 days of driver and vehicle awareness training that includes road rules and regulations, understanding traffic patterns and weather and situational awareness in a range of settings. Eligible students will complete all required testing in line with Service SA standards, and can obtain their South Australian Learners Permit from Service SA upon successful completion of the program.

Students who successfully complete this course can request a Community Learning Package, to take back to their home school, whereby they have an interview with a teacher and can be eligible for 10 credits towards their SACE through the Community Learning subject.

TYRE FITTING Week 6 & 8

Flexicentre Tyre Fitting training provides students with 3 days of practical hands on experience with a range of tyres, rims and other equipment. Students focus on tyre types, balancing and alignment, appropriate repair and maintenance techniques, and develop an understanding of driving and vehicle compliance requirements. Students receive 3 modules from the current Certificate II Automotive package and are recognised as fully qualified Tyre Fitting specialists through Bridgestone Australia on completion, with successful students eligible to apply for paid employment through any tyre reseller across Australia.

Students who successfully complete this course are eligible for 10 SACE credits from their home school through Stage 1 Community Learning, where applicable.

Please call Leone on 82603701
for further
details and to book in



INTRODUCTION TO SACE

SACE stands for South Australian Certificate of Education. It is a qualification for preparation for further learning, work, and life which is recognised nationally and internationally. By completing the SACE, students prepare for further learning, work, and life, by:

Building essential skills and knowledge

Making informed choices about future study and work, based on their strengths and interests

Gaining a certificate that gives them a head-start on their pathway beyond school.

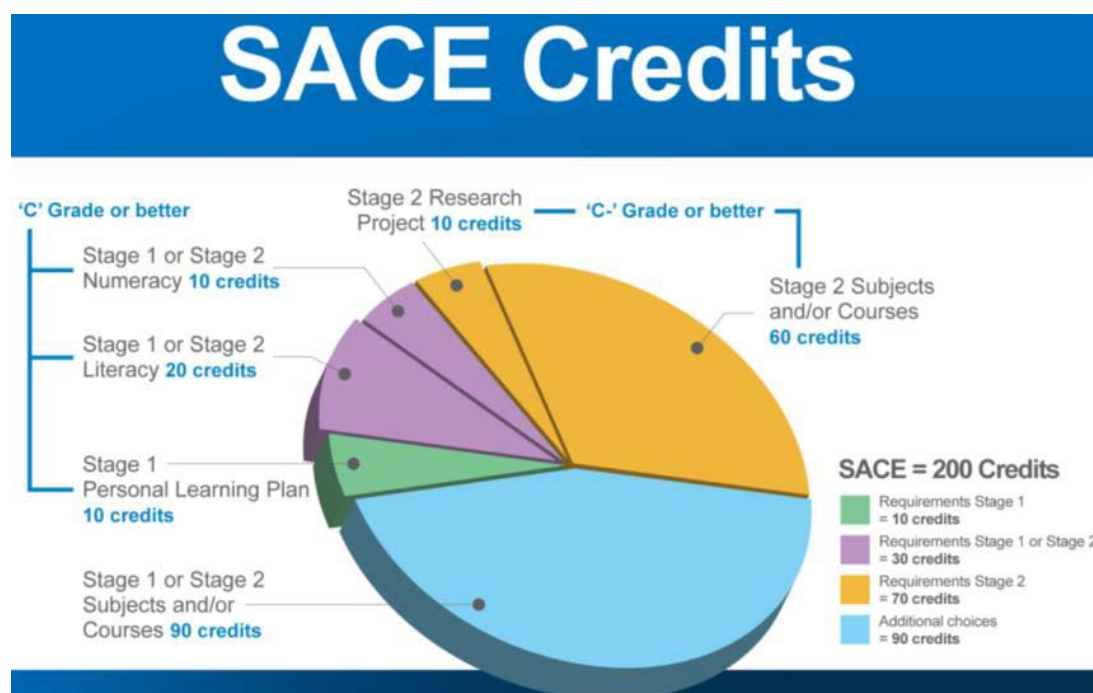
There are two 'stages' of the SACE:

Stage 1 is generally completed in Year 11

Stage 2 is generally completed in Year 12

The SACE is flexible, and caters for learning both in and outside school. Students can combine study and part-time work, a traineeship or school-based apprenticeship. Students can receive credit for SACE subjects, vocational education and training, community learning, and university studies.

Students need 200 credits to achieve the SACE. Most 10-credit subjects are studied over one semester and most 20-credit subjects are studied over two semesters. Students need to achieve a C grade or higher for Stage 1 requirements and a C- grade or higher for Stage 2 requirements



Flexicentre Year 12 Formal

The inaugural Flexicentre Year 12 Formal occurred at the end of 2016.

The 6 Flexicentre students who completed Year 12 were justifiably proud of their success and wanted to celebrate like their mainstream counterparts by having a Year 12 Formal. In recognition of their hard work Youth Education Centre staff and Governing Council coordinated fundraising events to contribute towards the costs of providing this evening for them.

A three course dinner for over 70 people was attended by the students and their families, YEC Principal Greg Wirth and Leadership team, as well as Flexicentre staff. Special guests Governing Council Chairperson Rob Bryson, Education Director Gerri Walker and Sister Bernadette also attended.

Our students looked fabulous in their graduation finery as they walked down the red carpet which was lined either side by applauding staff and guests. During the official part of the evening a staff member spoke about each student and their Flexicentre journey and the students responded with uplifting speeches of their own. It was very emotional for both staff and students.

The night finished with music and dancing and everyone agreed that it had been a wonderful experience.




FROM THE PROGRAMS TEAM - MUHADASI, KATHY & RYAN

Mental Health First Aid for young people

Units at Goldsbrough and Jonal Campuses at the Adelaide Youth Training Centre (AYTC) participated in hour long workshops related to providing Mental Health First Aid to a friend. Young people most often seek support and disclose information regarding their mental health to their peers, which often means our young people, often they are the support networks for friends and peers around them. These workshops explored what mental health, and being mentally unwell looks like, and as a group, we discussed some of the common mental health problems (anxiety/depression) to help understand some of the symptoms and warning signs. Each group brainstormed how they could help a friend in the centre and in the community with a focus on keeping each other safe. Residents displayed great knowledge of supports both inside AYTC and in the Community and showed maturity and care towards helping a friend.

How we can help in a friend who is mentally unwell in the centre
(Ideas from residents in AYTC from mental health workshops)

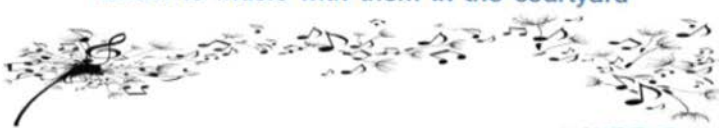
 **TALK TO THEM**

Distract them

Be supportive

Look out for their safety


Listen to music with them in the courtyard

 **MAKE THEM LAUGH**

Remove anything they might use that is dangerous


Keep them company - don't leave them alone

Make them feel good about themselves



Stick up for them- tell others to back off

Give them advice, if you have any



ASK FOR HELP FROM:

- ▶ A MENTAL HEALTH WORKER (LIKE CAMHS)
 - ▶ STAFF IN UNIT
- ▶ BSOS
- ▶ SUPERVISORS
- ▶ CASE MANAGER
- ▶ CASE COORDINATOR
- ▶ PSYCHOLOGIST



AYTC Program Team had hosted two Road Awareness Program (RAP) presentations at both Goldsbrough Road and Jonal Drive.

At both campuses, the young people were very respectful and interactive during the presentation. A lot of young people approached the facilitators Rod and Eli at the end of the presentation. They shook hands with them even hugged them to show their appreciation. We would like to say thanks for all the support from the youth workers, behaviour support officers, duty supervisors, YEC teachers and management team.

The RAP evaluation forms have been developed to help identify changes in attitude that can lead to changes in behaviours in students as road users. Participants nominate on the evaluation form what type of driver/road user they were prior to the RAP presentation then indicate the type of driver/road user they intend to be moving forward after the presentation. This is both a measure of the impact of the program and a commitment from each participant to make a more conscious decision to use the roads responsibly.

Goldsbrough Rd Campus

From the **21** feedback forms received back from this group, **6 participants** nominated as **RESPONSIBLE** road users prior to seeing RAP, **12 participants** nominated that they were **RISK TAKERS** as road users prior to seeing RAP and **2 participants** nominated that they were **TOTALLY IRRESPONSIBLE** prior to seeing RAP.

All 21 participants checked the box indicating they choose to be a **RESPONSIBLE** road user after participating in the RAP presentation.

In response to the question, "Following the program will you adopt safer road behaviours?" **21** out of **21 participants** said "yes".

Jonal Drive Campus

From the **19** feedback forms received back from this group, **2 participants** nominated as **RESPONSIBLE** road users prior to seeing RAP, **15 participants** nominated that they were **RISK TAKERS** as road users prior to seeing RAP and **2 participants** nominated that they were **TOTALLY IRRESPONSIBLE** prior to seeing RAP.

All 19 participants checked the box indicating they choose to be a **RESPONSIBLE** road user after participating in the RAP presentation.

In response to the question, "Following the program will you adopt safer road behaviours?" **19** out of **19 participants** said "yes".

This is an excellent result and the written comments were fantastic and reading the feedback highlights our young people's clear understanding of the content presented. This makes it hugely rewarding for the presenters, who can see the difference that these young people are capable of leading in the road safety space.



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