



# Annual Board Report

## 2012



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# Introduction

**Edmund Rice Community & Refugee Services (ERCRS)**, formally Edmund Rice Refugee Services (ERRS), was established in 2002 and operates in St. Albans in the western suburbs of Melbourne. Its mission is to provide free learning support, and opportunities for social and recreational participation to students from refugee or disadvantaged background. Many of the students from these backgrounds require extra tutoring and study support to enable them to remain engaged in school, and have access to further education and employment opportunities.

**ERCRS** empowers volunteers from the community, and from various secondary schools to become committed tutors, who are able to provide critical one-on-one learning support. ERCRS provides recreational excursions and events that allow the students to experience a variety of learning environments. There is also a girls' mentoring program that encourages teenage girls from a refugee background to develop positive peer networks.



# Values Statement

The following values are touchstones for Edmund Rice Ministries, such as ERCRS, and are a contemporary expression of Edmund's charism.

**Presence:** "Alive to the wonder of all creation opening us to intimacy with the Mystery of God." We seek to build relationships that are based on mutual respect, trust and accountability. As members of an Edmund Rice Ministry, we are formed and grow by becoming engaged in the lives, hopes, joys, fears and aspirations of the communities among whom we serve.

**Compassion:** "Opening our hearts to and standing in solidarity with the suffering world." This value challenges us to become involved. It is a compassion that goes beyond 'handouts' or 'living a healthy ecological lifestyle', and in so doing, it calls us to advocacy so that every person, and our earth, may be treated with justice, equity and respect.

**Liberation:** "Freeing and enlivening a world groaning under the weight of injustice." Significant progress and lasting change that benefits the disadvantaged can only truly come about by the effective empowerment of people, and not simply by systems that are dependent on a small group. Supporting education and continuing engagement with education is one major way of empowering people.

## ERCRS Board

The Board Members in 2012 were:

Dr Denise Goodwin (Chair)

Br Frank Perkins (Director)

Dr Therese Power RSM (Secretary)

Mr John McKenna

Br Laurie Collins

Mr Moses Lado

Ms Liz Kofoed

Br Terry Giles

Mrs Mary Anne Collins

Mr Dane Stammers (Programme Coordinator; non-voting member)

Dr Denise Goodwin took over as Board Chair at the end of 2011, after successfully completing her research studies and achieving a Doctor of Philosophy at Australian Catholic University. Ms Kate Garrone resigned from the Board at the February meeting of 2012. This left only six voting Board Members in February, and several vacancies to fill. Therese Power (who had been acting as a non-voting secretary) became available to be a voting member and was appointed to the Board. It was of great benefit to the Board to have her experience and skills made available to ERCRS. Moses Lado and Mary Anne Collins were two new Board Members who were appointed in March of 2012. Terry Giles resigned as a Board Member at the final board meeting of 2012.

Board continued its usual pattern of meeting eight times during the year.

## Staffing at ERCRS

The following were members of the staff of ERCRS during 2012: -

- Br Frank Perkins - Director
- Mr Dane Stammers - Program Coordinator
- Ms Afaf Mohammed as appointed to the position of Community Support Worker at the beginning of 2012, but ceased this role due to ill health, and in July Ms Asunta Deng took over the position on a part-time basis.
- Ms Jenny McBride continued her volunteer role in office administration and student registration.
- Br Terry Giles - manager of literacy and numeracy resources
- Br Richard Walsh - Information Technology Coordinator and manager of learning programs

# Board Chairperson's Report

The last year has seen numerous changes at Edmund Rice Community and Refugee Services (ERCRS), and in this my first Board Chair report I hope to be able to give you a brief account of these changes. ERCRS has entered into a new phase in its organization. There are three main areas that herald this new direction and they are the change of our ministry's name, our new logo and the planning for the Standards for Child Care, Safety and Protection Reporting within all Edmund Rice ministries, Australia. Within the vision and planning of these areas the opportunity to welcome the uncertainty of change offers the hope of new possibilities.

Edmund Rice Refugee Services (ERRS) has changed its name slightly to Edmund Rice Community and Refugee Services (ERCRS). Our new title now incorporates the wider community in our ministry and is inclusive of past and current new arrivals to Australia, as well as other disadvantaged young people from within the local community. Many of our young learners, who were refugees, have taken their place as members of Australian society. The inclusion of the word community in ERCRS's title acknowledges this understanding and in affect is growing in response to this change. This ministry is reaching out into the community and is inclusive of the young people, refugee and, or otherwise disadvantaged, who seek learning support, and participation in social and recreational activities.

The new logo which is displayed on the top left corner of the front cover of this annual report depicts a dove in flight encircled within a swirl of green and a swirl of blue. In the logo the dove represents peace, in flight it indicates direction and purpose, with the green representing the land, and the blue representing the sky. These motifs are given to focus the hope and freedom our ministry seeks to bring to its members. In the spirit of our presence in community, and solidarity with its people, our engagement aims to be the spark that can empower individuals to exceed their expectations in life.

Finally, planning commenced for the alignment of the Standards for Child Care, Safety and Protection Reporting within Australian Edmund Rice ministries late in 2012. My participation in its various committees and feedback groups, involving other Edmund



Rice (ER) ministries around Australia has made me mindful of something very important. It is that this initiative sets a precedent for all ER ministries to be of one mind and act accordingly where the care and safety of children are concerned. This brings into clear view to others that ER ministries exist as a network, a large group of like-minded people. By collaborating with other ministries in this way, the valuable resource that all ministries can be for one another is recognised, and here I see strength and a new direction for ERCRS.

When I started with ERRS eleven years ago, we were a small group of like-minded people working to make a beneficial difference for refugee children in the western suburbs of Melbourne. As ERCRS moves into the future there is a sense now that we are not a small group anymore but part of something bigger. My reflection on 2012, as your Board Chair, is that our faith has built a ministry, our hope has sustained our strength in commitment to this service and our love, with God's grace, will bring peace.

Dr Denise Goodwin



# Director's Report

2012 was a year of stabilisation for ERCRS. Few changes of Staff and a minimum turnover of Board Members allowed ERCRS time and energy to focus on refining the programs offered, as well as updating various procedures and protocols associated with the large number of volunteers that the organisation attracts.

The changes that were made to the way in which programmes were offered during 2012 enhanced the educational outcomes for the students accessing learning support, tutoring and homework help.

One key change made was to offer separate days for primary and secondary students seeking learning support. This allowed us to tailor our learning support approaches to the particular needs of these two different groups. A second initiative was to further develop tutor commitment in order to build up a trusting, meaningful relationship between tutor and student, and to enhance the opportunities for sustained learning capacity. Six secondary schools agreed to support our desire for increased tutor commitment, with the intention being that each senior secondary student who volunteered to be a tutor, signed up for at least five consecutive sessions at the learning centre. I commend the students and staff members from these schools who displayed such generosity and dedication in donating hours of their after-school time to support the learning progress of the primary school pupils who attended the Homework Help sessions.

It was immensely encouraging to witness the supportive, warm relationships that built up between tutor and pupil. Students from other secondary colleges, who were not able to commit to five successive learning sessions, also volunteered their time and skills to tutor students when their own school commitments allowed. We are also grateful to the staff and students of these colleges who continue to support the ethos of the ERCRS mission.

We were also fortunate in having a strong cohort of talented adult tutors, some with years of experience as current or retired teachers, along with many who are current university students. These post-school tutors were asked to commit to at least one school term of tutoring. Many of these adult tutors attended each week for the complete year, while a solid core has now been committed for several years. We are extremely



grateful to the generosity of these people, and deeply value their unfailing goodwill, positive attitude and specialised knowledge in particular subject areas. We truly treasure this wonderful resource.

Although the Tutoring and Homework Help sessions are central platforms in the services offered by ERCRS, the other programs (social, recreational and girls' mentoring) play an important role in helping to develop a holistic approach to the growth of self-esteem, self-confidence, resilience and participation in each student. ERCRS is fortunate in being able to partner with other organisations and schools, who can provide the necessary resources, skills and expertise to allow us to offer a wide range of interesting learning experiences for the students who attend our programmes.

Examples of different kinds of support that is provided by various organisations are:

- Financial donations
- In-kind support (e.g. gratuitous use of school buses and drivers)
- Donations of learning materials (e.g. books, stationery etc.)
- Professional advice and documentation
- Use of school facilities

We are particularly grateful to Catholic Regional College, St. Albans for our being able to use the College Library as a wonderful tutoring location on Saturday mornings, and to the Good Shepherd Youth & Family Service personnel for allowing us to have our administration office space in their building in St. Albans. Edmund Rice Camps Victoria continues to be a major partner in offering both youth and family recreational camps for our students, and the opportunity for the students to build supportive relationships with young adult buddies. Forging positive networking connections with a variety of organisations that are involved in youth and family support, allows ERCRS to accept referrals from these agencies of young people who require extra help and support in their educational journey.

A significant level of support to ERCRS (both financial and skilled expertise) continues to come from the Oceania Province of the Christian Brothers. By its insistence on the following of 'best practice' guidelines, Oceania Province is committed to mentoring ERCRS towards a sustainable future, and one in which the organisation can remain true to its stated aims of empowering and building capacity in those who are disadvantaged

or marginalised in society, especially those who are of a refugee background. As is integral to every ministry in the Edmund Rice Network, ERCRS exists to affirm the true value of all life, and hence to work towards the building of life-giving communities.

Br Frank Perkins



## Farewell to Terry Giles

Wednesday 28 November 2012 marked the end of seven years of dedicated service for Terry Giles at Edmund Rice Community and Refugee Services in St. Albans. Over the past seven years, Terry has skillfully and patiently used his experience in the field of education, to tutor and guide many students who have come his way through the doors of ERCRS at St Albans. Flexibility and adaptability seem to be two of the skills required of people who volunteer their time to tutor at St. Albans, and Terry would have demonstrated these skills numerous times over the past seven years, whether it be in finding resources for building literacy and numeracy levels for primary school students, helping a secondary school student write an essay on Australian history, or in setting up and preparing laptops for the students to use. Terry also took on the role of mentoring the boys from Edmund Rice Community & Refugee Services, who applied for a scholarship to enrol at St. Kevin's College. We thank Terry for his years of generous service.

## Change of Logo

To reflect the organisation's name change, a new logo bearing the words Edmund Rice Community & Refugee Services began construction in mid-2012. The endeavour started out as a logo competition that called for submissions from our tutor providing schools. However, as there was minimal uptake and submissions to choose from, the design of the logo came in-house, to be developed by Dane and Nafeesa Khan, a volunteer tutor in the Saturday tutoring program. Final touches and finished artwork was provided pro-bono by Phillip Stammers of MAP Creative. We would like to thank Nafeesa and Phil for a job well done.

## Change of Title to ERCRS

In March of 2012, the Board officially changed the name of the organisation from Edmund Rice Refugee Services (ERRS) to Edmund Rice Community & Refugee Services (ERCRS). Although this may seem to be an insignificant change, it did signal a change in circumstances that was occurring in the local Brimbank community. Our on-the-ground observations were leading us to see that the nature and make-up of our client group was changing. In the early years of the existence of ERRS, 2002 – 2007, the focus of the services offered was primarily on assisting children and young people who had recently arrived in Australia as refugees, to settle into school in a new environment, to catch up basic learning skills that were missing, and to provide one-on-one tutoring support to mastering schoolwork which was new and difficult.

As time progressed it was noted that a sizeable percentage of the major client group (African families, most notably Sudanese), has been residing in Australia for a number of years, and many are now Australian citizens. An increasing number no longer regarded themselves as refugees. However, judged by many socio-economic criteria, they remain a disadvantaged community. It was acknowledged that the services offered should also be open to other groups of young people in the Brimbank area who face socio-structural or educational disadvantage. Consequently it was thought desirable to reflect the changing circumstances of the current ministry, which is dealing less with recent arrivals, but is more aligned to providing services to a disadvantaged community that is predominantly of a refugee background.

# Programmes

## Key Focus Areas for the Learning Support Programme for 2012

Throughout the early part of 2011, a review was conducted of our existing Edmund Rice Refugee Services programmes, with particular attention towards assessing whether the Homework Club was provided in a way which was relevant to the community of Brimbank.

The review found that although there were many positive aspects of our services we wished to continue, new approaches needed to be developed to ensure we responded to the needs of children in the community in an appropriate and effective manner. In consultation with key stakeholders a number of key changes have been implemented.

These were:

- To open the service to a wider range of children and young people, whilst continuing to pay attention to the needs of children of refugee background. This resulted in the addition of '*Community*' into our organisation's name.
- To develop a homework programme that was structured in a manner to include opportunities for social, recreational and educational learning experiences.
- To develop separate programmes for older children, which were targeted at specific learning needs e.g. reading, writing and numeracy.
- To provide regular and consistent personal volunteer involvement with individual children and, or groups so as to encourage the formation of positive supportive relationships between tutors and participants.
- To be able to track learning improvements in students and demonstrate the organisation's success in meeting learning outcomes, to parents, the community and funding bodies.
- To provide a range of volunteering involvement opportunities which allow more flexibility as to how a volunteer may participate in the service.
- To upgrade tutor preparation by offering basic pre-service training so as to enhance the skill, involvement and participation of homework volunteers.

## Homework Club

This programme for Primary School students operated on Mondays and Wednesdays after school at the Errington Community Centre in St. Albans. The sessions operated from 3:15pm – 5:00pm throughout school term times, and attracted students from some six different primary schools around the St. Albans area. This programme proved to be popular with an average of 50 students attending each session.

We relied heavily on the assistance of senior secondary students who acted as volunteer tutors for the children, and who were able to forge supportive relationships with them, as well as guiding them through their homework and learning. These secondary school tutors were asked to be faithful to attending at least five consecutive weekly sessions, so that they could establish good working relationships as well as friendships with the children. At the end of each session each tutor was asked to complete a reflection booklet giving valuable feedback as to what he or she had worked through with the child, and what might need further study for future progress. These reflection booklets gave invaluable information to the ERCRS staff as to how the programme might be improved upon.

ERCRS is extremely grateful to the secondary schools, which in addition to allowing their senior students to attend as tutors, provided administrative and organisational support, as well as transport for these students to get to and from St. Albans. The generosity of the teachers involved in these efforts, as tutors, supervisors, organisers and bus drivers has been an invaluable resource to our work.

The secondary schools that regularly supplied tutors to our programme were:

Ave Maria College, St. Columba's College, St. Patrick's College Ballarat, Parade College, Penleigh and Essendon Grammar School, St. Bernard's College, St. Kevin's College.

Other schools that participated in the Homework Club during 2012 were:

Loreto College Ballarat and Catholic Regional College Sydenham

## Tutor Experience Survey Results

Peer tutors that complete a minimum of five weeks of consecutive tutoring are given a Tutor Experience Survey (TES) to fill out at the end of their volunteer experience with ERCRS. The results in 2012 are very encouraging, and show a general sense of satisfaction and reward felt by most secondary student volunteers as they reflect on their experience in the homework club. As this was the first year of collecting such data, the sample size was reasonably small (n= 55), however there are still considerable signs that the new peer tutor model was having the desired positive effect on the tutor experience.

Most tutors said that they enjoyed their time at Homework Club, and created a bond/friendship with their student (figure 1). Even though most of the tutors listed it as a 'not too challenging' experience, an overwhelming majority (96%) thought that it was a good learning experience for them (figure 2). They reported to understand more about the issues facing culturally and linguistically diverse communities, and chose the following four areas as their main 'learnings'. These were patience, communication, teaching and cultural awareness and fortunately, most tutors felt sufficiently prepared for the role and all said that they would recommend the experience to their friends.



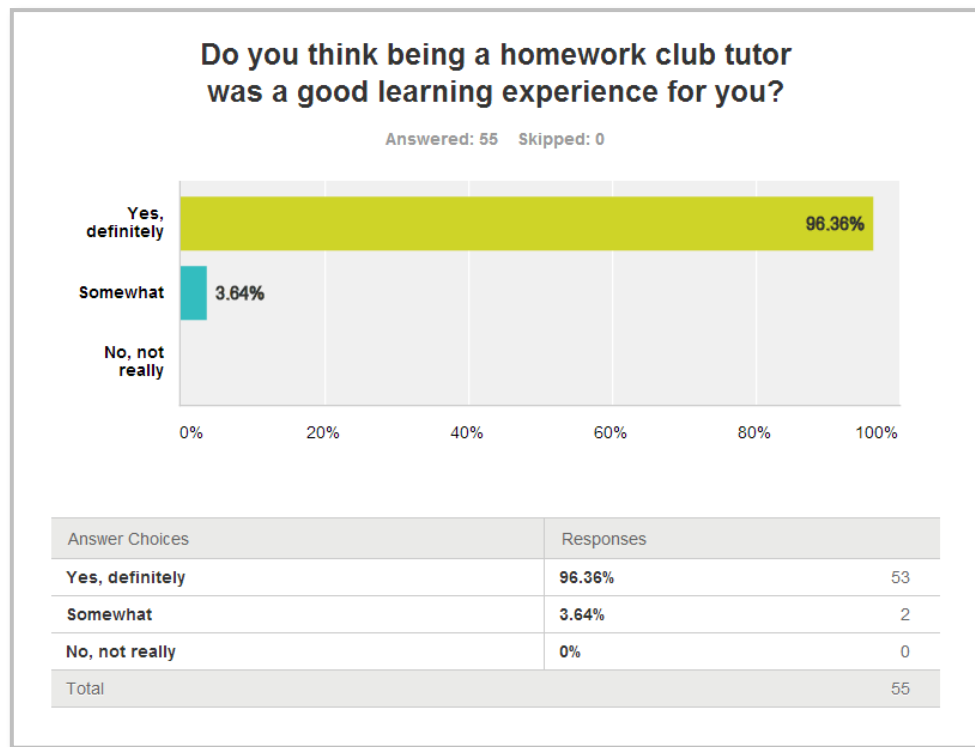


Figure 1 shows volunteers' perceptions of their overall tutoring experience.

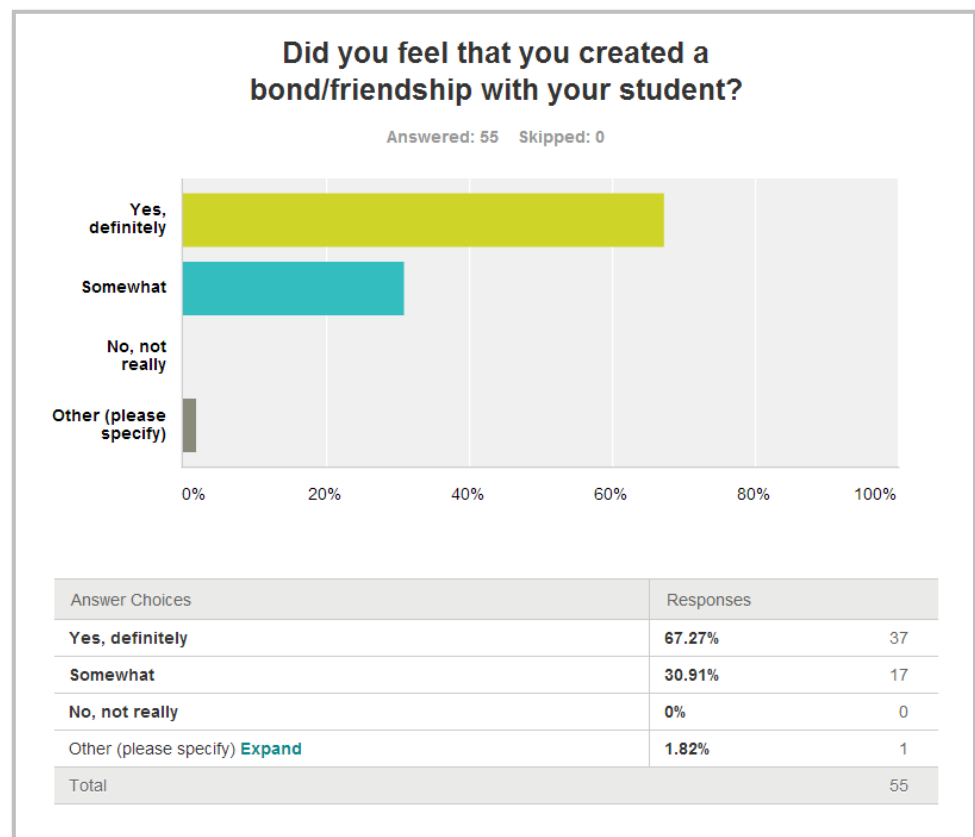


Figure 2 shows volunteers' perceptions of the quality of the relationship cultivated with their student.



## Tutor Journal

During their time with the programme, peer tutors also fill out their own 'Tutor Journal'. This was a resource for them to record their reflections and observations about themselves and their students at homework club. This has proven to be a great way of collecting positive and constructive feedback, as well as documenting incremental progress in students and tutors learning in each session. Tutors also used the booklets to nominate their student for a specific Achievement award. These awards were given out at the end of each term. It is commonplace to find comments like the following in these journals:

"The overall experience as a Homework Club tutor was very positive. Especially as a teenager, it was completely new and something that I value deeply. Working with individuals and creating a unique bond with them is rewarding"

Year 11, Penleigh & Essendon Grammar School (PEGS)

"I wasn't sure what to expect on the first day. At the beginning it was a bit difficult but after a while the kids talked more and we were both comfortable. It was a really great experience"

Year 10, St Bernard's College

"I think this experience was unique and enjoyable. I found it wasn't focused so much on homework but rather on creating a friendship. It made me understand the ages from 11-13 better, as my student is 12!"

Year 11, St Columba's College

## Secondary Tutoring Programme

This program for secondary school students seeking extra help and guidance in their studies, operated on Tuesdays after school at the Errington Community Centre in St. Albans, and on Saturday mornings at Catholic Regional College, St. Albans. These sessions also proved popular with students, especially when they found that they could receive tuition from very willing and competent tutors, some of whom were current or retired teachers. One of the strengths of this tutoring programme was that the volunteers came from such a myriad of diverse backgrounds, ages and experiences. Again, as well as academic support in various subject areas, an extra (and possibly no

less important) benefit was the building of supportive, trusting relationships between student and tutor. Our grateful thanks go to the Catholic Regional College in St. Albans for generously allowing us to use their college library.

## Young Women's Mentoring Programme



At the end of 2011, the Board deemed it advisable to review the operation of the Young Women's Mentoring Programme, and to re-establish its focus and goals. Consequently this program did not recommence operating until August of 2012. At that time Natalia Sopelario, a volunteer in the secondary tutoring programme, approached the Board with a proposal to restart the mentoring sessions, firstly as a pilot scheme, and later with the blessing of the Board, as an approved, programme.

Natalia described the goals of the programme in this way: "The mentoring programme aims to promote self-

empowerment and confidence through creative activities that raise questions, challenge the mind, stimulate curiosity and encourage discussion and participation in a safe and non-threatening environment. Through these activities, young women will have the opportunity to explore issues such as identity, their place in society and the world, and what they would like to envision for themselves.

Moreover, participating in activities and cultural experiences which they may not otherwise be exposed to will enable the young women to develop a broader worldview. Through the mentoring programme young women will be able to access opportunities, ideas and pathways beyond what is available to them in their immediate communities.

Participation in activities highlighting a diversity of successful people in a wide range of fields was intended to motivate and encourage the young women to continue with their studies and pursue their interests. The programme also aimed at giving young women access to positive role models and to help them develop strong peer networks. Through the proposed activities and workshops, the mentoring programme specifically addressed the following issues:

- Promoting positive relationships and building strong peer networks
- Building confidence and self-esteem
- Navigating the challenges of being a young woman: self-care, resilience and positive body image
- Growing up in Australia from a refugee/migrant background, discussing the areas where the two cultures clashed, and providing skills to navigate the two worlds.

Natalia has successfully continued the mentoring programme into 2013.

## Social and Recreational Programme

### *Camps*

- (a) Two camps were held during 2012 for the students and families of ERCRS programmes by Edmund Rice Camps Victoria. These were the Easter Kids camp for 9 – 12 year olds, and the Family Camp held in the September school holidays, held at the Amberley Centre in Lower Plenty. These camps give the children and the family groups the chance to participate in a range of enjoyable activities under the guidance of young adult buddies, in a one-on-one ratio. The camps also give the children and families the opportunity to experience a break away from the routine of having to remain at home for all of the school holidays, with little or no variety. Much of the camp programme aims to build the self-confidence and sense of acceptance of each child, as well as developing skills to help them to relate to others more easily. For the family camp, Edmund Rice Camps and ERCRS joined in partnership to host a social work placement student, Michelle Morris, to handle much of the coordination and planning of the family camp in September. Many thanks to Michelle for her great work in this regard.

- Number of participants at the camps: -Easter Kids Camp: 20 children
- Family Camp: 38 family members

ERCRC continues to be very appreciative of the opportunities offered to our children and families by Edmund Rice Camps, and to the high level of skill, generosity and experience so evident among the ER Camps staff.

### *Excursions*

(a) On the 29<sup>th</sup> July a group of Grade 5 & 6 students were taken on a whirlwind day of activities to Scienceworks and IMAX. This excursion was run by St Patrick's College, Ballarat Year 11 student Nick Borell, who in partnership with his school, organised a Year 10 formal to raise funds for the day. Due to the presence of other senior students, and teachers Sofia Thapa and Fred Spittle, the day was a great success and a huge hit with the kids. Nick was formally recognised for his outstanding achievement at an all-school assembly at St. Patrick's on 11<sup>th</sup> September, where he was presented with a certificate and a framed photo.

(b) An excursion for students in Grades 3 & 4 took place on the 26<sup>th</sup> August thanks to the generous financial and in-kind support of St Bernard's College (organised by Brendan Douglas with the approval of the School Principal, Tony Paatsche). 24 students and 15 buddies went for a



water-logged adventure to the Melbourne Sports and Aquatic Centre in Albert Park. Mark Monahan from Edmund Rice Camps at Amberley, Migrant Resource Centre St. Albans, and St Bernard's College generously provided buses. Edmund Rice Camps also kindly donated the coloured rash vests that were worn on the day.

## Events

### (a) Tutor Dinners

To recognise the ongoing commitment and invaluable contribution of our volunteers, and to socialise outside of normal session times, two volunteer dinners were organised in 2012. The first took place on the 28<sup>th</sup> May at Il Gambero Restaurant in Carlton, the second, at the Abyssinian Restaurant in Flemington on the 23<sup>rd</sup> November. Both dinners received very positive feedback from the 20 or so volunteers and staff in attendance. They were a great way to say thank you to our loyal volunteers and for everyone to get to know others from different parts of the ERCRS spectrum.

### (b) Homework Club Olympics

On the 1<sup>st</sup> August, to coincide with the London Olympic Games, we hosted the 'Homework Club Olympics' at the Errington Centre in place of regular tutoring. 45 students took part in four mini-events; Hammer/shot-put throw, Quoits, Egg & Spoon races and Triathlon and the winners from each game were given medals. This event was organized mainly by volunteer tutor, Laura Campanaro, and involved the whole team in coordination roles on the day. The event received some positive media coverage and was attended by a photographer from the Star Newspaper.

### (c) End of Year Activity Day

The 28<sup>th</sup> November marked the last day of Homework Club for 2012. As usual, close to 100 students, siblings, parents and volunteers (tutors and Edmund Rice campers) turned up on the day to celebrate the year and participate in various games and activities. Parents brought in their cultural dishes to share and everyone enjoyed having their face painted by Jo Vu, and watching Magic Tony put on a show. It was a great way to cap off the year.

### (d) Falling for Sahara film screening

This event was a partnership between ERCRS, Jesuit Social Services and the Brimbank Council to mark Harmony Day, as a part of Cultural Diversity Week,

2012. The film *'Falling for Sahara'* was shown to approximately 30 young people of a refugee background between the ages of 15-25. The film was chosen because it quite accurately depicts some of the issues facing young people of a refugee background in Melbourne today. A discussion of the relevant and poignant themes after the screening prompted the young people to think about the various challenges and opportunities they face in their own life.

## Network Involvement

ERCRS continues to build collaborative partnerships with other service providers in the Brimbank area. Network linking with other groups is an effective way of sharing expertise and experience in a range of fields, and helps ERCRS increase the effectiveness of the programmes that it offers. These organisations include:

- The Oceania Province of the Christian Brothers, and the Edmund Rice Network
- Brimbank City Council
- Centre for Multicultural Youth, CMY
- Youthlinks- a network of service providers engaged in working with young people
- Migrant and Refugee Youth Network, MARYN
- Brim bank Melton Local Learning and Employment Network
- Good Shepherd Youth & Family Services, GSYFS
- EREA Schools and other secondary schools that provide tutors
- St. Albans Youth Services Network, SAYSN
- Jesuit Social Services, JSS
- Migrant Resource centre, MRC Northwest
- Catholic Social Services Victoria, CSSV



# Learning Support Programme Statistics 2012

## *Number of days of operation*

TERM	Mondays	Wednesdays	Tuesdays	Saturdays
1	6	7	7	6
2	8	9	10	9
3	9	9	10	9
4	5	7	6	7
	28	32	33	31

Total number of days open in 2012: **124** (contrast to days open in 2011 of 81)

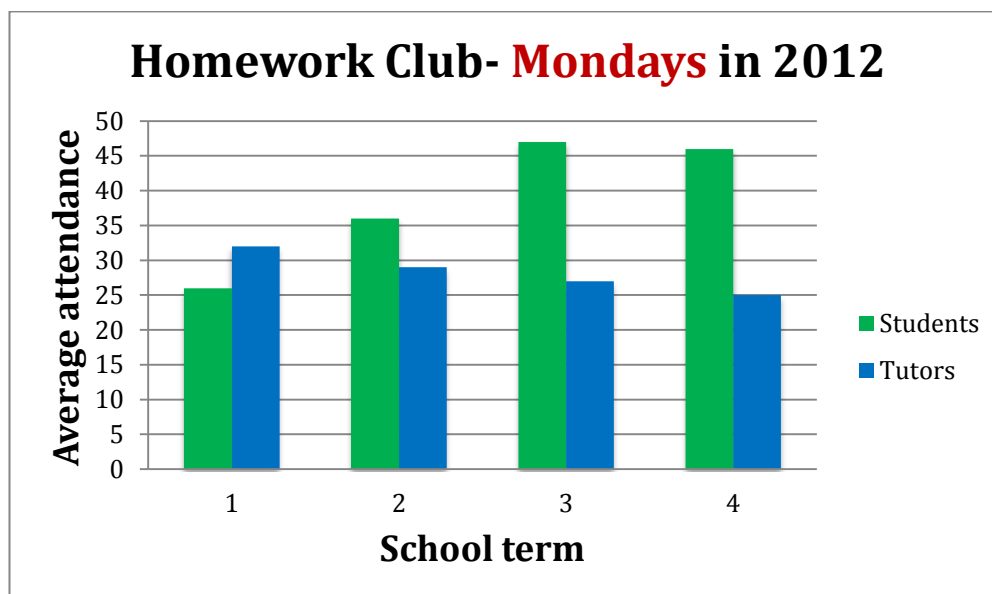
## *Average Student and Tutor Attendance (per session)*

TERM 1	Avg. Students	Avg. Tutors (peer and adult)
Mondays	26	32
Wednesdays	32	20
Tuesdays	12	5
Saturdays	10	8
<b>TERM 2</b>		
Mondays	36	29
Wednesdays	36	24
Tuesdays	10	6
Saturdays	9	10
<b>TERM 3</b>		
Mondays	47	27
Wednesdays	40	24
Tuesdays	11	6
Saturdays	8	7
<b>TERM 4</b>		
Mondays	46	25
Wednesdays	44	23
Tuesdays	11	6
Saturdays	6	5

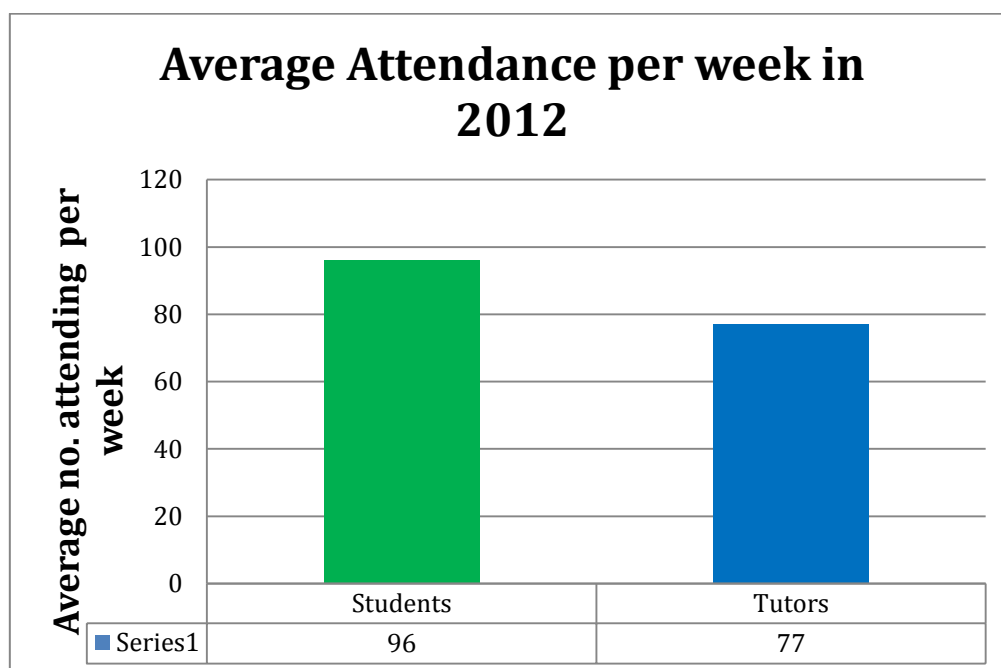


### ***Average Student and Tutor attendance in the Monday Homework Club***

*Note: The general pattern shows the student enrolment increasing and tutor involvement decreasing throughout the year. The program becomes increasingly popular with the students, however the tutors find that the increasing demands of their school commitments (exams, sport etc.) limit their availability.*



### ***Average Student and Tutor Attendance (primary and secondary programmes)***



*Tutor: Student Ratio in 2012- 1: 1.25*

Trustees of the Christian Brothers- Victoria and Tasmania region

## Edmund Rice Community & Refugee Services

### Statement of Operating Performance

For the year ending 31.12.12

		<b>31.12.12</b>	<b>2013</b>	<b>2012</b>
		<b>Actual</b>	<b>Budget</b>	<b>Budget</b>
<b>Income</b>				
1	Donations	18,356	8,000	1,000
2	Interest	0	0	0
3	Grant Received	15,000	4,000	15,000
4	Other Income	1,060	1,200	0
<b>Total Income</b>		<b>34,416</b>	<b>13,200</b>	<b>16,000</b>
<b>Expenses</b>				
5	Administration	44,506	41,450	43,200
6	Homework Program	41,189	44,300	45,500
7	Mentoring Program	0	5,400	3,250
8	Events	6,518	9,700	9,150
9	Edmund Rice Picnic Day	1,357	2,600	4,550
10	Capital replacement	0	2,000	3,000
<b>Total Expenses</b>		<b>93,570</b>	<b>105,450</b>	<b>108,650</b>
<b>Operating Surplus/ (Deficit)</b>		<b>(59,154)</b>	<b>(92,250)</b>	<b>(92,650)</b>
<b>Province Support</b>		<b>59,154</b>	<b>92,250</b>	<b>92,650</b>
<b>Surplus (Deficit) after Province Support</b>		<b>33,496</b>		

## Grants

ERCRS was privileged to receive the following grants during 2012: -

- Learning Beyond the Bell (LBB) Best Practice grant from distributed by CMY.  
This grant was specifically aimed at supporting the effective delivery of educational services at the after school Homework and Learning Programs.  
Value of this grant for 2012 = **\$15,000.00**
  
- Stan Willis Trust grant.  
This grant was used to purchase IT learning resources, which had a focus on improving the literacy and numeracy skills of students, using computer media.  
Value of this grant for 2012 = **\$1,679.00**
  
- Trustees of the Christian Brothers, Oceania Province.  
The Christian Brothers Province of Oceania generously supports the ministry of Edmund Rice Community & Refugee Services by funding any shortfall in the program costs.  
Value of this grant for 2012 = **\$59,154.00**

## Donations

ERCRS is very grateful for the generous financial and in-kind donations received from the following supporters: -

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 St. Bernard's College, Essendon  
 Catholic Regional College, St. Albans  
 St Albans Keilor Schools Network

## Acknowledgements

1. Oceania Province of the Christian Brothers
2. Centre for Multicultural Youth
3. Good Shepherd Youth & Family Services
4. Brimbank City Council
5. Migrant Resource Centre, Northwest
6. Edmund Rice Centre, Amberley
7. Minter Ellison Lawyers
8. Edmund Rice Camps Victoria
9. St Albans/Keilor Schools Network
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12. Variety the Children's Charity
13. The following schools:
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  - St. Columba's College
  - Catholic Regional College, St. Albans
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  - Holy Eucharist School

