CIS Independent School
Founder: Dr. Jon Carnegie
Head of School Kate Bevan

Kew
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Great Ocean Road
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This kid's running down the street, when he trips and falls into a hole.
The hole is so deep and the walls so steep he can't get out.
A doctor passes by and the kid shouts up, 'Hey you. Can you help me out?'
The doctor writes a prescription, throws it down in the hole and moves on.
Then a priest comes along and the kid shouts up, 'Father, I'm down in this hole can you help me out?'
The priest writes out a prayer, throws it down in the hole and moves on.
Next a social worker passes. 'Hey lady,' calls out the kid, can you help me?
The social worker pulls out a policy manual and throws it in the hole and moves on.
Finally, along comes the kid's teacher.
'Hey, Teach. It's me Billy. Can you help me out?'
And without hesitating, the teacher jumps in the hole.
'What the hell did you do that for? Now we're both stuck down here.' Says the kid.
The teacher, laughs.
'Yeah but I've been down here before and I know the way out.'
THE NEED FOR CIS

CIS is a school for the one in five young people in this country who are disengaged with mainstream schooling.

Driven by the current trend towards academic measurement and rankings, schools have a subliminal pressure to ‘push out’ those who do not fit the ‘mould’. Once young people feel this subtle pressure it further compounds the already complex issues many of them face and drives them even further from the system which claims to be working so hard to re-engage them.

At CIS, we see ourselves as an example of how the system can work. We value being different. We provide the time and space to change the things which need to change, and we do it using a curriculum which reconnects young people to education and even more importantly to the community and to themselves.

UNIQUE EDUCATIONAL SUPPORT FOR DISENGAGED YOUNG PEOPLE

The CIS model of education is hands on, academically rigorous and tailored for each individual student.

The social / emotional component of the curriculum is extensive and takes place at our live in campus in Lavers Hill, where students spend four days of every week. We are a family away from home and a place where students can bring parents and the community. So they can pass on their learning with a real sense of pride and purpose.

Like our students we are proud, creative, a little rebellious and we have no intention of shutting up in class.

MANAGED AND GOVERNED BY EDUCATIONAL EXPERTS

Our staff are all highly motivated educators with a passion to be the change we wish to see in the educational world. We walk our talk. In particular we pride ourselves on bringing former students back into the fold as educators.

We also have a support team of highly trained psychologists, social workers and psychiatrists to oversee the well-being of any students who display ‘at risk’ behaviours.

Finally, we are governed by a board made up of individuals with a depth of experience in ‘at risk’ programs and the provision of independent education.
MISSION STATEMENTS

“We treat others as we would like to be treated ourselves....We do not tolerate abusive or disrespectful treatment. Ruthlessness, callousness and arrogance don’t belong here.”

ENRON

‘To provide our shareholders with a superior return on investment.’

EXXON

We will actively participate in resolving societal concerns that are relevant to our business.

PHILIP MORRIS

“God himself could not sink this ship!”
The Captain of the Titanic

So much for mission statements...

MISSION

To be the change we want to see in education.

PRINCIPLES

Place

Natural Cycles

Self Awareness

YOU

Knowledge

Academic Skills

Wisdom
OUR BOARD

President
Fran McDonald
B.Arts, B. Law B. Enviro Sc.
CEO Western Alliance Greenhouse Action.

Treasurer
Jill Jepson
B. Arts B.Acc.
Roy Morgan Research

Secretary
TBC

Legal
TBC

Member
Kate Bevan
B.Arts; Dip.Ed.

ADVISORS

Psychologist
Joan Callaghan

Well Being
Prof Jo Salmon
Chair of Nutritional Science Deakin

Education
Rick Tudor AO

Finance
Speros Beasley

Management
Paul Salmon
KEW CAMPUS

Our Kew Campus is the CIS Head Office as well as our school for days we are not travelling or based at Lavers Hill.

The Kew campus actively supports students while they are not at Lavers Hill and acts as the administrative centre for the all aspects of the school’s activities.

Parent and student meetings are held at the centre along with smaller local workshops and family meetings.
BACKGROUND

CIS was founded in 2008 as an alternative to the current mainstream schooling system by educator and author Dr. Jon Carnegie.

Using the philosophies developed over his 30 year educational and publishing career, the school has a unique curriculum which is experientially based while still having its roots firmly based in the discipline and rigour teenage children need if they are to excel in life.

The school has been through a number of transitions and is now recognised as the premier re-engagement ‘school’ in Australia.

INNOVATION

CIS is the only school of its kind in the world. In fact, we are so unique we do not even fit into an official category as a school.

While based on many theories of educationalists including Kurt Hahn, John Dewey, Abraham Maslowe, Michael Chizhinktazamalyhi and Tony Delpit, the key to our success is the ability to treat all students the same by treating them differently.

In doing this CIS uses an innovative combination of outdoor education, real life experiences, personal development and traditional subjects to form our unique curriculum. With an emphasis on honesty, discipline and self-reflection, students develop a self-awareness which in our experience opens the door to a more positive educational outlook for those who would otherwise feel disconnected within traditional educational settings.

Many of our activities are camp based and set in ‘real life’ situations such as ‘lost’ on an island; ‘living’ in the Third World or ‘surviving’ in the bush. While student safety is always a major concern, our activity based education is deliberately challenging so as to expose students to the forces of natural consequences while also providing an engaging context in which to address some of the more traditional aspects of education required to achieve mainstream success.
WHO SHOULD CONSIDER US

For those young people who have reached the point where they no longer see the purpose of mainstream school and yet are still keen to learn, we often have the answers.

For those who are seeking alternative ways to express themselves without being constantly judged against academic criteria which holds little or no relevance for them.

For the entrepreneurial who understand that in a future where 68 per cent of the jobs they will be doing have not even been invented yet the skills required to become successful are as much social/emotional as they are academic.

For those who do not accept the status quo and want to rigorously question the system rather than become just another product of it.

For those who value the questions as much as they value the answers.
A COMMITMENT TO CHANGE

If you are not committed to change, then CIS may not be the place for you.

Disengagement is a two-way street and while many of us hold very valid reasons for not wishing to conform to mainstream system, unless we are prepared to come up with a better solution then a resolution will rarely be found.

Many of us spend a lot of time pointing the finger and assuming the problem is 'out there'. And while that may well be true, one of the first things we would like you to consider at CIS, is that changing yourself to suit the environment is a hell of a lot easier than trying to change the environment or others to suit you.

That does not mean we accept circumstances we consider to be unjust, but it does mean, we look inward first and outward second.

In today’s world most of us are far too soft and protected in relation to our physical environment. We understand that change occurs outside of this comfort zone.
“Human beings depend on earth and its life forms for every aspect of their survival and life. It is impossible to draw lines that delineate separate categories of air, water, soil and life. You and I don’t end at our fingertips or skin – we are connected through air, water and soil: we are animated by the same energy from the same source in the sky above. We are quite literally air, water, soil, energy and other living creatures.”

David Suzuki

THE THEORY

Mainstream school is very good at teaching theory and preparing young people for a life of academia where their learned skills will eventually enable them to operate in ‘real’ jobs.

The problem is that traditional school hierarchies have always been narrowly based so as to reward the mainstream individual but rarely the entrepreneur, the lateral thinker or the rule breaker. In the past these people have often felt themselves pushed outside the system and unwanted. Likewise, their skills have not been acknowledged. In the future however where a significant proportion of the jobs which will be needed to be filled do not even exist yet, we believe there is a definite necessity for a change in educational direction.

For that reason, our curriculum focuses on combining real life experiences to teach about the natural consequences of one’s actions and their impact on the world, while also studying an in-depth personal development curriculum which is designed to give students the social/emotional ability to cope with the inevitable impact of these consequences.

We encourage connectedness and natural exploration on all levels including personal, academic and outdoors. This structure enables students to become aware of the interconnectedness which exists between the three states and how each is a reflection and in turn a building block to sustain the other.

While it is not always overtly acknowledged, it is this type of interconnectedness which lays at the base of our school hierarchy and our natural consequences discipline policy as well.

We also incorporate elements of the traditional school curriculum with an intense focus on basic numeracy and literacy. Our experience is that students become more engaged in this type of rigour once they see the relevance of it in ‘real life’. From there it is our experience that students go on to pursue further academic studies with greater motivation and direction than they may otherwise have done.
**WHY LIVE IN?**

The notion of a live in school is not for everyone. The live in option provides us with an opportunity to immerse our young people into the curriculum as well as habituate and reiterate new behaviours which are then taken back home after extended periods with us. We are intent on creating lasting change and as such our school is probably best suited to those who are aspiring to change prior to arrival.

Live in also enables us to work along-side the parents of young people in order to re-align some negative behaviours or circumstances which may exist at home.

The ‘live in’ curriculum also exposes the habits of students and places them ‘in the spotlight’ allowing us to deal with them over a pro-longed period of time so that we can make genuine changes to their approaches.

When highlighted against the backdrop of the three elements: personal, natural and academic, students get to see that the same habits which appear in one sector often re-appear in the other thus holding them back from further development in a range of areas and not just in school. This is often the key to the live in program as students are confronted and debriefed in an ongoing manner which leads to extensive cross-sectional learning.

**THE ROLE OF THE OUTDOORS**

The outdoors is fundamental to helping young people reconnect with some of the basics of human survival. Using Maslowe’s Hierarchy of Needs as a model we reduce living back to the very basics. Students are strongly encouraged to see the cause and effect of their actions in an environment where feedback is often harsh, not always fair and certainly never politically correct.

The outdoors provides an endless number of lessons, each of which can be tied back into mainstream curriculum by our skilled teachers. But more importantly, we discover the imperative for action in the outdoors drives students out of what are often sedentary life styles and into productive, meaningful action where their actions directly affect their own comfort and the comfort of those around them. This in turn creates significant positive peer pressure to participate and prosper.

During this process the outdoor group often find they fall into sync’ with the systems of nature which are operational around them. Hierarchies emerge in different activities which require different skill sets. The concepts of waste management and recycling become real when food production is dependent on their success. The notion of taking only what you need and learning to prepare for the inevitable changes in condition are fundamental for survival, while above all, young people are connected to the universal notion of being at one with the earth around us.

This outdoor connection is achieved in a number of ways in a variety of different settings. The basics of our outdoor program take place at our Lavers Hill Campus on the Great Ocean Road which is set in the heart of the Otway Ranges along the southern shores of Victoria. This area is some of the most dramatic and contrasting in the world. In winter the grounds can be covered in snow, while in summer temperatures can reach the mid-40s.

While these extremes do represent a potential danger, they also represent the potential to see life as it really is and to ensure the young people who pass through our care as well equipped as any in the world when it comes to understanding both the beauties and potential dangers of the world we live in.

This kind of outdoor experiential learning is not for everyone and both parents and students need to understand and accept there are risks involved in a program which is set in the outdoors. While we are diligent in our efforts to minimise the more extreme ends of this risk spectrum, much of our risk management philosophy lies in the notion well informed personal risk management is best way to reduce disaster in the outdoors.
STRUCTURE

Our academic program is based on the National Curriculum. We aspire to deliver this curriculum in generally structured class times which equate to approximately four contact hours of academic studies per day.

CORE SUBJECTS

All students study English, Mathematics, Personal Development and Outdoor Education with a range of electives being made available from the subject page of this manual.

ACADEMIC SUPPORT

While our main focus at the school is social / emotional support, we are very committed to also providing academic support in line with an Individual Learning Plan which is established for each student on arrival at the school.

This plan is created in conjunction with DECV and is designed to minimise academic pressure while also keeping the student in touch with the requirements to ensure a smooth transition back into mainstream if desired or the skills to articulate into VCE with us or another provider.

We have a generic ‘one on one’ approach to the provision of academic support and it is not recommended students with server learning disabilities engage in our program as we do not have the resources to provide for their on-going academic support.
ACADEMICS

The core academic curricular subjects are available at CIS are all run in conjunction with the Distance Education Centre Victoria (DECV), or in some cases with the student’s school of origin (SOO). Students are able to choose from a large selection of mainstream subjects as well as doing our own CIS in house compulsory subjects such as Work 101, Personal Development, Outdoor Education and Game Show.

DECV RELATIONSHIP

The DECV’s learning programs are based on the AusVELS curriculum. In Years 11-12 the DECV follows the curriculum set by the Victorian Curriculum and Assessment Authority (VCAA) in our wide range of VCE and VCAL subjects.

Learning programs are organised into manageable segments. Students are guided through the subjects they are studying and provided with tasks to complete, which are then assessed by teachers and returned with feedback. Individual learning programs are developed where appropriate so that all students, regardless of their age or ability can be engaged and challenged with their learning.

All students enrolling at the DECV in 2016 require regular and reliable access to the internet in order to access their learning programs. Some subjects have supplementary print material, while others are available exclusively online. Students and parents are expected to be able to communicate via email about student’s progress.

REPORTING

Student feedback and reports are co-ordinated by CIS and include an academic report produced in conjunction with DECV or SOO. Personal Development and skill specific reports are produced by CIS.

All students enrolling at CIS have the option to study the following subjects through our auspice provider DECV.
SUBJECTS

Middle
Discovery Learning
English
Mathematics
History
Geography
Art
Science
Local Citizen
Food Tech
Health
PE
Media
Philosophy
Your Future

Year 11 Units 1 & 2
Accounting
Art
Biology
Business Management
Chemistry
Computing
Dance
Economics
English
Food Technology
Foundation English
Geography
Health & Human Development
History: Global Empires
Legal Studies
Literature
Mathematics: Foundation
Mathematics: General
Mathematics: Mathematical Methods
Mathematics: Specialist
Media
Music Style & Composition
Philosophy
Physics
Product Design and Technology
Psychology

Year 12 Units 3 & 4
Algorithmics
Art
Australian Politics
Biology
Business Management
Chemistry
Classical Studies
Computing: Informatics
Computing: Software Development
Dance
Economics
English
English as an Additional Language (EAL)
English Language
Food Technology
Geography
Global Politics
Health & Human Development
History: Australian History
History: Revolutions
Legal Studies
Literature
Mathematics: Further
Mathematics: Mathematical Methods
Mathematics: Specialist
Media
Music Style & Composition
Philosophy
Physics
Physical Education
Product Design and Technology
Psychology
Visual Communication & Design
ANIMAL THERAPY

When young people are at risk, animals offer a comfort and loyalty which cannot be found in people when levels of trust are low.

Our Lavers Hill campus has a small self-sustaining farm attached to it which includes our goats, Baz McVilly and Ethel Murman our dogs Mucky T Bone and Louie Benooch as well as our chickens Ruckus and Eggbert.

As well as an array of befriended local wild life including injured birds, possums given to us to care for by the local wilderness rescue society.

Finally former CIS student Sophie Chancellor also runs equine therapy courses for interested students with her horse Lofty.
FARM SCHOOL

Again the ‘farming’ component of CIS is rooted in experiential learning. Students get to explore the notion of natural cycles and the enjoy the process of planting tending, picking and cooking their own food from seed to plate. The process of growing food is also important as the natural cycles dictate time frames and work requirements and in a very real way if the food is not harvested, those involved in farm do not get to ‘eat.’ While this is an exaggeration, we do make ‘tasty’ meals dependent on the vegetables and crops which are harvested from the school garden during the appropriate seasons.

The culmination of the experience is to cook the produce in a season feast held in Term 4 every year.
PARENTS

We are fully aware it is a leap of faith to enrol your child with us at CIS. Having your child live away from home can often seem like you are abrogating your responsibility as parents. On the contrary, however, we see it as a chance to expose your child to the very types of experiences designed to gain the independence and social / emotional balance. Parents should prepare for the fact that their children will probably be pushed far harder than they would normally be at home. Likewise they will experience far more freedom, but also far ‘harsher’ consequences than they may previously have been exposed to.

COMMUNICATION

While Laver’s Hill is readily accessible by Telstra mobile Phone, much of the surrounding areas are out of range. We do not encourage contact during the week, however should students ever feel the need, contact is certainly possible.

In times of emergency contact via our emergency management phone list is encouraged, however in the vast majority of cases, we will be in contact with you rather than the other way around.

Jon Carnegie 0417 055 448
Kate Bevan 0406 304 888
Ambulance 000
Geelong Hospital 03 5226 7111
Lifeline - 24 Hour Service 13 11 14
SES - Geelong Office 03 5226 4771
SES - Flood & Storm emergency 24 Hr 13 25 00
Alcohol and Drugs 1800 136 385
Search & Rescue - Maritime 1800 641 792
Search & Rescue – Aviation 1800 815 257
Barwon Water Service Faults 1300 656 007
Barwon Youth Accom. Services 03 5223 2966
Child Abuse protection Crisis Line 1800 135 135
Coast Guard – Geelong 03 5278 8440
Crime Victim Services 03 5224 2291
Kids Help Line 1800 55 1800
Poisons Information Centre 13 11 26
SAFETY

Those choosing to attend CIS, do so understanding that we are an outdoor adventure school and that in line with our ‘Real Life Learning’ philosophy we encourage students to develop an independence and self-reliance which underpins the fabric of our philosophy that we are all individually responsible for our own safety.

While this does not diminish our responsibilities as care givers, it does shift the focus from a reactive safety mind-set to a proactive one which places common-sense on a higher scale than bureaucratic procedures. This is a very delicate balance and naturally, we are constantly vigilant around its implementation to ensure all students are given the chance to embrace the notion of calculated risk taking and balance it against the dangers of unnecessary risk taking.

We start all activities assuming the student has little knowledge of the outdoors and gradually build up a routine of safety processes which become second nature to all students before they embark on the more dangerous elements of our program. All students are encouraged to carry mobile phones with emergency numbers listed in them. Likewise all students complete at least Level 1 in first aid training and carry first aid kits on all outings.

Many of the day-to-day activities at CIS involve students using equipment and working in situations that they would not necessarily come across in their lives away from the campus. Examples include wood splitting with wedges and sledge hammers, using axes and saws, working near the saw bench and farm machinery, swimming in the ocean, travelling in four-wheel drive vehicles on bush tracks and working in the kitchen. In all of these situations, a good deal of reliance is placed on students following these instructions and being aware of the safety implications in all that they do here.

Lavers Hill is also at high risk of bush fires. The school keeps in close touch with fire warning systems and the local CFA. Great care is taken to maintain firebreaks and to keep down grass and undergrowth that might contribute to a blaze. The buildings themselves are not fire protected as it is policy to exit the site whenever there is any risk of fire.

Individual safety is also paramount for students in relation to mental health and personal welfare. Medication is distributed through one central person and only taken as prescribed by individual doctors.

Finally, emergency contact procedures and protocols are also contained in a separate document which addresses the many different scenarios which may arise while at home or during international travel.
RULES

In an environment such as our Great Ocean Road Campus, the rules are determined more by the situation in which we live than by any written set of restrictions. The school operates on a hierarchy which has the Founder at the top. Our rules are flexible and revolve around the circumstances and the needs of the group rather than any particular hard and fast set of standards.

Theory

By setting up ‘flexible’ rules it makes it difficult for young people to challenge authority. In an environment such as our Great Ocean Road Campus, the natural consequences of non-conforming behaviour are a far more practical way of bringing about a change in habitually negative behaviour than some of the more punitive measures used in mainstream school.

For example those who do not wash dishes may not be able to eat the following meal. Each student has one cup and cannot drink unless they have that cup with them. Those who don’t clean may be asked to wait outside while cleaning occurs and for a period time afterwards.

The laws of natural consequence are also good teachers for helping students learn how to prepare. For example when packing for their first overnight hike, some students may forget a sleeping bag!!! But this will only happen once.

This initial phase of establishing rules is further supported through our personal development program where students are encouraged to see that rule breaking is usually a reflection of personal weakness which in the end only serves to shift your responsibility onto someone else.

Unfortunately, the current social and judicial structures which govern the behaviour of young people today tend to support this selfish, anti-social behaviour by refusing to put forward adequate consequential deterrents.

Many young people today believe they have a right to do as they please, without being remotely aware that this right can only exist if they accept the responsibility of upholding the law in the first place.

The best part about using nature as the consequential up holder of the law, is that the lessons have direct impact.
ENROLMENT

Criteria for selection
The Carnegie School is a non denominational school, open to all students however, the offer of enrolment is at the discretion of the Founder who will consider each case on its merits in light of the enrolment policy criteria and taking into account any special circumstances.

Guidance for Enrolment
Final decision of enrolment is made at the discretion of the Founder. Founder’s decision will be based on school dynamics, willingness of the student and family to participate in school culture, and suitability of the student in accordance with the following criteria:

- Age of student
- Academic capacity
- Family and/or care support
- Recommendations from previous schools
- Extent of learning difficulties
- Alignment of student’s goals to capability of school to provide
- Social and emotional needs of the child and ability of the school to provide sufficient programs
- Professional recommendations from specialists
- Willingness to participate in school’s culture

Once the Founder has agreed to accept the enrolment, fees must be paid in advance prior to commencement of student in our program.

SCHOOL FEES

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live in Fees (per term)</td>
<td>$4750</td>
</tr>
<tr>
<td>Tuition Fees (per term)</td>
<td>$4750</td>
</tr>
<tr>
<td>Term deposit*</td>
<td>$4750</td>
</tr>
<tr>
<td>Technology deposit</td>
<td>$450</td>
</tr>
<tr>
<td>Camp deposit</td>
<td>$350</td>
</tr>
<tr>
<td>Booklist (approx. per semester)</td>
<td>$400</td>
</tr>
<tr>
<td>Special needs (per term)**</td>
<td>$2500</td>
</tr>
<tr>
<td>Surf Camp</td>
<td>$295</td>
</tr>
<tr>
<td>Valley Camp</td>
<td>$195</td>
</tr>
<tr>
<td>QLD Camp</td>
<td>$450 (plus spending money)</td>
</tr>
<tr>
<td>Road Trip Camp</td>
<td>$195</td>
</tr>
</tbody>
</table>

* Deposit held until final term of study at CIS
** May vary depending on specific individual needs
TERM DATES 2016

February 3rd  Term 1 Commences
February 9th- 12th Surf Camp (tbc)
March 29-31st  Valley Camp
April 1st pupil free day
April 2nd  to 18th Term One holidays
April 19th Term 2 commences
May 10th – 13th Queensland Camp
June 24th – July 18th Term Two holidays
July 19th Term 3 commences
September 11th- 17th Thailand Camp
Sept 18th - Oct 4th Term Three holidays
October 5TH Term 4 commences
November 21st – 24th Road Trip
December 7th Last day of term
December 8th Speech evening