

QUEENSLAND STATE SCHOOL REPORTING - 2009

Cleveland Education and Training Centre (3160)

	Postal address	c/- Cleveland Youth Detention Centre Old Common Road Belgian Gardens 4810
	Phone	(07) 4729 9043
	Fax	(07) 4729 9044
	Email	the.principal@clevelaneu.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
	Contact Person	Principal

Principal's foreword

Introduction

As a Registered Training Organisation (RTO), Cleveland Education & Training Centre (CETC) provides 'catch-up' opportunities for many students whose lives have been affected by unfortunate circumstances and unwise decisions, which have resulted in them undergoing periods of detention. When young people are brought to the Youth Detention Centre most of the students have low self respect and little hope for their future. They need support with their personal development and their education.

The CETC staff endeavour to build trusting relationships with the students and encourage them to achieve worthwhile success and self respect.

The students are encouraged to take responsibility for their own decisions to progressively acquire essential educational skills and knowledge, and learn how to mix harmoniously with other students and adults.

Students are assisted to develop their own plans to gain employability skills and complete certificates and qualifications which will help them gain employment.

While the holistic aim of all programs are is to improve the life chances of students and to decrease recidivism, it is a high priority goal to assist students to improve literacy and numeracy.

School progress towards its goals in 2009

The ongoing redevelopment and expansion of the detention centre site has provided opportunities for input into the designs of classrooms, Vocational Education and Training (VET) workshops, and a kitchen, to facilitate the adoption of the most effective practices in meeting at-risk students' educational and training needs. Planning to meet furniture, machinery and equipment requirements in the new buildings and training areas has also provided opportunities to reassess the best way to implement developmental programs.

QUEENSLAND STATE SCHOOL REPORTING - 2009

Cleveland Education and Training Centre (3160)

The initial assessment of literacy and numeracy levels of new students has been reviewed, and improvements in the assessment and recording processes were implemented. To improve the delivery of ICT's, hardware and software requirements were re-assessed and shortcomings were addressed through purchases and installations.

Our involvement in social-emotional learning benefited from staff training days run by a professional facilitator for the "You Can Do It" program. The involvement of Detention Centre Youth Workers was also a positive feature which will facilitate the program implementation. The introductory process has been planned by staff coordinators and resources have been procured and prepared. Through our whole school approach to social and emotional learning our young people will gain the skills needed for improved self management and learning.

We were involved in the third round of the Curriculum Corporation funded Values in Education Schools Project. Benefits were gained from the implicit and explicit teaching of key values as well as the adoption of Service Learning principles in encouraging students to look outside their own personal interests and make donations of useful items to organizations serving needy people. There were valuable exchanges of ideas and strategies at the national meetings of staff representatives.

Our behaviour development processes were further improved by a staff training session run by a profiling facilitator. He then observed each staff member teaching before giving feedback on their strengths, along with suggestions for improvement.

Our cultural awareness was promoted by staff in-service and also by the positive feedback that the "Dare to Lead" team provided after their audit of the school.

Vocational Education and Training in the school benefited from continuing staff professional development and the addition of two more training areas to our scope of registration: Certificates I & II in Creative Industries. Further adoption of enterprise education principles in integrated projects has enriched the experiences of many students of the Certificate I in Work Education course. Re-writing of the training and assessment materials for this course by our staff has resulted in resources which are more appropriate in content and literacy levels. The "Respect Yourself" program has assisted many students to gain sufficient self-esteem to be willing to participate in simulated job application interviews.

Successful reintegration of students into their communities is a continuing challenge. We have had excellent cooperation from the Barrier Reef Institute of TAFE Futures Program staff members. One of our past students successfully graduated from the course. Exchange visits of teachers have provided valuable insights into ways of engaging at-risk students in on-going training both before and after release from detention.

Our off-campus school has continued to assist with reintegration by being a staging point for students who are not yet ready to engage in mainstream education and training. The course content and delivery strategies have continued to be refined during the year.

QUEENSLAND STATE SCHOOL REPORTING - 2009

Cleveland Education and Training Centre (3160)

Future outlook

The Detention Centre is continuing to expand. The first new classrooms should be ready for use by August this year. The new workshops, administration block, library, art spaces, kitchen and remaining classrooms should be completed by March 2011. When complete, the expanded Detention Centre will have a capacity for ninety eight young people, including some girls. The contributions of EQ personnel to the design processes for these facilities has resulted in the inclusion of features which will improve our capabilities to effectively educate and train detained young people in future years.

The newly appointed coordinator of the student mentoring program is successfully redesigning and re-invigorating the program with the enlistment of over twenty new mentors. They will work with young people in class rooms and sometimes in the wider school environment, as role models, and also to motivate and encourage the young people.

In 2011 Cleveland Education and Training Centre and Cleveland Youth Detention Centre will jointly be reviewing the scope to introduce School Wide Positive Behaviour Support (SWPBS).

The school's curriculum plan has been under review, with many options being considered for meeting the needs of a transient population of at-risk students. The existing VET packages which are working well have been identified and efforts made to locate ones to fill the gaps left by expiring or unsuitable packages. A number of VET packages are being reviewed to identify the ones most suitable to provide the educational and training framework for students who are unlikely to engage in mainstream education after their release from detention.

Our school at a glance

School Profile

Coeducational or single sex: Single Sex

Year levels offered: Non graded P - 10

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
47	0	47	44%

Characteristics of the student body:

The Youth Detention Centre provides a distinctive educational context with unusual characteristics and challenges. Varied lengths of stay for students and the relatively short duration of many stays pose inevitable difficulties in design and maintenance of a comprehensive program. Many of the students have had a disrupted experience of schooling. The results are low levels of academic achievement and alienation from and resistance to schooling. Consequently the social and cognitive needs of students are extremely diverse.

Class sizes – Proportion of school classes achieving class size targets in 2009

Classes at CETC are not phased into specific year cohorts. Students are grouped according to achievement levels for core skill levels and according to their interest, for Vet classes. The security protocols of the Department of Communities stipulate a maximum of 6 students in a class. This has been achieved during 2009, with class averages of 5 students per class

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	7
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

The CETC strives to offer a balanced curriculum which caters for personal development, development of social skills, general education, and vocational training.

The curriculum is delivered in three phases:-

PHASE 1 - ORIENTATION

Learning to Know	Learning to Do	Learning to Live Together
Orientation / Induction	Employability Skills	Life skills
Literacy Assessment	Transition Planning	Library
Numeracy Assessment	Vocational Education	Many Cultures
IT Introduction	Selection of Electives	

PHASE 2 – PARTICIPATION IN AN INDIVIDUALLY NEGOTIATED EDUCATIONAL & DEVELOPMENT PROGRAM

Learning to Know	Learning to Do	Learning to Live Together
Literacy	General Vocational Education	Life skills
Numeracy	IT	Self Development
Access 10	Art	Team Work
	Construction	Communication
	Automotive	Enterprise Education
	Horticulture	
	Hospitality	
	Furniture Making	

PHASE 3 – PRE-RELEASE

Learning to Know	Learning to Do	Learning to Live Together
	Transition	Living Skills
	Vocational Placement	Pre Release
		Post Release

Our school at a glance

Extra curricula activities: Department of Communities (DOC's).

Besides their involvement in education and training programs provided by CETC staff, students have opportunities to participate in a range of other activities which are provided by DOC's staff:-
Developmental; Therapeutic; Sport; Recreational and Vocational.

How computers are used to assist learning

Teachers integrate computers into curriculum delivery. Online resources are used for some courses. The Access 10 course requires computer access for fifty percent of its structured learning activities. Skills gained in the Digital Art Program can be credited towards Certificates in the IT programs. Intranet access is divided into sections for course support materials and general educational resources.

Social climate

The 2009 School Opinion Survey describes the school climate as being high or above the state mean; these including "safe at school", "happy to go to this school" and "treated fairly". We have introduced our mentor program and are proud to have 20 trained mentors visiting our young people on a weekly basis contributing to positive social and emotional outcomes. A centre wide introduction of a positive behaviour reward systems and improvements in current practice around incidents appears to be having a positive effect not only with the young people, but also the staff

Parent, student and teacher satisfaction with the school

The parents who visited the Centre expressed high levels of satisfaction with the developmental and training opportunities being provided by the CETC.

The overall response from students was in the satisfied range. Students were particularly satisfied with school community relations, their outcomes and available activities.

The overall response from staff was in a "satisfied" to "very satisfied" range and was comparable to the state average. Staff morale was well above the state average.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	82%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	87%
Percentage of staff members satisfied with morale in the school	81%

Our school at a glance

Involving parents in their child's education.

As stakeholders of the local community, Department of Communities and Education Queensland are responsible for care and development of boys in detention.

Our extended community includes:-

Each student's parents or guardians, Department of Child Safety, Youth Justice Services and a network of organisations which provide a range of support services.

Through Memoranda of Understanding, partnerships have been formally established among Department of Communities, Department of Education and Training, and Queensland Health.

Daily meetings with DOC's and CETC representatives provide opportunities for exchange of information, discussions, and planning regarding issues of student development, and co-ordination of the range of programs provided for students.

Opportunities are created for teacher parent interviews when the parents come in for student visits and when representative visit community areas.

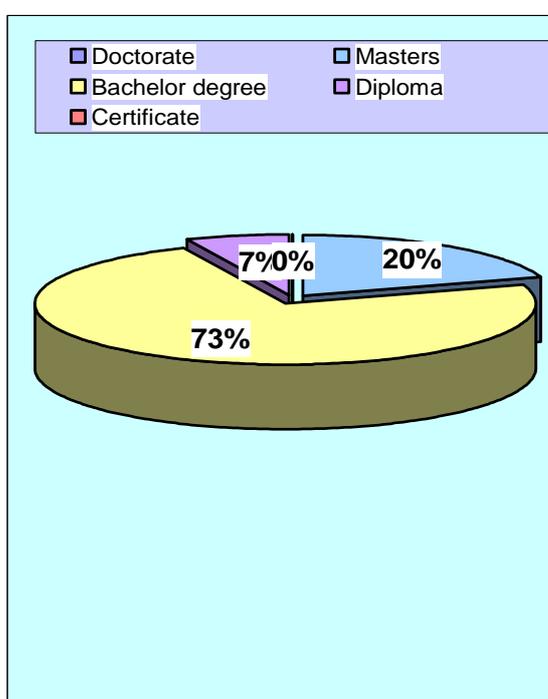
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	16	15	6
Full-time equivalents	13.6	15	6

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	11
Diploma	1
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$28,028.01 .

The major professional development initiatives are as follows:

- Social and Emotional Learning
- National Values in Education Project
- ICT Certificates
- Training and Assessment
- Literacy and Numeracy Teaching strategies
- In-kind professional development activities undertaken
 - Induction of Mentor Program
 - Workplace Health and Safety within a Detention Centre
 - Adolescent Forensic Mental Health workshops

The involvement of the teaching staff in professional development activities during 2009 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 87% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 100%.

Student attendance for each core skill area

100%

Description of how non-attendance is managed by the school

In the partnership between the Cleveland Education & Training Centre, the Department of Communities (DOC's) and the Cleveland Youth Detention Centre, there is agreement that all detained young people attend school every school day unless there is a legitimate reason for absence:

- sickness
- attendance at court
- consultation with legal representatives, case workers, or specialist medical practitioners
- suspension from schooling
- isolation from other students under a DOC's Behaviour Development Plan

The structured day programming from 9.00 to 5.00 pm each school day enables the placement of each student in EQ and DOC programs and also provides class lists for each session to facilitate tracking of unexplained absences through contact with the other agencies involved in providing services to the young people.

Performance of our students

Achievement

National Assessment Program – Literacy and Numeracy (NAPLAN)

The CETC has a high transience rate and operates as a non-graded school; consequently our participation in the NAPLAN testing is limited. For the 2009 sitting we had no age appropriate students.

A strong emphasis has been placed on literacy development, because most students are well below age-appropriate levels in their language competencies when they are enrolled. Although most students are only enrolled for a short time, almost all have achieved positive progress, whether they are emergent readers, ones needing consolidation, or students progressing to more competent levels.

Personal development programs have resulted in students making noticeable improvements in self-esteem and interpersonal skills. Many have identified their own personal educational and training development goals.

A focus on employability skills in the work education programs has resulted in improvements in team work, problem solving, effective communications and motivation to further develop skills.

Hands-on activities in Vocational Education and Training programs have been effective in engaging students and resulted in successful completion of Certificates of Attainment in areas such as Art, Ceramics, IT, Work Education, Access 10, Automotive, Welding, Horticulture, Furniture Making, and Hospitality

Vocational Educational Training qualification (VET)

Number of students awarded Units of Attainment for Certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
114	35	0

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2009 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.