


QUEENSLAND STATE SCHOOL REPORTING - 2010

Cleveland Education and Training Centre (3160)

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Principal's foreword

Introduction

Cleveland Education & Training Centre (CETC) provides 'catch-up' opportunities for at risk 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 endeavours 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 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 2010

The ongoing redevelopment and expansion of the detention centre is progressing with the procurement of furniture and equipment to fit out the new facilities which are due to come on line by the end of 2011.

The changes to the Orientation Process, implemented in 2010, have resulted in teachers gaining a clearer focus on the gaps in the student literacy and numeracy levels.

The delivery of ICT's, has continued to improve with all teachers working to gain their ICT Certificates and to embed interactive opportunities within classroom activities. This PD has also assisted with the delivery and assessment of competencies within Certificate I in ICT's. The hardware and software requirements were re-assessed and shortcomings were addressed through purchases and installations.

The outcomes from our dedicated social-emotional "You Can Do It" program has been positive, with all teachers continuing to work together to produce activities for student interaction. Through our whole school approach to social and emotional learning, our young people are gaining the skills needed for improved self management and learning.

The introduction of Certificates I & II in Creative Industries has been beneficial for our students, with the opportunity to allow the student to gain recognition by way of a Certificate for their music and media skills. The on-site construction

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activities has created a unique opportunities for students enrolled in Certificate I in Work Education to undertake supervised work experience on a busy work site. At this stage four students have gained access to this program of 40 hours work experience. This has allowed students to gain a full accreditation in Work Education, a previously unobtainable goal.

Collegial collaboration with our local TAFE has allowed our teaching staff to identify and begin to unpack a Certificated course suitable for those students not yet at the academic level to enrol in Certificate II in Access 10.

The "Respect Yourself" program has continued to assist numerous students to gain sufficient self-esteem to be willing to participate in simulated job application interviews and gain several competencies within the Work Education certificate and to reinforce the elements of the You Can Do It program. The school was involved in an Australian Youth Detention Network Project focusing on Happiness. Students created artwork on three internal doors to present to Beyond Blue.

Successful reintegration of students into their communities is a continuing challenge. We have had excellent cooperation with numerous organisation in several communities including from Beyond Billabong; North Qld Outstation Springvale; Green Army; Job Futures; Work Experience with 4K1G; Cultural Centre- Townsville; UMI Arts- Cairns; Aukukun Local Program Office; PCYC; QBuild. One of our past students has successfully graduated from the Beyond Billabong course.

Our new Mentoring system is working well. Support from individuals from a range of organisations have contributed their time to meet with our young people and continue to visit them weekly during their time in Detention.

Our staff have been involved with the Department of Communities (DOC) Detention Centre Operational Information System (DCOIS). This system has been introduced to bring the DOC Youth Detention operational procedures in line with the adult Corrective Services System. It is hoped the continued training and operational use of the new system with help to both identify and solve system errors.

Our off-campus school has continued to expand the curriculum on offer to students. Teachers involved have attended PD to ensure Workplace Health & Safety and Risk Management Systems to allow the success of this expansion. Students have successfully organised an Art Exhibition in conjunction with Beyond Blue's Youth Mental Health initiative. This Exhibition included works from students from a range of schools in the Townsville District.

Future outlook

The expansion construction work is continuing, although some works have been delayed due to our very monsoonal wet season. However, it is still hoped the first new classrooms should be ready for use by August 2011. As the new Centre will cater for young female detainees, negotiations are underway with DOC's to ensure inclusion of features which will improve our capabilities to effectively educate and train these young women.

The implementation of the new AQTF2010 Essential Standards and Conditions for Registration will ensure our school continues to meet the requirements for registration as a Training Organisation and offer high quality, inclusive delivery and assessment for our students. A new literacy/numeracy Package is due for registration later this year and will allow our students to gain Certificates of Attainment for their efforts within these areas. As this Certificate is also available at our local TAFE, it will allow students the opportunity to continue their work on transition from our Centre.

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Our drive to embed the Smart Classrooms Continuum into our curriculum will continue, especially following some intensive PD on the LearningPlace, eLearning and Learning Pathways. Three teachers have embarked on their Digital Pedagogy journey and hope to become eLearning Leaders.

Our move to introduce School Wide Positive Behaviour Support (SWPBS) has gained momentum with DOC's staff also attending PD on this program. There is now an opportunity to approach both EQ & Doc's Behaviour Management Plans from a new and united perspective.

Following on from our Teaching and Learning Audit in August 2010, numerous school Action Plans have come under review and will be revised as part of a whole school approach to strengthening our curriculum delivery, assessment, record keeping and data collation and analysis.

Our school at a glance

School Profile

Coeducational or single sex: Single Sex

Year levels offered: P - 10

Total student enrolments for this school:

Total Enrolment	Girls	Boy	Enrolment Continuity (Feb 2010 – Nov 2010)
63		63	18%

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 2010

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 Individual Education Plan, 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 2010, 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
IEP's	Transition Planning	Library
Literacy Assessment	Vocational Education	Many Cultures
Numeracy Assessment	Selection of Electives	
IT Introduction		

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
	Automotive	Communication
	Horticulture	Enterprise Education
	Hospitality	
	Furniture Making	
	Creative Industries	

Our school at a glance

PHASE 3 – PRE-RELEASE

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

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 Information and Communication Technologies 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 50% 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. Teachers are engaging in ongoing professional development to utilise the Learning Place more effectively within the classrooms.

Social climate

The 2010 School Opinion Survey describes the school climate as being high or above the state mean; these include "safe at School", "about the Behaviour" and "treated fairly".

Parent, student and teacher satisfaction with the school

The parents who visited the Centre expressed high levels of satisfaction with the development and training opportunities being provided by the CETC. The overall response from students was in the satisfied range. Students were particularly satisfied with the "Learning Climate", and their "Outcomes". The overall response from staff was in an "agreement Range" and was comparable to the state average.

Performance measure	Result 2010
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	63%

Our school at a glance

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	67%
Percentage of staff members satisfied with morale in the school	63%

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 providing 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.

Reducing the school's environmental footprint

The School's building and services are provided by the Department of Communities. The water, electricity and other usage rates are not available.

The School has a green waste recycling scheme, where vegetable waste from the Hospitality program is placed in a compost bin before being returned to the vegetable gardens. Students grow a range of vegetables and herbs for use in the hospitality program.

Students' use of the printers has been revised. Access to printers is now strictly monitored. This has reduced paper wastage. All waste paper is placed in recycle bins and collected by contractors.

Cardboard is prepared and collected for recycling by contractors.

Air conditioners are monitored and temperatures adjusted accordingly. All air conditioners are on timers to prevent use out of hours.

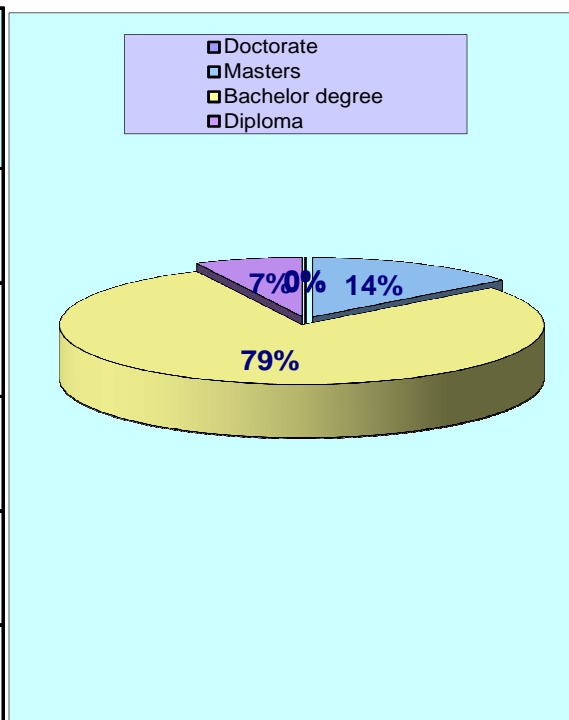
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	16	14	6
Full-time equivalents	14.2	8.9	4

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	11
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$23404.32 .

Our staff profile

The major professional development initiatives are as follows:

- Social and Emotional Learning
- LearningPlace
- ICT Certificates
- ACARA
- AQTF (Vocational Education)
- All Teacher Aides involved in on-going Professional Development (including Certificate I in ICT; Successmaker & LearningPlace)

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

On average staff indicated a “frequently” to “very Often” range of professional engagement opportunities.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 100%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
						100%		100%	100%		

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 – Years 3, 5, 7, and 9

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

The School is hoping to have eligible student enrolled in 2011 to allow participation in NAPLAN.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

The image shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" section with two radio buttons for "Government" and "Non-government", and a yellow "SEARCH" button.

Performance of our students

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Explicit teaching of micro literacy and numeracy skills. Supplement Literacy with software to maximize student engagement in reading – Successmaker installed and being used successfully in the afternoon reading program.

All teacher aides involved in the reading program trained to use Successmaker and to administer PM Benchmarking.

Regular Curriculum meetings for teachers to discuss pedagogy and programmes

Develop a school data plan – including in the whole school data collection process specific references and requirements for the timely collection and analysis of student literacy and numeracy outcome level of achievement data from each end of term reporting cycle

Reading 2008 – 2010: A reading rewards program is resulting in improved outcomes. Embedding indigenous perspectives is also improving observed outcomes.

Numeracy 2008 – 2010: VET based numeracy activities (relating to work) are resulting in improved outcomes.

Continuing integration of numeracy and literacy into life skills and work preparation courses. Raising student aspirations by using motivational speakers and fostering their success in ongoing smaller learning challenges.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I

Certificate II

Certificate III or above

153

82

0

Certificate I Courses:

Work Education; Art and Contemporary Craft; Creative Industries; Hospitality; Horticulture; Information & Communication Technologies; Furniture Making; Automotive

Post-school destination information

Students have been involved in the following activities on release from CYDC

- Beyond Billabong Program (10 Students)
- Looking for Work, Job Service Australia (45 Students)
- TAFE courses (10 Students)
- School (5 Students)
- Boarding College (2 Students)
- Work Experience (2 Students)

Performance of our students

- NQ Tech College (3 Students)
- Indigenous Mobility Program (1 Student)
- Part time work (10 Students)
- Full time employment (2 Students)
- Youth Justice Orders (300 Students)
- Sports a Recreational Clubs (10 Students)
- Special Needs program (Rehab) (1 Student)
- Drivers Education (45 Students)
- Work Skills Training including White Card (150 Students)