

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Cleveland Education & Training Centre 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 Cleveland Education & Training Centre staff endeavours to build trusting relationships with the students and encourage them to achieve worthwhile success and develop 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 2012

Our Key priorities for 2013 are

- Vocational Education and Training
 - Maintain RTO registration
- Evidence-based decision making
- High quality teaching practices
 - Develop the professional capability of teachers
 - Differentiated Classroom Learning
- Transition
- Develop productive partnerships with students, centre-wide staff, parents, and their communities.
- Align Responsible Behaviour Plan to Centre-Wide Positive Behaviour Support
- Investigate capturing Well Being data

The ongoing redevelopment and expansion of the Detention Centre is progressing with the procurement of furniture and equipment to fit out the new facilities. The decant into the new facilities is delayed and is due to come on line by the end of 2013.

Through the Aspiring Leaders Program we have established consultative groups to finalise policy documents to align to our context with expected roll out in Term 3. These include: School Data Plan, Pedagogical Framework, Blue Print for Youth Transition and SWPBS. With the introduction of the Positive Behaviour Support Program across the school since January 2013, we have seen a remarkable change in student attitude towards school work and engagement as a whole. As further implementation takes place and teachers and students gain a clearer focus, behaviours should further improve. 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 focus is now on the implementation of Embedding Aboriginal and Torres Strait Islander Perspectives within the Core Skills for in Employment and Training Set modules of work and to embed interactive opportunities within classroom activities.

With an added benefit to Certificates I & II in Creative Industries we introduced a music program through the ACsF. This has been beneficial for our students, with the opportunity to allow the student to further expand their music skills.

For a detailed view of the schools actions under our priority for 2013 please refer to the Annual Implementation Plan, Progress Chart



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Future outlook

Key areas for improvement

SCHOOL CURRICULUM

Continue implementing Core Skills for Employment and Training

Implement actions to close the gap between Chronological age and Achievement Age (Reading and numeracy age outcomes of all students)

Implement diagnostic assessment tools for Literacy and Numeracy

Implement formal structure to align Individual Student Goals with school targets

Continue developing and enhancing data collection system

Cross map CSETS with whole-of- centre program delivery

Continue Centre Implementation of Positive Behaviour System

Align CSET packages with EATSIPS

Align RBPS to Centre Wide Behaviour Manual.

Establish a data capture system to reflect continuity of attendance rates (accommodation to school)

SCHOOL AND COMMUNITY

Formalise data capture through ICMS (Integrated Client Management System)

Develop a Centre Wide Transition Framework

Through IPAC Committee, view consistent practices across all domains of the Centre

One Student One Plan across all service providers

Promote community confidence and pride in the school's ability to meet the needs of all students and enhance performance

Develop student digital Transition Portfolio

TEACHING PRACTICE

Refine draft of Whole School Pedagogical Model

Professional Development opportunities to assist staff in deciphering, analysing and applying individual student data

Allow for intrinsic development of the Peer Mentoring Program

PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY

Maintain Registered Training Organisation registration by Continuous Improvement (Systematic Curriculum Delivery)

Build professional relationships amongst teachers and teacher aides

Teachers maintain currency of Certificate IV in Training and Assessment

OTHER REQUIREMENTS

Maintain operation throughout and after decant to new school building

Workplace health, safety and wellbeing plan

Information Communication Technology eLearning Plan

Asset replacement schedule

Our school at a glance

School Profile

Coeducational or single sex: Single Sex

Year levels offered in 2012: Year P - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	63	0	63	33%
2011	32	0	32	28%
2012	54	0	54	35%

Student counts are based on the Census (August) enrolment collection.

Student continuity is not a favourable option in Cleveland Education & Training Centre due to the location within the Cleveland Youth Detention Centre. The lower the percentage of Enrolment Continuity then the lower the rate of recidivism by student population in the community, however this does not take into consideration Students over the age of 18yrs and any possible flow on into the adult correctional system.

Characteristics of the student body:

The Cleveland Education & Training Centre (school) 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.

Average Class sizes

Classes at Cleveland Education & Training Centre 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 Justice & Attorney-General stipulate a maximum of 6 students in a class. This has been achieved during 2010 through to current processes, with class averages of 5 students per class.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	14	13	19
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our school at a glance

Our distinctive curriculum offerings

The Cleveland Education & Training Centre 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 IEP's Literacy Assessment Numeracy Assessment IT Introduction	Employability Skills Transition Planning Vocational Education Selection of Electives	Life skills Library Many Cultures

PHASE 2 – PARTICIPATION IN AN INDIVIDUALLY NEGOTIATED EDUCATIONAL & DEVELOPMENT PROGRAM		
Learning to Know	Learning to Do	Learning to Live Together
Literacy Numeracy Access 10	General Vocational Education IT Art Automotive Horticulture Hospitality Furniture Making Creative Industries	Life skills Self Development Team Work Communication Enterprise Education

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

Besides their involvement in education and training programs provided by Cleveland Education & Training Centre staff, students have opportunities to participate in a range of other activities which are provided by DJAG 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 approximately 50% of its structured learning activities. Skills gained in the Digital Art Program can be credited towards Certificates I in Information, Digital Media and Technology. Intranet access is divided into sections for course support materials and general educational resources, this is also used by the Guidance Officer for Set Planning with students. Teachers are engaging in ongoing professional development to utilise the Learning Place more effectively within the classrooms. Teachers also have access to iPads that can be used in the classrooms with applications for literacy, numeracy and other subjects as required.

Our school at a glance

Social climate

The 2012 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 staff satisfaction with the school

The parents who visited the Cleveland Youth Detention Centre expressed high levels of satisfaction with the development and training opportunities being provided by the Cleveland Education and Training Centre. Due to security purposes, privacy and confidentiality, parents are only able to access the visits building of the Centre and are not able to access the school precinct.

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 (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	DW
this is a good school	DW
their child likes being at this school*	DW
their child feels safe at this school*	DW
their child's learning needs are being met at this school*	DW
their child is making good progress at this school*	DW
teachers at this school expect their child to do his or her best*	DW
teachers at this school provide their child with useful feedback about his or her school work*	DW
teachers at this school motivate their child to learn*	DW
teachers at this school treat students fairly*	DW
they can talk to their child's teachers about their concerns*	DW
this school works with them to support their child's learning*	DW
this school takes parents' opinions seriously*	DW
student behaviour is well managed at this school*	DW
this school looks for ways to improve*	DW
this school is well maintained*	DW

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012#
they are getting a good education at school	79.1%

Our school at a glance

they like being at their school*	79.1%
they feel safe at their school*	95.3%
their teachers motivate them to learn*	86.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	88.1%
teachers treat students fairly at their school*	90.7%
they can talk to their teachers about their concerns*	67.4%
their school takes students' opinions seriously*	76.7%
student behaviour is well managed at their school*	71.4%
their school looks for ways to improve*	85.7%
their school is well maintained*	86.0%
their school gives them opportunities to do interesting things*	88.4%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	80.8%
with the individual staff morale items	94.6%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

As stakeholders of the local community, DJAG are responsible for care and development of at risk young people who have been detained in the custody of the DJAG by the courts.

The Cleveland Education & Training Centre has embarked on a number of strategies to facilitate parent-teacher meetings with teachers. This is detailed in the Annual Implementation Plan for the school. This is also a part of the "Connectedness" Project to assist with disengaged families and support the vision of the successful reintegration and rehabilitation of young people into their communities.

The Cleveland Education & Training Centre has also been involved in the Department of Justice's "Project 200", an intensive support project in an attempt to break the recidivism cycle of at risk youths.

Our extended community includes: Scripture Union, Job Find, In Step, Bendigo Bank, Save a Mate Organisation, Headspace, Youth Justice Services and Townsville Community Learning Centre.

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 Memorandum of Understanding, partnerships have been formally established between DJAG, Department of Education, Training & Employment, and Queensland Health.

Daily meetings with DJAG and Cleveland Education & Training Centre 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 representatives visit community areas.

Reducing the school's environmental footprint

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. Stationary Orders placed by Cleveland Education & Training Centre are considered and the green option is selected if available.

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

As the school is a service provider, the building and utilities are provided by the Department of Justice & Attorney-General.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	Not Applicable	Not Applicable
2010-2011	Not Applicable	Not Applicable
2011-2012	Not Applicable	Not Applicable

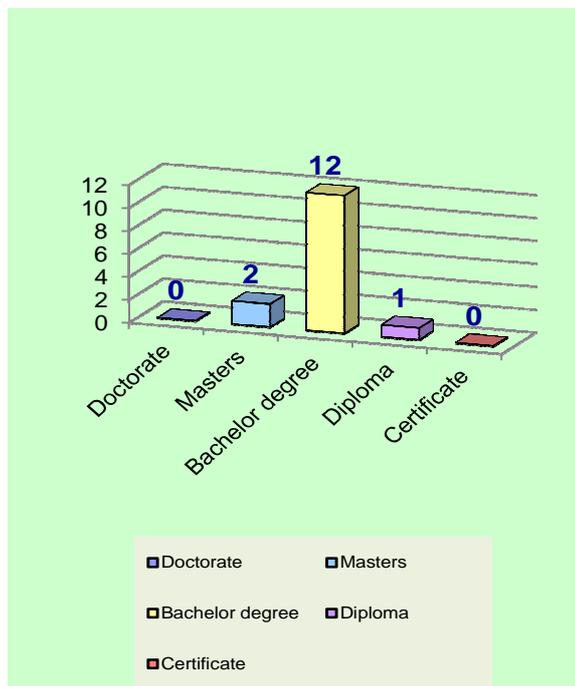
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	12	14	3
Full-time equivalents	10.8	11.8	2.9

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	12
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds allocated in the school budget for all professional development for 2012 was \$22,000.00, however that total spent was \$27,404.72 (12.45% of the Overall school budget).

The major professional development initiatives for teachers and teacher aides are as follows:

- Vocational Education and Training

Maintain RTO registration

- Evidence-based decision making

- High quality teaching practices

Develop the professional capability of teachers

Differentiated Classroom Learning

EATSIPS (Establishing Aboriginal and Torres Strait Islander Perspectives in Schools)

Pedagogy Framework

Reporting Protocols

Data Planning

Sharing Best Practice

Our staff profile

- Transition
- Develop productive partnerships with students, centre-wide staff, parents, and their communities.
- Align Responsible Behaviour Plan to Centre-Wide Positive Behaviour Support
- Investigate capturing Well Being data - Suicide Risk Prevention (Headspace)
- EUS (Education Usage Survey / Survey)
- AB Tutor (Internet Usage Tracker)
- Staff placement for Industry Currency Upgrades in VET.

The involvement of the teaching staff in professional development activities during 2012 was 100 %.

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

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.1%	96.8%	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following ‘Find a school’ text box.

Find a school

Search by school name **GO**

Search by suburb, town or postcode

Sector: Government Non-government

SEARCH

Where it says ‘**Search by school name**’, type in the name of the school 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 given access to the school’s My School entry web page.

School financial information is available by selecting ‘**School finances**’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

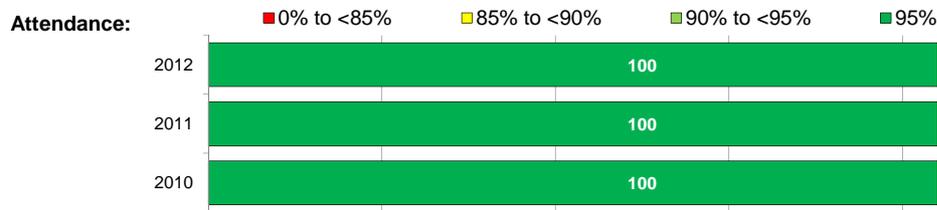
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	100%	100%	100%
The overall attendance rate in 2012 for all Queensland state Education Units, Schools of Distance Education and Specific Purpose Schools schools was 100%.			

Students attending Cleveland Education & Training Centre (CETC) are accommodated onsite within Accommodation areas of the Cleveland Youth Detention Centre. Department of Justice & Attorney-General staff are responsible for the duty of care of these students. As discussed further in this document attendance to school is required by all students onsite, however due to court attendances, therapeutic interventions and other appointments the attendance of students is not 100%.

Semester 1, 2013 Student Attendance	
	Attendance Rate
Overall School Attendance Rate, Semester 1, 2013	90.8%
Indigenous Student Attendance	91.1%
Non-Indigenous Student Attendance	89.1%

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education, Training & Employment 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 Justice & Attorney-General within 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 Department of Justice & Attorney-General'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 Education Queensland and Department of Justice & Attorney-General 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

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

The Cleveland Education & Training Centre has a high transience rate and operates as a non-graded school; consequently our participation in the NAPLAN testing is limited. For the 2013 sitting our students were exempted from participating.

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.

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

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

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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.

Achievement – Closing the Gap

We have implemented:

Explicit teaching of micro literacy and numeracy skills through Core Skills for Employment and Training.

All teacher aides involved in the reading sessions trained to administer PM Benchmarking and other diagnostic assessments.

Regular Curriculum meetings for teachers to discuss pedagogy and programmes to facilitate student engagement and motivation to learning.

Continue developing 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. Data on student achievements is collected for informed strategies to be established.

Embedding indigenous perspectives is also improving observed outcomes.

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 is improving student achievements in these areas. Raising student aspirations by using motivational speakers and fostering their success in ongoing smaller learning challenge.

Apparent retention rates Year 10 to Year 12

2010 2011 2012

Year 12 student enrolment as a percentage of the Year 10 student cohort.

na

na



Performance of our students

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	1	2	0
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	0	0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	1	1	4
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	na	na	na
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	0%	25%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	na	na	na

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	0	0	0	0	0
2011	0	0	0	0	0
2012	0	0	0	0	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	1	0	0
2011	1	0	0
2012	4	0	0

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Certificate I Courses:

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

Due to the varying periods of time in which students are enrolled/attending Cleveland Education & Training Centre, certificates of Attainments and Partial Completions are awarded until a complete set of modules can be completed. Time frames for students attending Cleveland Education & Training Centre are out of the control of the Centre and determined by the court system in regards to individual student matters.

Completions of Units by Competency

	Completed Number of Units
2010	Not Available
2011	321
2012	476

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.

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

- Boystown Brisbane (1 Student)
- Looking for Work, enrolled with Job Service Australia (45 Students)
- TAFE courses (10 Students)
- School (5 Students)
- Boarding College (2 Students)
- Work Experience (2 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)
- InStep Referrals (Youth Connection Program Provider) (16 Students)
- Interstate Community Links (4 Students)
- Human Services Youth Allowance (58 Students)

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

This information is not applicable as the students attending Cleveland Education & Training Centre are attending while in the custody of the Department of Justice & Attorney-General and held within the Cleveland Youth Detention Centre. Students are released based on court matters.