Cleveland Education and Training Centre
Queensland State School Reporting
2013 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 2013

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

- ➤ Continue implementing Core Skills for Employment and Training (CSETS). Implement modules of CSETS that are modified for younger students, based on average age and interests.
- ➤ Have cross mapped CSETS with whole-of- Centre program delivery. Have reviewed and aligned Listening and Speaking content to specific Employment and Training Modules.
- ➤ Aligning CSET packages with Establishing Aboriginal and Torres Strait Islander Perspectives in School (EATSIPS). Continue adopting practices that reflect EATSIPS elements within the CSETS
- ➤ Have implemented diagnostic assessment tools for Literacy. Numeracy to be completed term 4.
- ➤ Embedding Lexia as a diagnostic tool within the Great Results Guarantee (GRG) funding outcomes as per submission. Reviewing building of goal setting into student data tracker.

- Reviewing validation of writing standards in each module as outlined in in CSET packages.
- Rolling out suite of workshops on analysing school and student data (Lexia) ongoing.
- Reviewing changes to data capture through ICMS (Integrated Client Management Systems) as this system is no longer accessible by CETC staff.
- Finalise and Roll Out Pedagogical Model.
- Implementing a formal structure to ensure all Performance Plan interviews are timetabled.
- Reviewing Performance Plans as per Professional Standards for Teachers by AITSL. Analysing VET Quality Indicators (ongoing)

- Confirmed, corrected and completed, 2013 Asset Stocktake Register as per EQ requirements. Follow up from Audit findings term 3 / 4

Future outlook

SCHOOL CURRICULUM

Continue implementing Core Skills for Employment and Training
Implement diagnostic assessment tools for Numeracy
Continue developing and enhancing data collection system
Continue Centre Implementation of Positive Behaviour System

SCHOOL AND COMMUNITY

Through IPAC Committee, view consistent practices across all domains of the Centre
Promote community confidence and pride in the school's ability to meet the needs of all students and enhance performance

TEACHING PRACTICE

Professional Development opportunities to assist staff in deciphering, analysing and applying individual student data
Allow for intrinsic development of the Peer Mentoring/ Coaching Program

PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY

Maintain Registered Training Organisation registration by Continuous Improvement (eg. reviewing Curriculum Delivery)
Teachers maintain currency of Certificate IV in Training and Assessment

School Profile

Coeducational or single sex: **Single sex**

Year levels offered in 2013:   **Year 1 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	32		32	28%
2012	54		54	35%
2013	58		58	31%

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 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. This results in 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 2013 through to current processes, with class averages of 5 students per class.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	9	10	24
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

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

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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.

Social climate

The 2013 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".

Cleveland's pastoral care program STRENGTH is about equipping young people and adults with the knowledge and skills to discover who they are and the person they want to become, while at the same time encouraging participants to find the strength and courage within them to make healthy choices and realise their full potential. The school Chaplain visits the school/centre 3 days a week of which 2 days he delivers the STRENGTH program. He also coordinates church services on Sundays and over the holidays.

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	2013
their child is getting a good education at school (S2016)	DW	100%
this is a good school (S2035)	DW	100%
their child likes being at this school* (S2001)	DW	100%
their child feels safe at this school* (S2002)	DW	86%
their child's learning needs are being met at this school* (S2003)	DW	100%
their child is making good progress at this school* (S2004)	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%
teachers at this school treat students fairly* (S2008)	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	67%
this school works with them to support their child's learning* (S2010)	DW	83%
this school takes parents' opinions seriously* (S2011)	DW	83%
student behaviour is well managed at this school* (S2012)	DW	100%
this school looks for ways to improve* (S2013)	DW	83%
this school is well maintained* (S2014)	DW	100%

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Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	79%	98%
they like being at their school* (S2036)	79%	85%
they feel safe at their school* (S2037)	95%	93%
their teachers motivate them to learn* (S2038)	86%	98%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	98%
teachers treat students fairly at their school* (S2041)	91%	100%
they can talk to their teachers about their concerns* (S2042)	67%	91%
their school takes students' opinions seriously* (S2043)	77%	91%
student behaviour is well managed at their school* (S2044)	71%	88%
their school looks for ways to improve* (S2045)	86%	98%
their school is well maintained* (S2046)	86%	96%
their school gives them opportunities to do interesting things* (S2047)	88%	94%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	91%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	86%
their school takes staff opinions seriously (S2076)	86%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	91%
their school gives them opportunities to do interesting things (S2079)	86%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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Involving parents in their child's education

As stakeholders of the local community, Department of Justice and Attorney General (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.

Our extended community includes: Scripture Union, 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 and lights 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.

Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	16	13	<5
Full-time equivalents	15	9	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.	0
Masters	2
Doctorate	0
Total	**15**
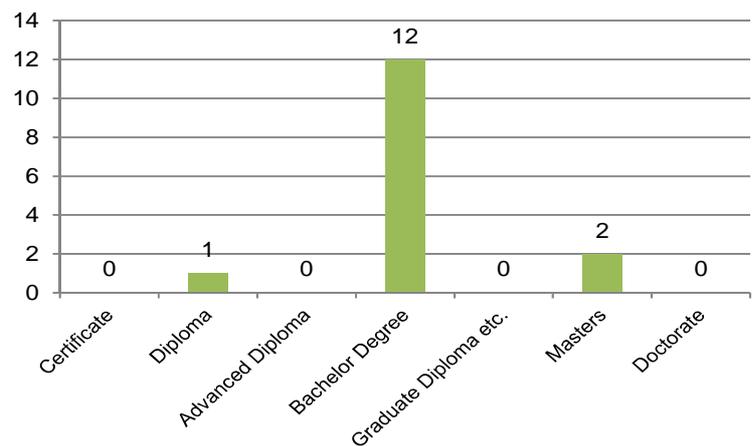
* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $16705.46

The major professional development initiatives are as follows:

•Vocational Education and Training

Maintain RTO registration

•Evidence-based decision making

•High quality teaching practices

Differentiated Classroom Learning

Pedagogy Framework

Diagnostic Data Assessments

Sharing Best Practice

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GROWTH Coaching Training

AB Tutor (Student Usage Tracker)

Positive Behaviour Management

Industry Validation

Mental Health

Department of Education, Training & Employment Mandated Induction Programs

Profiling

Training in Positive Behaviour Support (ongoing)

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff indicated a "frequently" to "very often" range of professional engagement opportunities.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

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 2013 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.**

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.

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Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	100%	100%	90%

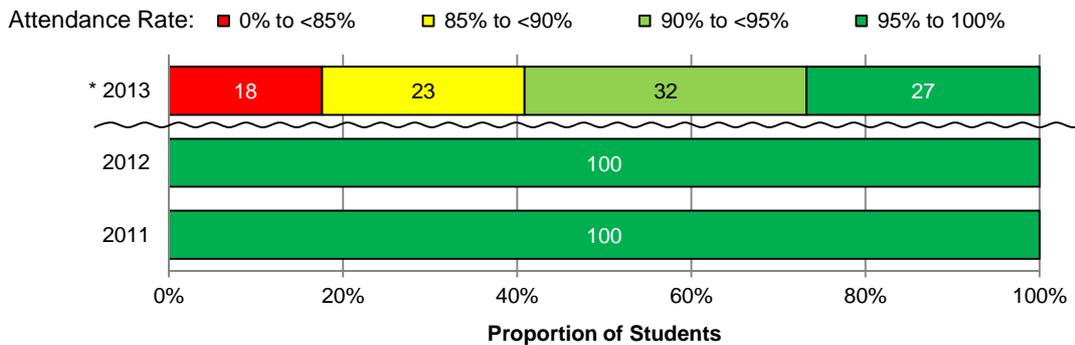The overall attendance rate in 2013 for all Queensland state SDE/EU/SP schools was 99%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011									100%	100%		
2012									100%	100%		
2013					DW	DW	94%	92%	92%	91%	87%	90%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%　□ 85% to <90%　□ 90% to <95%　■ 95% to 100%

* 2013	18 / 23 / 32 / 27
2012	100
2011	100

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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 Justice and 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 and 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.

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.

Our 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/.

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.**

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

We have implemented:

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

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

Implemented Great Results Guarantee Reading Action Plan

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

Continue developing a school data plan – to modify the whole school data collection process with specific reference to 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 outcomes due to higher learner engagement.

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 is also assisting students to engage.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	N/A	N/A	N/A

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	2	7	5
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).	0	2	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	1	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.	N/A	N/A	N/A
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.	0%	29%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	N/A	N/A	N/A

As at 5 May 2014. The above values exclude VISA students.

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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
2011	0	0	0	0	0
2012	0	0	0	0	0
2013	0	0	0	0	0

As at 5 May 2014. 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
2011	1	0	0
2012	4	1	0
2013	3	2	0

As at 5 May 2014. The above values exclude VISA 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
2011	321
2012	476
2013	479

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

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

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on court matters.

Destinations of students post detention are:

- Break-Thru Employment - Youth Bites Program
- Flexi School Mt Isa & Townsville
- Alternative Secondary Pathways Program
- Queensland Youth Services, Community Learning Program - GR8 eXpectations
- Burragah, Townsville Community Learning Centre and Youth Justice Multi-stakeholder Education and Diversion Program
- Department of Justice and Attorney-General Boot Camp
- Interstate links
- State High Schools
- Boarding School
- Part time work
- Police Citizens Youth Club
- SOLAS - Supported Options in Lifestyle and Access Services (Mental Health Recovery in Communities)
- Townsville Allied Health Services Residential Facility in partnership with Charters Towers Distance Education
- Industry-School Training Partnership Association Youth Connections
- Looking for work
- Centrelink - Department of Human Services, Youth Allowance
- URTLAH Allowance (Unreasonable To Live At Home) a payment granted to YP who cannot return home
- Rural and Remote Community Projects
- Work Experience
- Students completed Cert II in General Education for Adults
- Non-for-profit Organisation Evolve, Keeping Kids On Track