

Cleveland Education and Training Centre Queensland State School Reporting 2014 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 2014

Vocational Education and Training

Priority	Progress
<p>Replace the Certificate II in Access 10 course with the Certificate II in CGEA accredited course.</p> <p>Investigate possible replacement course for Certificate II in Access 10 and the four bands of the CSETS should their national registration be discontinued.</p>	<ul style="list-style-type: none"> • Improve the database to record VET outcomes. • Provide in-service for teachers on efficient use of the computer systems used in VET. • Continue staff industry placements to maintain staff currency with industry requirements. • Registration has been granted for the Centre to deliver Cert II in CEQA and three lower levels of the CGEA.

High quality teaching practices

Priority	Progress
<p>Develop the professional capability of teachers through the Introduction to the new Teacher Performance Plans.</p> <p>Differentiated Classroom Learning with</p>	<p>Introduced the Annual Performance Development Plans in 2014.</p> <p>Completed a suit of workshops in:</p> <ul style="list-style-type: none"> • Unpacking the Australian Teacher Performance and Development Framework • Building an effective performance and development culture • Explored the elements of an effective performance and development cycle.

emphasis on reading	<ul style="list-style-type: none"> • Developing Individual Learning Plans targeting specific reading goals • Reviewed and completed professional development in our diagnostic assessment tools for reading. • Explicit teaching of reading strategy to create a self-extending system • Provided professional development for Teacher Aide's in "Redefining Support a Reader" and Miscued Analysis for Teachers. • Review success rate in term 3 and 4 2015
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Transition

Priority	Progress
Develop productive partnerships with students, centre-wide staff, parents, and their communities.	Working in collaboration with Cleveland Youth Detention Centre in Establishing a Centre Wide Transition policy.

Future outlook

Successful Learners

Review and Improve the VET curriculum offerings
Review Numeracy Diagnostic Assessment Tool

Great People

A sharpened emphasis on leadership
Embed Developing Performance Plan processes
Establish a school-wide focus on transformational performance and development processes in order to empower staff and unleash potential

High Standards

Review and improve the quality of VET delivery, assessment and reporting
Establish assessment standards for writing

Engaged Partners

Engage and consult with Industry Representatives and implement recommendations for improving VET at CETC

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 5 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	54		54	35%
2013	58		58	31%
2014	47		47	22%

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

Student continuity does not happen within Cleveland Education & Training Centre due to the location within the Cleveland Youth Detention Centre. However, this does not take into consideration Students over the age of 18yrs and any possible flow on into the adult correctional system, our population may include 18year olds waiting to transfer to the adult 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

Students at Cleveland Education & Training Centre are not placed into specific year cohorts. They 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	10	24	18
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum pathways

WHICH TRACK		
Learning to Know	Learning to Do	Learning to Live Together
Orientation – (CSETs) - Literacy Benchmark - Numeracy Benchmark - Computer Skills Benchmark	Orientation – No Tools Trials Transition Interview Subject Selection Interview Set Plan Interview	Positive Behaviour System Reading

ON TRACK		
Learning to Know	Learning to Do	Learning to Live Together
Vocational Education - CSETs – (Four Levels) - Certificate II in Access 10	Vocation Education - Cert I ICT - Cert I & II Visual Art - Cert I & II Creative Industries - Cert II Kitchen Operations - Cert I Horticulture - Cert II Furnishing	Life Skills - Positive Behaviour System - Elite Fitness; Gym Fitness (Various Programs – as required)

NEW TRACK		
Learning to Know	Learning to Do	Learning to Live Together
Vocational Education - Progression through levels	Vocational Education - Progression through levels Transition Vocational Placement	Life Skills Learner Driver Licence White Card (Building) Marine Licence (Various Programs – as required)

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.

Social Climate

The 2014 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	DW	100%	DW
this is a good school (S2035)	DW	100%	DW
their child likes being at this school* (S2001)	DW	100%	DW
their child feels safe at this school* (S2002)	DW	86%	DW
their child's learning needs are being met at this school* (S2003)	DW	100%	DW
their child is making good progress at this school* (S2004)	DW	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	DW
teachers at this school motivate their child to learn* (S2007)	DW	100%	DW
teachers at this school treat students fairly* (S2008)	DW	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	DW	67%	DW
this school works with them to support their child's learning* (S2010)	DW	83%	DW
this school takes parents' opinions seriously* (S2011)	DW	83%	DW
student behaviour is well managed at this school* (S2012)	DW	100%	DW
this school looks for ways to improve* (S2013)	DW	83%	DW
this school is well maintained* (S2014)	DW	100%	DW

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	79%	98%	88%
they like being at their school* (S2036)	79%	85%	85%
they feel safe at their school* (S2037)	95%	93%	94%
their teachers motivate them to learn* (S2038)	86%	98%	97%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	98%	97%
teachers treat students fairly at their school* (S2041)	91%	100%	94%
they can talk to their teachers about their concerns* (S2042)	67%	91%	79%
their school takes students' opinions seriously* (S2043)	77%	91%	88%
student behaviour is well managed at their school* (S2044)	71%	88%	74%
their school looks for ways to improve* (S2045)	86%	98%	91%
their school is well maintained* (S2046)	86%	96%	94%
their school gives them opportunities to do interesting things* (S2047)	88%	94%	94%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	96%
they receive useful feedback about their work at their school (S2071)		91%	92%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		86%	92%
their school takes staff opinions seriously (S2076)		86%	87%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		91%	100%
their school gives them opportunities to do interesting things (S2079)		86%	100%

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

'Agree' represents the 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.

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 provide a range of support services. Through Memorandum of Understanding, partnerships have been formally established between DJAG, Department of Education & Training 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

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

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.

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

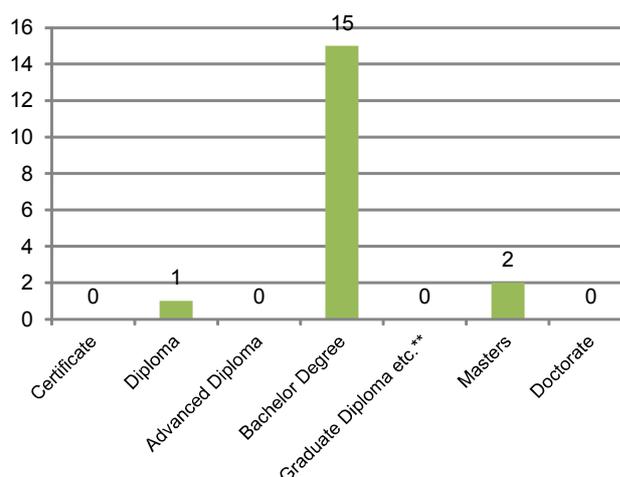
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	18	11	<5
Full-time equivalents	17.27	8.74	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	18



*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 2014 was \$14636.00.

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

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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 2014 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	100%	90%	78%

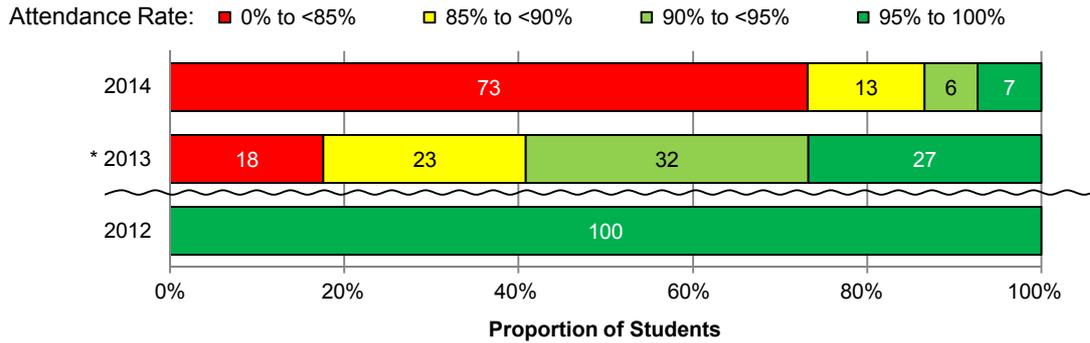
The overall attendance rate in 2014 for all Queensland SDE/EU/SP schools was 90%.

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
2012									100%	100%		
2013						DW	94%	92%	92%	91%	87%	90%
2014						DW	72%	78%	78%	76%	76%	81%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.

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 2014 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 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.

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 Non-government

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 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	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	0%	61%	38%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	7	5	1
Number of students awarded a Queensland Certificate of 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).	2	0	0

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students awarded an Australian Qualification Framework Certificate II or above.	1	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.			
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.	29%	0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	0	0	0	0
2013	0	0	0	0	0
2014	0	0	0	0	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	4	1	0
2013	3	2	0
2014	11	1	0

As at 19 February 2015. The above values exclude VISA students.

Certificate I & II Courses:

Work Education; Visual Art; Creative Industries; Hospitality; Horticulture; Information & Digital Media Communication Technologies; Furniture Making; Automotive; Access 10; CSET Cert I

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 are 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
2014	624

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 school 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.

Destinations of students post detention are:

- Flexi School Mt Isa, Townsville & Cairns
- Alternative Secondary Pathways Program, Cowboys Cert II & III
- 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
- State High Schools
- Boarding School
- Part time work
- 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
- Job Service Providers
- Centrelink - Department of Human Services, Youth Allowance, Job Capacity Assessment
- 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
- Toomby, Cert II & III in Agriculture
- TAFE