

Cleveland Education and Training Centre Queensland State School Reporting 2015 School Annual Report



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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 need support with their personal development and their education. The CETC staff endeavour to build trusting relationships with the students and encourage them to achieve worthwhile success and 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. The Department of Justice and the Attorney General (DJAG) assist CETC with ensuring the holistic aim of all programs is to improve the life chances of students and to decrease recidivism and to assist students to improve their literacy and numeracy skills.

School progress towards its goals in 2015

Vocational Education and Training

Priority	Actions	Progress
Focus on data analysis (Student Tracker)	<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. 	Working towards Embedded
Industry Placement	<ul style="list-style-type: none"> Continue staff industry placements to maintain staff currency with industry requirements. 	Embedded
Replace Certificate II in Access 10 with Certificate II in CGEA.	<ul style="list-style-type: none"> Registration has been granted for the Centre to deliver Cert II in CEQA and three lower levels of the CGEA. 	Embedded
Investigate replacement course for CSETS (possible deregistration?)		

High quality teaching practices

Priority	Actions	Progress
Develop the professional capability of teachers through the introduction of the <i>Teacher Performance & Development Framework</i>	Introduced the <i>Annual Performance Development Plans</i> in 2014. Completed a suite of workshops in: <ul style="list-style-type: none"> Unpacking the <i>Australian Teacher Performance and Development Framework</i> Building an effective performance and development culture Explored the elements of an effective performance and development cycle. Developing <i>Individual Learning Plans</i> for students targeting specific reading goals Reviewed and completed professional development in our 	Embedded Embedded Working towards Embedded Working towards

Differentiated classroom learning with emphasis on reading	<ul style="list-style-type: none"> diagnostic assessment tools for reading. Explicit teaching of reading strategy to create a self-extending system Provided professional development for Teacher Aides in <i>Redefining Support a Reader</i> and <i>Miscued Analysis</i> for teachers. Review success rate in term 3 and 4, 2015 	<p>Working towards Working towards</p> <p>Embedded</p> <p>Embedded</p>
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Transition

Priority	Actions	Progress
Develop productive partnerships with students, centre-wide staff, parents, and their communities.	<ul style="list-style-type: none"> Working in collaboration with DJAG to establishing a centrewide transition policy. 	Embedded

Future outlook

Strategy	Action	Description	Target	Timeline
To reduce the number of students who demonstrate low level reading skills	Continue developing the reading program and data analysis software within the <i>Investing for Success</i> initiative.	A formal structure ensuring alignment between student reading goals and school reading targets.	90% of target students are engaged	Term 1,2
	Review options to increase reading standards through a volunteer <i>Support-a-Reader</i> program.	10 community service volunteers <ul style="list-style-type: none"> WH&S inducted <i>Support a Reader</i> trained 	Increased reading opportunities	
	Develop personalised learning plans for Basic and Preliminary levels targeting specific reading goals.	A formal structure or system to record individual reading improvement levels	Established personalised learning record system for "at-risk" students in Basic and Preliminary levels	
	Design data charts appropriate for school/student context.	Graphical representation of student data for the student, whereby they can track their own progress, and establish their own goals.	Data wall	
Enhance teaching and learning through the development and application of an agreed whole-of-centre <i>Trauma Informed Practice (TIP) Framework</i>	Implement the <i>TIP Framework</i> in a whole school approach.	<ul style="list-style-type: none"> To provide coordinated mental health support aimed at improving emotional wellbeing and participation in the school community. Foster a shared language and understanding of the impact of trauma on young people, their families and communities. Provide practical strategies to assist staff to respond to young people with a <i>TIP Framework</i> perspective. Develop a sense of enthusiasm among staff to implement and commit to Trauma Informed Practice. 	100% of staff are engaged with <i>TIP</i> and incorporate it in pedagogy	Ongoing
Review and improve the quality of VET delivery, assessment and reporting	Develop a <i>Quality Review Plan</i> for 2016 Implement systems to: <ul style="list-style-type: none"> gather information about CETC's VET performance analyse it develop improvement plans record actions and outcomes 	<ul style="list-style-type: none"> Calendar of VET quality review and improvement actions Data gathering plan Analysis procedure Improvement action logs 	Clear goals for 2016 Workable documents Workable processes	Term 1,2,3,4 following review/ analysis

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 5 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	58		58	50	31%
2014	47		47	39	22%
2015	75	14	61	66	29%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Student continuity does not occur within CETC because the youth justice system places young people in the Cleveland Youth Detention Centre for different periods of time. 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 18 year olds waiting to transfer to the adult system.

Characteristics of the student body:

The CETC provides a distinctive educational context with unusual characteristics and challenges. Varied lengths of stay for students and the relatively short duration of many stays poses inevitable difficulties. However, the CETC has adapted to this unique set of circumstances by offering a comprehensive individual learning plan for each student. 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

The security protocols of DJAG stipulate a maximum ratio of 1:6 (teacher: student) for most EQ classes. However, some high risk tooled programs and some intensive therapeutic programs are 1:4.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	24	18	29
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

WHICH TRACK		
Learning to Know	Learning to Do	Learning to Live Together
Orientation – (CSETs) <ul style="list-style-type: none"> - Literacy Benchmark - Numeracy Benchmark - Computer Skills Benchmark 	Orientation – No Tools Trials <ul style="list-style-type: none"> Transition Interview Subject Selection Interview Set Plan Interview Reading Plan 	Positive Behaviour System
ON TRACK		
Learning to Know	Learning to Do	Learning to Live Together
Vocational Education <ul style="list-style-type: none"> - CSETs – (Four Levels – Preliminary, Basic, Intermediate and Certificate I - Certificate II in General Education for Adults 	Vocational Education <ul style="list-style-type: none"> - Cert I in IDMT - Cert II in Visual Art - Cert II in Creative Industries - Cert II in Kitchen Operations - Cert II in Metal Work - Cert II in Furnishing 	Life Skills <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Progression through levels 	Vocational Education <ul style="list-style-type: none"> - Progression through levels - Access to other courses when funding available (Skin and Beauty, Hair Dressing, Duke of Edinburgh Awards) Transition Vocational Placement	Life Skills <ul style="list-style-type: none"> - Learner Driver (Written Test) - Site Safety Induction Card (Various Programs – as required)

Extra curricula activities

Besides their involvement in education and training programs provided by the CETC 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 improve learning

Teachers integrate computers into curriculum delivery. Online resources are used for some courses. The Certificate II in General education for adults course requires computer access for approximately 20% of its structured learning activities. Skills gained in the Digital Art Program can be credited towards Certificates II in Visual Art. Intranet access is divided into areas 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 2015 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”.

CETC’s pastoral care program *STRENGTH* is about equipping our students with the knowledge and skills to discover who they are and the person they want to become. At the same time this program encourages 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 Fridays and over the holidays.

There is a strong centrewide *Positive Behaviour Learning Program* that is well received by the students and staff alike.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school (S2001)	100%	DW	100%
their child feels safe at this school (S2002)	86%	DW	100%
their child's learning needs are being met at this school (S2003)	100%	DW	100%
their child is making good progress at this school (S2004)	100%	DW	100%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	88%
teachers at this school motivate their child to learn (S2007)	100%	DW	100%
teachers at this school treat students fairly (S2008)	100%	DW	89%
they can talk to their child's teachers about their concerns (S2009)	67%	DW	100%
this school works with them to support their child's learning (S2010)	83%	DW	71%
this school takes parents' opinions seriously (S2011)	83%	DW	88%
student behaviour is well managed at this school (S2012)	100%	DW	100%
this school looks for ways to improve (S2013)	83%	DW	100%
this school is well maintained (S2014)	100%	DW	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	88%	92%
they like being at their school (S2036)	85%	85%	94%
they feel safe at their school (S2037)	93%	94%	94%
their teachers motivate them to learn (S2038)	98%	97%	96%
their teachers expect them to do their best (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	98%	97%	96%
teachers treat students fairly at their school (S2041)	100%	94%	98%
they can talk to their teachers about their concerns (S2042)	91%	79%	88%
their school takes students' opinions seriously (S2043)	91%	88%	85%
student behaviour is well managed at their school (S2044)	88%	74%	80%
their school looks for ways to improve (S2045)	98%	91%	93%
their school is well maintained (S2046)	96%	94%	94%
their school gives them opportunities to do interesting things (S2047)	94%	94%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	96%	87%
they receive useful feedback about their work at their school (S2071)	91%	92%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	100%	100%	96%
staff are well supported at their school (S2075)	86%	92%	88%
their school takes staff opinions seriously (S2076)	86%	87%	88%
their school looks for ways to improve (S2077)	100%	100%	83%
their school is well maintained (S2078)	91%	100%	100%
their school gives them opportunities to do interesting things (S2079)	86%	100%	92%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 CETC 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, Headspace, Youth Justice Services, Townsville Community Learning Centre, Indigenous Licensing Unit and TAFE

The 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 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.

Reducing the school's environmental footprint

As the school is a service provider, the building and utilities are provided by DJAG. However every effort is made to reduce the school's usage of electricity, water and consumable materials which are used for educational and training purposes.

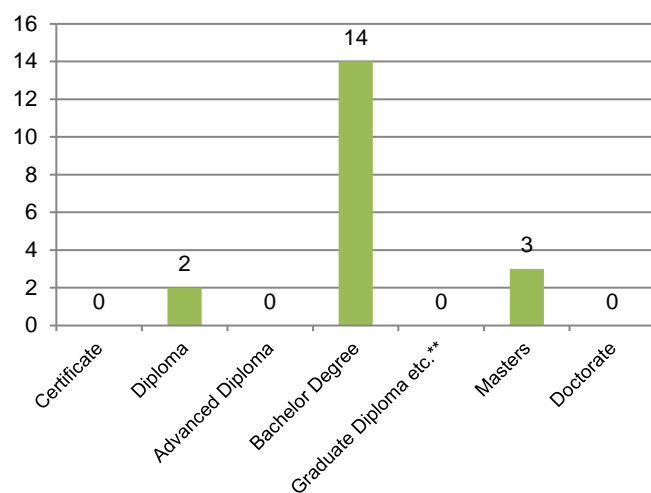
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	19	13	<5
Full-time equivalents	18.06	10	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.**	0
Masters	3
Doctorate	0
Total	19



*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 2015 were \$12,450

The major professional development initiatives are as follows:

- Vocational Education and Training
- Evidence-based decision making using data
- Differentiated Classroom Learning
- Teaching practice
- Net working opportunities – Australian Youth Detention Network; Indigenous Licensing Unit

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2015 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

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	78%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	78%	91%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland SDE/EU/SP schools was 100%.

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

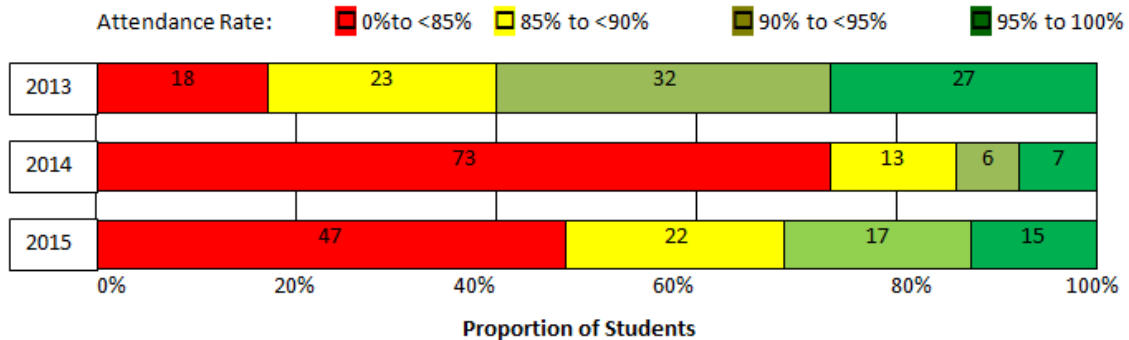
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013							DW	94%	92%	92%	91%	87%	90%
2014							DW	72%	78%	78%	76%	76%	81%
2015							DW	85%	91%	91%	92%	90%	93%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

In the partnership between the CETC and DJAG, within the Cleveland Youth Detention Centre, there is an 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
 - therapeutic support interviews
 - 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 DJAG programs. This 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 CETC has a high transience rate and operates as a non-graded school; consequently our participation in the NAPLAN testing is limited. For the 2016 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. Unfortunately, very few of our student have been involved in any of the NAPLAN testing, even if OneSchool has indicated attendance at mainstream schools.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for students who have completed NAPLAN testing 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	61%	38%	n/a
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	58%	36%	n/a

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	5	1	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
Percentage of Indigenous 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	0	0
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
Percentage of Indigenous 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

Outcomes for our Year 12 cohorts

2013 2014 2015

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.

20% 0% 0%

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 16 February 2016. 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
2013	0	0	0	0	0
2014	0	0	0	0	0
2015	0	0	0	0	0

As at 16 February 2016. 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
2013	3	2	n/a
2014	11	1	n/a
2015	11	0	n/a

As at 16 February 2016. The above values exclude VISA students.

CETC has only just registered our Certificate II in General Education for Adults (CGEA 22237VIC) and, as our learners need eleven units to gain a full qualification, we only have twenty enrolments in the pre-requisite units at this stage.

We had no Certificate II full qualification for this reporting period. As the qualification level increases, so does the number of units the learner is required to complete to gain a full qualification. This is a rare event due to the high transient levels in our school population.

We have several learners who are only one or two units short of a full qualification. However, they have now been released from CETC. If they return, and they complete the remaining units, they will fall into next year's data.

Within the CSETs Course - CETC offers three levels of "qualifications" below a Certificate I level. We have been fortunate to have thirty-one learners successfully complete a full qualification across these three levels. We have also had several learners make the transition from a lower level and gain success in the next level.

Core Skills for Employment and Training courses (CSET's)

Preliminary		Basic		Intermediate	
39279QLD-Communication	39285QLD-Numeracy	39280QLD-Communication	39286QLD-Numeracy	39281QLD-Communication	39287QLD-Numeracy
2	2	9	2	11	5

Completions of Units by Competency

	Completed Number of Units
2013	479
2014	624
2015	966

This data includes ALL completed units across all levels of CSETs (eight qualifications) and all other VET areas offered (less TAFE).

With the CSETs requiring the completion of between six and eight units, the 966 units completed is a stark reminder of the impact a high turnover in learner population has on the failure to complete a full qualification.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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

Students enrolled at 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 Schools
- Gold Training
- 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
- Students completed Cert II in General Education for Adults
- MRAEL
- Toomby, Cert II & III in Agriculture
- TAFE