Cleveland Education and Training Centre

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

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School Overview

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 in detention. When young people are brought to the Youth Detention Centre most of them need support with their personal development and education. 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. With assistance students 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.

VISION

Creating futures

PURPOSE

Commitment to provide opportunities for our learners to acquire meaningful, worthwhile and creative education and training for the world of work, everyday life and lifelong learning.

VALUES

Learning to Do:

Applying what we learn into practice

Learning to Know:

Benefiting from opportunities that education provides throughout life

Learning to Live Together:

Developing empathy and cooperative social behaviour within communities

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Priority	Actions	Progress
Review and improve curriculum offerings	Deliver QSR awareness session to the Interdepartmental Programs Advisory Committee (IPAC) and broader centre community.	Completed
	Facilitate workshops to roll out the National School Improvement Tool.	Completed
	Analyse school academic data in consultation with DJAG's Youth Justice Services to assess the gaps in service delivery.	Completed
	Consult with industry representatives and TAFE regarding possible short course additions to the VET curriculum. Introductions to Hairdressing and Beauty (Cert II in Retail Skin Care and Make-up)	Completed
	Implement systems to gather information about CETC's VET performance. Analyse and develop improvement plans.	Completed
	Review curriculum structure, subject offerings and timetabling considerations for a Middle School Curriculum.	Working towards completion 2017
	Continue developing the reading program and data analysis software within the Investing for Success initiative.	Ongoing
To reduce the number of students who demonstrate low level reading skills	Review options to increase reading standards through a volunteer Support-a-Reader program.	Volunteers in attendance
	Forums for case review consultation established	Completed
	Develop Personalised Learning Plans for Basic and Preliminary Levels targeting specific reading goals.	Completed
Enhance teaching and learning through the development and application of an agreed whole-of-centre Trauma Informed Practice (TIP) Framework	Implemented the TIP Framework in a whole school approach.	100% of staff are engaged with TIP and incorporate it in pedagogy
	Fostered a shared language and understanding of the impact of trauma on young people, their families and communities.	
Through the Parent and Community Engagement Framework focus on strengthening partnerships between school, and parents and caregivers, and transition	Deliver introductory sessions to each new intake of Youth Workers to develop a shared language and understanding of the classroom protocols.	Ongoing
	Design a contextualised Parent and Community Engagement Framework	Working towards completion 2017
	Review all transition processes	Working towards completion 2017

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Future Outlook

Priority	Actions	Target	Timeline
Reading	- Review, implement and embed Whole School Balanced Reading Plan with intensive guided reading intervention. - Provide quality professional learning for all staff incorporating modelled, shared, guided, and independent learning. - Expand the reading committee to review and audit the school's Reading Plan. - Enhance the case management process and provide feedback to teachers. - Clarify individual roles and expectations within the Reading Plan. - Continue to explore options to increase reading standards through a volunteer Support-a-Reader program.	100% of classrooms and teachers 90 – 95 % reading accuracy >90% comprehension accuracy Increased reading opportunities	T1 - 2
Curriculum	- Develop a junior curriculum to cater for 10 to 14.5 year old at risk learners. - Review timetabling considerations and structured day movement with key stakeholders. - Review aspects of the Australian Curriculum and Australian Core Skills Framework (ACSF) levels of Numeracy and Literacy for a junior curriculum content suitability. - Prepare for senior curriculum to transition to new courses. - Develop student work and assessment programs. - Validate assessment programs. - Consult with industry representatives regarding the appropriateness of the training and assessment programs. - Review EATSIP elements within the curriculum.	Draft curriculum overview for consultation 100% of classrooms and teachers engaged	T1 - 4
Professional Practice	- Review and implement into school-wide practice, the Pedagogical Framework with a focus on addressing classroom practice and student learning styles. - Provide professional development opportunities for teachers to develop skills to implement the school's pedagogical framework. - Implement a time to facilitate observation and feedback processes, coaching and mentoring and critical friend arrangements to enhance teaching and reflection on practice. - Continue to review the Responsible Behaviour Plan for Students incorporating classroom management and classroom profiling.	100% teaching staff	T1 - 4
Improvement Innovation and Change	- Align the current staff development program to include components of the whole of centre and pastoral care programs. - Engage with the Centre's Cultural Unit in a collaborative delivery mode of the "My Journey" Program. - Formalise a proforma to capture student data and share the student profile. - Implement a School Wide Assessment and Internal Monitoring System (SWAIMS). - Build a process to monitor, review and evaluate the efficacy of the funding initiatives and their sustainability over time. - Implement a restorative intervention processes. - Continue to embed the Trauma Informed Practice Framework (TIPF). - Continue to provide professional development within TIPF and extend this professional development to include Poverty Research and Restorative Practices. - Continue to review the schools' Positive Behaviour Learning (PBL) program and provide professional development within this framework. - Develop capability of CETC Leadership and Experienced Senior teachers through best practice research, coaching and collaborative capacity building of staff and leadership. - Continue Principal leadership learning through active participation in the Principal Learning Community and principal shadowing. - Utilise regional personnel to support the needs of the school.	100% teaching staff	T1 T1- 4 T1- 4 T1 T1 – 4 T1

		70% of parents engaged	T1 - 4

Partnerships	• Implement a Parent and Community Engagement Framework (PCEF).
	• Seek endorsement of the PCEF from IPAC.
	• Use PCEF to work with youth workers and wider staff within the centre to:
	    o Establish a shared set of expectations about classroom practice
	    o Support student learning
	    o Identify ways to address needs and to raise aspirations of students.
	• View options for teachers to engage with student home communities.
	• Celebrate staff, student and community achievements.
	• Align the budget to cater for increased student transition case load.
		100% of new trainees	

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Year 5 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	47		47	39	22%
2015*	75	14	61	66	29%
2016	54	3	51	51	27%

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. Our average daily student count is 75 young people.

Characteristics of the Student Body

Overview

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 all school and therapeutic classes. This is associated to challenging behaviours, safety and security protocols and social and emotional complexities.

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Curriculum Delivery

Our Approach to Curriculum Delivery

- All the Qualifications and Courses on our Scope of Registration (QCAA) have been carefully chosen to align with our Curriculum Intent

WHICH TRACK		
Learning to Know	**Learning to Do**	**Learning to Live Together**
Orientation - **Literacy Benchmark** - **Numeracy Benchmark** - **Computer Skills Benchmark** - **BKSB**	Orientation Transition Interview Subject Selection Interview Set Plan Interview Reading Plan Resume	Positive Behaviour Learning Reading

ON TRACK		
Learning to Know	**Learning to Do**	**Learning to Live Together**
Vocational Education - **CSETs – (Four Levels – Preliminary, Basic, Intermediate and Certificate I** - **Certificate in General Education for Adults – (Four Levels – Course in Initial, Introductory, Certificate I and Certificate II)**	Vocation Education - **Cert I IDMT** - **Cert II Visual Art** - **Cert II Creative Industries** - **Cert II in Kitchen Operations (tool and non-tool approval required)** - **Cert II Furnishing (tool approval required)**	Life Skills - **Positive Behaviour Learning** - **Elite Fitness; Gym Fitness** (Various other 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** - **Access to other courses when funding available(Skin and Beauty, Hair Dressing, Duke of Edinburgh Awards)** **Transition** **Vocational Placement**	Life Skills - **Positive Behaviour Learning** - **Learner Driver (Written Test)** - **Site Safety Induction Card** (Various programs – as required)

Co-curricular 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 Assist Learning

Teachers integrate computers into curriculum delivery. All students engage in Cert I in Information, Digital Media and Technology (IDMT) as a core subject. 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 and interactive whiteboards that can be used in the classrooms with applications for literacy, numeracy and other subjects as required.

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Social Climate

Overview

The 2016 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 to deliver the *STRENGTH* program. He also contributes to classroom and visits accommodation units where he facilitates bible study.

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

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)		100%	100%
this is a good school (S2035)		100%	100%
their child likes being at this school* (S2001)		100%	100%
their child feels safe at this school* (S2002)		100%	100%
their child's learning needs are being met at this school* (S2003)		100%	100%
their child is making good progress at this school* (S2004)		100%	100%
teachers at this school expect their child to do his or her best* (S2005)		100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		88%	100%
teachers at this school motivate their child to learn* (S2007)		100%	100%
teachers at this school treat students fairly* (S2008)		89%	86%
they can talk to their child's teachers about their concerns* (S2009)		100%	100%
this school works with them to support their child's learning* (S2010)		71%	100%
this school takes parents' opinions seriously* (S2011)		88%	100%
student behaviour is well managed at this school* (S2012)		100%	86%
this school looks for ways to improve* (S2013)		100%	83%
this school is well maintained* (S2014)		100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	92%	98%
they like being at their school* (S2036)	85%	94%	91%
they feel safe at their school* (S2037)	94%	94%	87%
their teachers motivate them to learn* (S2038)	97%	96%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	98%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	94%	98%	98%
they can talk to their teachers about their concerns* (S2042)	79%	88%	89%
their school takes students' opinions seriously* (S2043)	88%	85%	93%
student behaviour is well managed at their school* (S2044)	74%	80%	93%
their school looks for ways to improve* (S2045)	91%	93%	98%
their school is well maintained* (S2046)	94%	94%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	92%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	100%
they feel that their school is a safe place in which to work (S2070)	96%	87%	100%
they receive useful feedback about their work at their school (S2071)	92%	91%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	100%	96%	100%
staff are well supported at their school (S2075)	92%	88%	93%
their school takes staff opinions seriously (S2076)	87%	88%	93%
their school looks for ways to improve (S2077)	100%	83%	93%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	92%	100%

* Nationally agreed student and parent/caregiver items
# '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 the care and development of at risk young people who have been detained in custody by the courts.

The CETC is in the process of implementing a contextualised Parent and Community Engagement Framework which has a focus on a number of strategies to engage with our local and extended community. Parent-teacher meetings are facilitated through collaborative pre-planned student/parent visitations and combined stakeholder meetings. This represents a shift from previous years where teachers were not always involved in stakeholder meetings. Parents are now more likely to engage with teachers. This will assist with disengaged families and support the vision of the successful reintegration, and rehabilitation, of young people into their communities.

Our extended community includes, but is not limited to: Scripture Union, In Step, Bendigo Bank, Headspace, Youth Justice Services, Skills 360, Indigenous Licensing Unit, Human Services.

The Department of Child Safety, Youth Justice Services and a network of organisations provide a range of support services. Through a 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 the exchange of information, discussion, and planning regarding issues of student development, and co-ordination of the range of programs provided for students.

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Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Respectful relationships form part of our already researched-validated centre wide positive behavior support processes. This means that all students are being explicitly taught the expected school behaviors and receiving high levels of social acknowledgement for doing so.

The respectful modules of the *Positive Behavior for Learning* program consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered which teaches the 3 step process to be used by all students when experiencing adverse behavior either as a victim, perpetrator or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	18	29	23
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.

Environmental Footprint

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 used for educational and training purposes.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

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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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	19	16	<5
Full-time Equivalents	18	11	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	12
Diploma	3

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $12,500.

The major professional development initiatives are as follows:

- National School Improvement Workshop
- Australian Core Skills Framework
- Vocational Education and Training: Apprenticeships and Traineeships
- Vocational Education and Training: Trainer & Assessor Profiles
- Vocational Education and Training: Core Skills for Work
- Vocational Education and Training: Industry Engagement, Placement & the Registration Process
- Vocational Education and Training: Challenges to delivering to At-Risk Students
- Vocational Education and Training: Compliance
- Speech Pathologists in the Youth Justice System
- Teaching for Processing Strategies
- Data Literacy Roadshow
- PM Assessment
- Effective Use of iPad Apps in Education and Training
- Positive Behaviour Learning
- Trauma Informed Practice
- Child Safety Operations
- Principal Professional Learning Community
- Conductive Hearing Loss and Auditory Processing (Optimising Communication & Learning)
- The Balanced Reader presented by James Ferguson
- Fabulous Fabric Advanced Skills Workshop
- Networking Opportunities - Brisbane Youth Detention Centre
- Brisbane Youth Detention Centre Community Day
- Introduction to Barista Skill Set
- Arts Industry Consultation
- Duke of Edinburgh Orientation Workshop
- Business Services Manager State Conference
- Finance Workshops
- Rehabilitation and Return to Work Coordinator Workshop

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

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Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	78%	91%	82%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	91%	82%

*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.

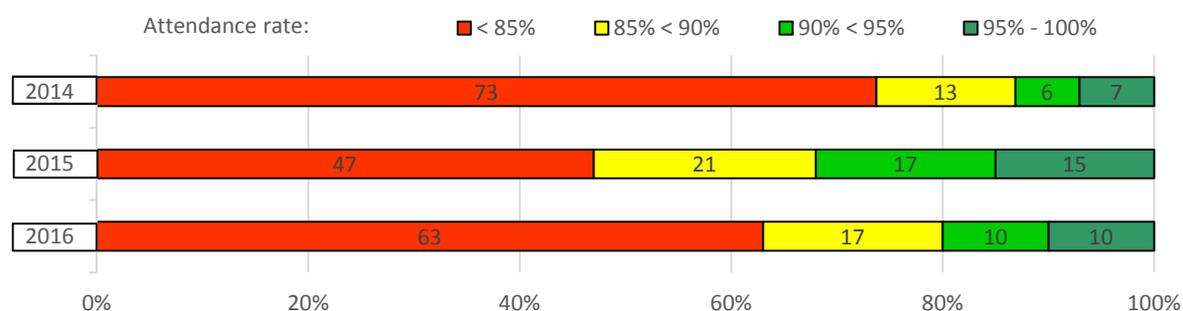The overall student attendance rate in 2016 for all Queensland SDE/EU/SP schools was 100%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014							DW	72%	78%	78%	76%	76%	81%
2015							DW	85%	91%	91%	92%	90%	93%
2016							DW	73%	73%	76%	82%	86%	93%

*Attendance rates effectively count 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:

| Attendance rate: | ■ < 85% | ■ 85% < 90% | ■ 90% < 95% | ■ 95% - 100% |

Year	< 85%	85% < 90%	90% < 95%	95% - 100%
2014	73	13	6	7
2015	47	21	17	15
2016	63	17	10	10

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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.

NAPLAN

CETC has a high transience rate and operates as a non-graded school; consequently our participation in the NAPLAN testing is limited. For 2016 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 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.**

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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.

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Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	1	1	0
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).	0	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
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	0%	0%	0%
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%	0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0%	0%	0%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
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2014	0	0	0	0	0
2015	0	0	0	0	0
2016	0	0	0	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	11	2	n/a
2015	11	1	n/a
2016	16	0	n/a

As at 3rd February 2017. The above values exclude VISA students.

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.

CETC has recently registered for Courses in General Education for Adults (CGEA: Four Levels – Course in Initial, Introductory, Certificate I and Certificate II)

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Within the CSETs Course - CETC offers three levels of "qualifications" below a Certificate I level. We have been fortunate to have forty three 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	
Year	39279QLD-Communication	39285QLD-Numeracy	39280QLD-Communication	39286QLD-Numeracy	39281QLD-Communication	39287QLD-Numeracy
2015	2	2	9	2	11	5
2016	4	5	11	4	12	7

COMPLETIONS OF UNITS BY COMPETENCY	
	Completed Number of Units
2014	624
2015	966
2016	774

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 774 units completed is a stark reminder of the impact a high turnover in learner population has on the failure to complete a full qualification.

Student Destinations

Post-school destination 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
- State High Schools & Boarding Schools
- 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
- Gold Training - Toomby, Cert II & III in Agriculture
- TAFE

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