



# Cleveland Education and Training Centre

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## 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 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 Child Safety, Youth and Women (CSYW) 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**

Our commitment is 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 2017

Priority	Actions	Progress
Reading	1. Review, implement and embed whole school balanced Reading Plan with intensive guided reading intervention.	Ongoing
	2. Provide quality professional learning for all staff incorporating modelled, shared, guided, and independent learning.	Working towards completion 2017
	3. Expand the reading committee to review and audit the school's Reading Plan.	Completed
	4. Enhance the case management process and provide feedback to teachers.	Completed
	5. Continue to explore options to increase reading standards through a volunteer Support-a-Reader program.	Volunteers in attendance

<b>Curriculum</b>	1. Develop a junior curriculum to cater for 10 to 14.9 year old at risk learners.	Completed
	2. Review timetabling considerations and structured day movement with key stakeholders.	Completed
	3. Review aspects of the Australian Curriculum and Australian Core Skills Framework (ACSF) levels of Numeracy and Literacy for a junior curriculum content suitability.	Completed
	4. Prepare for senior curriculum to transition to new courses.	Completed
<b>Professional Practice</b>	1. Review and implement into school-wide practice, the Pedagogical Framework with a focus on addressing classroom practice and student learning styles.	Working towards completion 2018
	2. Provide professional development opportunities for teachers to develop skills to implement the school's pedagogical framework.	Working towards completion 2018
	3. Implement a time to facilitate observation and feedback processes, coaching and mentoring and critical friend arrangements to enhance teaching and reflection on practice.	Working towards completion 2018
	4. Continue to review the Responsible Behaviour Plan for Students incorporating classroom management and classroom profiling.	Ongoing
<b>Improvement Innovation and Change</b>	1. Align the current staff development program to include components of the whole of centre and pastoral care programs.	Ongoing
	2. Implement a School Wide Assessment and Internal Monitoring System (SWAIMS).	Working towards completion 2018
	3. Build a process to monitor, review and evaluate the efficacy of the funding initiatives and their sustainability over time.	Completed
	4. Review alignment of restorative intervention processes to Trauma Informed Practice Framework (TIPF) and Positive Behaviour for Learning (PBL) initiatives	Ongoing
	5. Develop capability of CETC Leadership and Experienced Senior teachers through best practice research, coaching and collaborative capacity building of staff and leadership.	Ongoing
<b>Partnerships</b>	1. Implement a Parent and Community Engagement Framework (PCEF).	Ongoing
	2. Use PCEF to work with youth workers and wider staff within the centre to: <ul style="list-style-type: none"> <li>i. Establish a shared set of expectations about classroom practice.</li> <li>ii. Support student learning.</li> <li>iii. Identify ways to address needs and to raise aspirations of students.</li> </ul>	Ongoing
	3. View options for teachers to engage with student home communities.	Ongoing

## Future Outlook

Priority	Actions	Target
<b>Reading</b>	1. Continue to implement and embed whole school reading plan.	100% of classroom teachers
	2. Provide quality professional learning for all staff	100% of staff
	3. Enhance the sharing of individual student reading session information across all learning areas	100% of profiles uploaded
	4. Deliver targeted intensive reading support to all young people with a priority focus on students within reading levels of PM 1 – 20.	90 – 95 % Reading Accuracy 70% + Comp accuracy
	5. Continue to explore options to increase reading standards through a volunteer Support-a-Reader program.	Increased reading opportunities

<b>Curriculum</b>	1. Continue to develop the middle school curriculum to cater for 10 to 14.9 year old at risk learners.	Draft curriculum overview for consultation
	2. Continue to prepare the senior curriculum to accommodate the transition of 17 year olds	Ongoing
	3. Continue to review timetabling considerations and structured day movements to accommodate an increased student attendance from accommodation units to the school precinct.	75% student attendance
	4. Review our Aboriginal and Torres Strait Islander perspectives.	100% of teachers adopting practice
<b>Professional Practice</b>	1. Review and implement into school-wide practice, the Pedagogical Framework with a focus on addressing classroom practice and student learning styles.	100% teaching staff
	2. Provide professional development opportunities for teachers to develop skills to implement the school's pedagogical framework.	100% teaching staff
	3. Implement a time to facilitate observation and feedback processes, coaching and mentoring and critical friend arrangements to enhance teaching and reflection on practice.	100% teaching staff
<b>Improvement Innovation and Change</b>	1. Build a process to monitor, review and evaluate the efficacy of the funding initiatives and their sustainability over time.	100% teaching staff
	2. Implement a School Wide Assessment and Internal Monitoring System (SWAIMS).	100% teaching staff
	3. Continue to align the Responsible Behaviour Plan for Students to the Centre's Behaviour Manual.	100% teaching staff
	4. Develop capability of CETC Leadership and Experienced Senior Teachers through best practice research, coaching and collaborative capacity building of staff and leadership team.	100% Leadership
	5. Through the Memorandum of Understanding (M.O.U), and the Department of Child Safety, Youth and Women and the Department of Education, seek alignment of the operating and staffing ratio of staff to student.	Completed MOU
<b>Partnerships</b>	1. Use PCEF to work with youth workers and wider staff within the centre to: <ul style="list-style-type: none"> <li>i. Establish a shared set of expectations about classroom practice.</li> <li>ii. Support student learning</li> <li>iii. Identify ways to address needs and to raise aspirations of students.</li> </ul>	100% of new trainees
	2. Continue to provide opportunities for teachers to engage with student home communities.	100% teaching/support staff

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Year 5 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	75	14	61	66	29%
<b>2016</b>	54	3	51	51	27%
<b>2017</b>	71	13	58	69	34%

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

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 for 2017 was 85 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 CSYW stipulate a ratio of 1:4 (teacher: student) for all school and therapeutic classes. This is associated to challenging behaviours, safety and security protocols and social and emotional complexities.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

CETC is a coeducational school delivering an educational program to sentenced and remanded juvenile offenders. Seniors aged 15-18 follow a Vocational Education and Training curriculum. All the qualifications and courses on our Scope of Registration (QCAA) have been carefully chosen to align with our curriculum intent. Our middle school curriculum has a focus on students aged between 10 and 14. The students are assigned work based on ACARA curriculum and differentiated according to their ability levels and demonstrated skills gaps.

OVERVIEW		
Orientation	Middle School Subject Areas	Senior Training Practicum
<ul style="list-style-type: none"> <li>- Benchmarking assessments</li> <li>- Diagnostic testing</li> <li>- WH&amp;S &amp; Centre Induction</li> <li>- Career orientation</li> <li>- Individual Learning Plans</li> <li>- Positive Behaviour for Learning</li> </ul>	<b>English</b> <b>Maths</b> <b>HPE</b> <b>Arts</b> <b>Manual Arts</b> <b>Home economics</b> <b>Music</b>	<p><u>Numeracy and Literacy</u>  Certificate in General Education for Adults</p> <ul style="list-style-type: none"> <li>• Course</li> <li>• Cert I Introduction</li> <li>• Cert I</li> <li>• Cert II</li> </ul> <p><u>Computers</u>  Certificate I in Information, Digital Media and Technology</p> <p><u>Health &amp; Physical Education</u></p> <ul style="list-style-type: none"> <li>• Sport</li> <li>• Fitness</li> <li>• Health and Wellbeing</li> </ul> <p><u>Manual Arts</u>  Industrial Technology and Design</p> <ul style="list-style-type: none"> <li>• Woodwork</li> <li>• Building and Construction</li> <li>• Metal work</li> </ul> <p><u>Art</u>  Certificate II Visual Arts</p> <ul style="list-style-type: none"> <li>• Digital Art</li> <li>• Ceramics</li> <li>• Drawing</li> <li>• Printmaking</li> <li>• Painting</li> </ul> <p><u>Hospitality</u>  Certificate I in Kitchen Operations</p> <p><u>Automotive</u>  Skill sets from automotive units</p> <ul style="list-style-type: none"> <li>• Small tools</li> <li>• Servicing operations</li> <li>• Refitting wheels</li> </ul> <p><u>Creative Industries</u>  Certificate II Creative Industries</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Recording</li> <li>• Textiles (Sewing)</li> </ul> <p><u>Hair and Beauty</u>  Skill sets from Hair and Beauty units</p> <ul style="list-style-type: none"> <li>• Salon</li> </ul>

### **Co-curricular Activities**

In addition to curriculum offered by CETC the following is also provided:

- Positive Behaviour for Learning
- Personal development programs – Learner Driver's Licence, Save-A-Mate
- Chaplaincy program
- Touring Youth Arts Programs
- Centre-wide cultural presentations
- Library/reading sessions

CETC curriculum offerings are also supported by CSYW through a range of therapeutic, transitional and life skill programs. The priority of these programs is to enhance the life skills of young people to be more productive citizens in the community. A major focus is on mental health, drug and alcohol intervention and wellbeing programs.

The provision of cultural and transition support programs are prioritised in order to build connections for students in their home community.

### **How Information and Communication Technologies are used to Assist Learning**

Students attending our centre are provided with opportunities to learn and correctly utilise technologies in their learning. All teachers use software to support delivery of their courses, using computers and iPads to support the delivery of learning. The Information, Digital Media and Technology subject is a core subject delivered to all students in the centre, senior students complete Certificate I level, whilst junior students are provided with Technology lessons to provide them with enriched learning experiences. Courses delivered in the centre also use technology to support learning – including music (creating, compiling, recording and presenting), Digital Art, Literacy and Numeracy. Reading assessments, BKSB and Lexia are all available to students via digital media. Career exploration planning and pathways for junior and senior students are presented through online learning lessons.

## **Social Climate**

### **Overview**

The 2017 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 & SHINE* 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 2 days a week. The chaplain also contributes to classroom and accommodation unit visits where appropriate.

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**

<b>Performance Measure</b>			
<b>Percentage of parents/caregivers who agree<sup>#</sup> that:</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	89%	86%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	71%	100%	100%
this school takes parents' opinions seriously* (S2011)	88%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	86%	100%
this school looks for ways to improve* (S2013)	100%	83%	100%
this school is well maintained* (S2014)	100%	100%	100%

### **Student opinion survey**

<b>Performance Measure</b>			
<b>Percentage of students who agree<sup>#</sup> that:</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
they are getting a good education at school (S2048)	92%	98%	96%
they like being at their school* (S2036)	94%	91%	94%
they feel safe at their school* (S2037)	94%	87%	94%
their teachers motivate them to learn* (S2038)	96%	98%	98%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	98%
teachers treat students fairly at their school* (S2041)	98%	98%	98%
they can talk to their teachers about their concerns* (S2042)	88%	89%	94%
their school takes students' opinions seriously* (S2043)	85%	93%	98%
student behaviour is well managed at their school* (S2044)	80%	93%	96%



Performance Measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their school looks for ways to improve* (S2045)	93%	98%	96%
their school is well maintained* (S2046)	94%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	92%	100%	98%

### Staff opinion survey

Performance Measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	100%	97%
they feel that their school is a safe place in which to work (S2070)	87%	100%	93%
they receive useful feedback about their work at their school (S2071)	91%	89%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	96%	100%	97%
staff are well supported at their school (S2075)	88%	93%	82%
their school takes staff opinions seriously (S2076)	88%	93%	89%
their school looks for ways to improve (S2077)	83%	93%	86%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	92%	100%	83%

\* 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, CSYW 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.

CSYW and a network of organisations provide a range of support services. Through a Memorandum of Understanding partnerships have been formally established between CSYW, Department of Education & Training and Queensland Health.

Daily, weekly and monthly meetings with CSYW 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.

### Respectful Relationships Programs

The school has developed and implemented a program that focuses 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 to all students during the orientation process. The introductory lesson is followed by lessons each fortnight, which focus on one of the behaviors that the school has identified and defined. Each day a student accommodation unit is identified by CETC and CSYW staff to be PBL advocates.

### **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.

<b>School Disciplinary Absences</b>			
<b>Type</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Short Suspensions – 1 to 10 days	29	23	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## **Environmental Footprint**

### **Reducing the School's Environmental Footprint**

As the school is a service provider, the building and utilities are provided by CSYW. 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**.

### **Find a school**

Sector:

Government

Non-government

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 Workforce Composition			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	16	<5
Full-time Equivalent	18	12	<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	13
Diploma	3

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$ 43,800.

The major professional development initiatives are as follows:

- 2017 Australasian Corrections Education Assn Inc Conference
- 2017 Principal's Conference
- Reintegration Puzzle 2017
- Restorative Justice Workshops
- Trauma Informed Practice – Classroom Strategies
- Vocational Education and Training:
  - 2017 Virtual VET Summit RTO Management and Compliance
  - Competency Based Training
  - Strategies for delivering VET in a Youth Detention Centre
  - Supporting delivery of VET
  - Reviewing & Adapting the Orientation Program
- Qld School Summit VET in Schools Conference

- Language & Literacy for at-risk young people
- PM Benchmark Workshop
- Networking Opportunities – Brisbane Youth Training & Education Centre and Adelaide Youth Training Centre
- Cultural Awareness - Yarn Up Tok Blo Yumi PD
- QCAA Curriculum Leaders Workshop
- OneSchool and Corporate Services Workshops
- NQ Rehabilitation and Return to Work Conference
- Student Tracker – changes & upgrades
- Staff Wellbeing Framework
- Industry Placement
- Libcode Workshops

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

## Staff Attendance and Retention

### Staff attendance

Description	Average Staff Attendance (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student Attendance

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

Description	Student Attendance 2017		
	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91	82	77
The attendance rate for Indigenous students at this school (shown as a percentage).	91	82	76.9

\*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 2017 for all Queensland SDE/EU/SP schools was 100%.

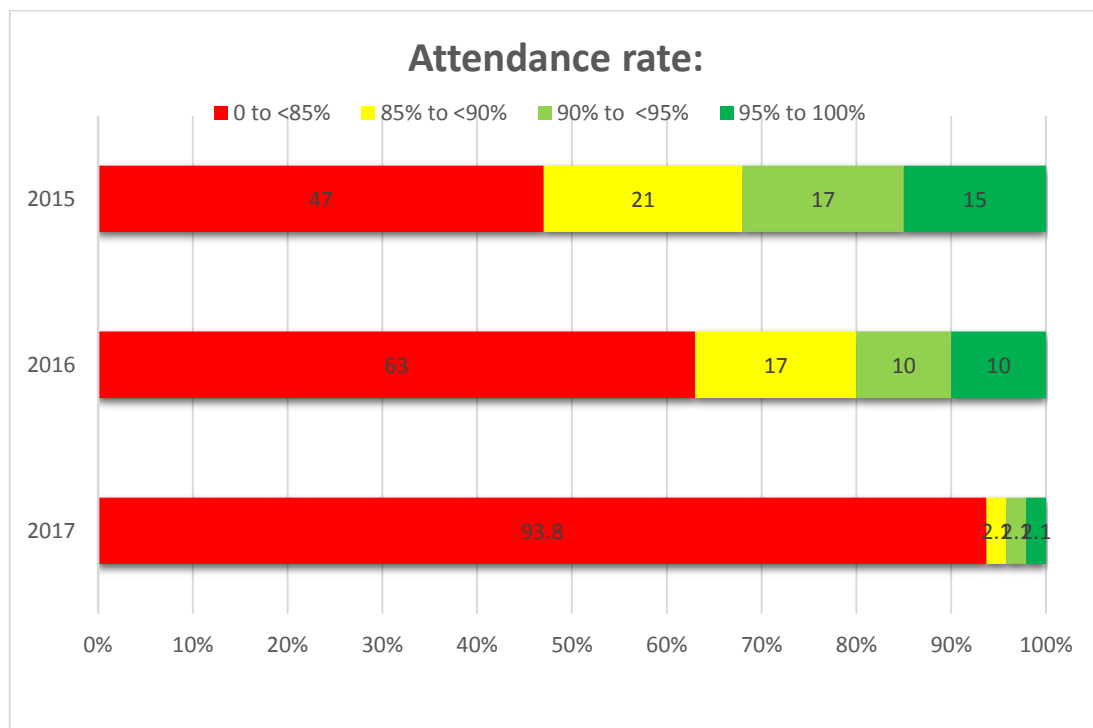
Average Student Attendance Rate* (%) For Each Year Level													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								85	91	91	92	90	93
2016								73	73	76	82	86	93
2017							81.8	68.7	72.1	71.4	75.2	79.5	79.5

\*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:



## Description of how non-attendance is managed by the school:

Non-attendance is managed in state schools in line with the Department of Education 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 CSYW, 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 Youth Detention Centre, Behaviour Development Plan.
- 

The structured day programming (from 9.00 to 3.00 pm) each school day enables the placement of each student in Education Queensland and CSYW 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 and recidivism rate. Due to the operation of the CYDC's structured day program all classes are operated on student enrolment based upon unit occupancy, thus creating the need to operate as a non-graded school; consequently our participation in the NAPLAN testing is limited. For 2017 our students were exempted from participating.

A strong emphasis has been placed on literacy development as most of our students are operating at literacy levels which fall well below age-appropriate levels. Although our students are usually only enrolled for a short period of time, almost all have demonstrated educational engagement and achieved positive progress, whether they are emergent readers, ones needing consolidation, or students progressing to more competent levels.

The education history of our students have indicated that very few have been involved in any NAPLAN testing through their previous schooling, even if OneSchool has indicated attendance at mainstream schools.

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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School name

Suburb, town or postcode

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Government

Non-government

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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.

## Year 12 Outcomes

Outcomes For Our Year 12 Cohorts			
Description	2015	2016	2017
Number of students receiving a Senior Statement	1	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
2015	11	1
2016	16	0
2017	14	0

As at 14th February 2018. The above values exclude VISA students.

There were no Certificate II full qualifications awarded 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. The awarding of a Certificate II qualification is a rare event due to the high transient levels in our school population.

Students have attained the following VET qualifications in 2017:

- Certificate I in Core Skills for Employment and Training – Communication
- Certificate I in Core Skills for Employment and Training – Numeracy
- Certificate I in Information, Digital Media and Technology

The Core Skills for Employment and Training Courses (CSETS) is a nationally accredited course which offers three levels of 'qualifications' below a Certificate I level. During 2017 we had thirty-nine students successfully complete full certification in these levels, allowing to transition into a higher level of the course.

Core Skills For Employment And Training Courses (CSET's)						
Year	Preliminary		Basic		Intermediate	
	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
2017	2	3	8	6	16	4

During 2017, CSETs course was discontinued, requiring the introduction of a new Literacy/Numeracy accredited course, Certificate in General Education for Adults (CGEA). This course also offers four levels of qualifications (Course in Initial, Introductory, Certificate I and Certificate II).

During the year, student data relating to all completed units of competency is collected across all levels of CSETS, CGEA and other VET courses offered. With the CSETS requiring the completion of between 6 and 8 units and CGEA requiring between 8 and 11 units, the impact of high transient learner population is evident in the failure to complete full qualifications.

The 33% decrease in completed competency units from 2016 to 2017 could be attributed to changes in unit/class composition, timetable and CYDC movements resulting from 2016 riots within the Centre.

Completion Of Competency Units	
Number of students awarded completing units under the Australian Qualification Framework (AQF)	
Years	Completed Number of units
2015	966
2016	774
2017	515

## Student Destinations

### Post-school Destination Information

Students enrolled at Cleveland Education and Training Centre attend school and training while they are in the custody of the Department of Child Safety, Youth and Women and held at Cleveland Youth Detention Centre. Students are released, based on court matters.

Destinations of students post detention are:

State Schools, Catholic Education, Independent Schools, and boarding schools, Alternative Learning Centers, Youth Justice Programs, Employment/Training Agencies and VET-TAFE



Post-school Destinations	
2017 Destination	Percentage of students with a confirmed destination
Education / Schooling	65.85%
Alternative Education	5.23%
Job Search / Employment	19.16%
Unknown	9.41%
Transfer to Brisbane	0.35%

## Conclusion

Cleveland Education and Training Centre is a State School operating inside the Cleveland Youth Detention Centre. The school is purpose built to provide a safe and supportive educational environment and promote the well-being and capacity of young people in detention.

Our staff are passionate about providing opportunities which support our students' engagement in their learning, helping to improve our students' knowledge, skills and abilities.