



# School Improvement Unit Report

## Cleveland Education and Training Centre Executive Summary





## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Cleveland Education and Training Centre** from **5 to 7 October 2106**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Karyn Hart	Peer reviewer
Paul Herschell	External reviewer

## 1.2 School context

<b>Location:</b>	Old Common Road, Belgian Gardens
<b>Education Region:</b>	North Queensland Region
<b>Year opened:</b>	2000: Cleveland Education and Training Centre Officially recognised as a school  Pre-2000: Cleveland Education Unit attached to Townsville State High School
<b>Year levels:</b>	Year 6 – Year 12
<b>Enrolment:</b>	57 (4 October 2016)
<b>Indigenous enrolment percentage:</b>	87.7 per cent (4 October 2016)
<b>Students with a disability enrolment percentage:</b>	10.5 per cent (4 October 2016)
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	792
<b>Year principal appointed:</b>	Semester 2, 2008
<b>Full-time equivalent staff:</b>	18
<b>Significant partner schools:</b>	nil
<b>Significant community partnerships:</b>	Department of Justice and Attorney-General (DJAG), Department of Health, Department of Communities, Child Safety and Disability Services, Australian Children's Music Foundation
<b>Significant school programs:</b>	nil



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, 18 teachers, school chaplain, Business Services Manager (BSM), three administration officers, curriculum coordinator, eight teacher aides, Department of Justice and Attorney-General (DJAG) programs coordinator, DJAG case work team leader, transition coordinator and structured day coordinator DJAG

Partner schools and other educational providers:

- Executive director of Cleveland Youth Detention Centre (CYDC), deputy director of CYDC, representative of Technical and Further Education (TAFE) Queensland North, three accommodation managers and six youth support workers

Government and departmental representatives:

- DJAG representative, Department of Health representative and ARD

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2016	School Reading Plan
Investing for Success 2016	Strategic Plan 2013-16
School Opinion Survey	Department of Justice and Attorney General (DTAG) Protocols
OneSchool	School budget overview
Professional learning plan 2016	Curriculum, assessment and reporting framework
School improvement targets	Responsible Behaviour Plan
School pedagogical framework	Professional development plans
School data plan	School website
Curriculum planning documents	



## 2. Executive summary

### 2.1 Key findings

**A strong school ethos of social justice is embedded in the centre culture whereby all students are included and encouraged irrespective of their academic and social challenges.**

The staff members of the centre demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to motivate and re-engage students in society. All staff members believe in educational access for the full range of learners.

**The centre places priority on making the curriculum relevant and accessible to all students and endeavours to provide a wide range of vocational subjects and essential literacy and numeracy programs.**

This is demonstrated by the range of programs, courses of study and independent learning materials that are developed by the centre to address the identified needs of ability groups of students. These programs include targeted reading programs, core foundation literacy and numeracy programs, pathway subjects and vocational aspiration courses. Explicit alignment to the Australian Curriculum (AC) is yet to be fully developed.

**The centre acknowledges and values the growing partnership with the Department of Justice and Attorney-General (DJAG) through the accommodation staff members and Health Department to improve the learning outcomes and wellbeing of students.**

Youth support workers, case managers and the programs coordinator are viewed as valued partners in student learning.

**The centre community is unanimous in acknowledging the improvements in culture and student behaviour management as a result of the introduction of the Positive Behaviour for Learning (PB4L) program.**

Students and staff members commend the system of rewards points linked to positive behaviours. A range of pastoral care and values-based programs is in operation for students. The PB4L program, the '*Strength and Shine*' program and the '*Aggression Replacement Training*' program all aim at enhancing student's individual values sets and life pathways directions. Explicit correlation of the three programs is not yet established. Students and teaching staff members indicate the need to expand the senior student pastoral care support to include life skills.

**The centre has a broad improvement agenda.**

An explicit strategic planning process, outlining how priorities are determined and when targets within the improvement agenda are monitored, is developing. Centre leaders and teachers identify transitions, reading and vocational education as priority areas.



A documented reading plan is developed. Key teachers guide Professional Development (PD) and support in this area. Most teachers are not directly involved in the application of this reading program.

**A pedagogical framework is developed based on the Dimensions of Teaching and Learning (DoTL) model.**

The DoTL framework is not yet apparent within teaching and learning practices. A clear and consistent picture of centre expectations regarding the application of set strategies within the model is yet to be developed, enacted, monitored and supported with formal feedback. The current pedagogical tenets articulated by most teachers are lesson goals and explicit teaching, including Gradual Release of Responsibility (GRR). Observations of classrooms indicate that 'We do, You do' components of the strategy are utilised.

**Staff members demonstrate a commitment to the improvement of teaching and openness to informal critique by colleagues.**

Teachers receive informal feedback from centre leaders. There is an opportunity to expand this model to include regular cycles of professional discussion and reflection, and peer-to-peer lesson observation and feedback.



## 2.2 Key improvement strategies

Build the current strategic planning process to embed a clear agenda of targets, roles and responsibilities, monitoring, feedback and support regarding each of the centre priorities.

Review and redevelop the whole-of-centre pastoral care program to connect each of the existing programs to each other and ensure an integration of life skills units.

Expand the reading plan to clarify the expectations for all teaching staff members in actioning the reading agenda and align an explicit program of coaching and feedback.

Review and revise the current pedagogical framework to ensure that it aligns with current practice, the professional learning plan and an explicit monitoring and feedback cycle.

Develop a junior secondary curriculum to build on the current junior and senior secondary program, integrating aspects of the AC and Aboriginal and Torres Strait Islander knowledge understandings.