



Cleveland Education Training Centre 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement

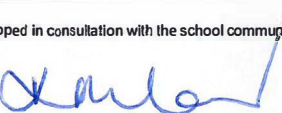




Wellbeing and engagement



Culture and inclusion

<p>School priority 1: Improve the reading abilities of all young people at CETC through targeted intervention to improve opportunities for successful learning (aligned to Equity and Excellence)</p> <p>This priority links to the recommended school review improvement strategies as follows:</p> <ul style="list-style-type: none"> 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 the scope of current literacy and numeracy intervention strategies to cater for current and emerging student learning needs. <p>Strategies:</p> <ul style="list-style-type: none"> Further develop and embed a consistent schoolwide delivery of the CETC Reading Program (PLD – Structured Synthetic Phonics and Comprehension) Document testing regimes for students' word reading acquisition and reading ages Prioritise the case management of Tier 3 students (Stage 1, Target 1-3) Implement a schoolwide approach to collegial engagement incorporating leadership 'Walk and Talks' 	<p style="text-align: center;">Monitoring <i>Green – on track, Yellow – underway, Magenta – yet to commence.</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes: Following full implementation of the reading program, there will be successful interventions for all students requiring Tier 3 support.</p> <p>Students will</p> <ul style="list-style-type: none"> receive appropriate level of support and intervention, resulting in improved word reading and comprehension skills engage in the 5Q4 model and clearly articulate spelling and reading goals <p>Reading teachers will</p> <ul style="list-style-type: none"> consistently deliver the CETC Reading program engage in Leadership 'Walk and Talks' <p>Leadership will</p> <ul style="list-style-type: none"> continue to engage in the inquiry cycle, reviewing student outcomes and responding appropriately expand student case management to include 100% of Tier 3 students Stage 1, Target 1 – 4 (approximately 35% of students) 	<p>AIP measurable/desired outcomes: By the end of 2024, Students will:</p> <ul style="list-style-type: none"> demonstrate improvement in their reading age growth over a 12 month period, increasing from a baseline of 0.375 years to 1.0 years after a minimum period of four weeks, 25% of students working at Stage 2 PLD will progress to Stage 3 <p>Teachers will:</p> <ul style="list-style-type: none"> have completed the Reading Modules engage in Leadership 'Walk and Talks' utilising the 5Q4 model <p>Leadership will:</p> <ul style="list-style-type: none"> develop a whole school reading program aligned to the Reading Policy ensure case management of 100% of Stage 1 Target 1-3 students (approximately 25% of students) <p>Artefacts: Reading Wall Reading Program Framework Professional Development Plan Collegial Engagement Policy 5Q4 model posters</p>
Term 1	Term 2	Term 3	Term 4				
<p>Actions:</p> <ul style="list-style-type: none"> Utilise the inquiry cycle to develop and embed continuous improvement to the CETC teaching of word reading (structured synthetics program) and language comprehension Provide a multi-tiered system of support (MTSS) for case managed Tier 3 students Build the capability of staff in the teaching of word reading and language comprehension through the delivery of targeted professional development, instructional coaching and the completion of reading modules Embed quality assurance through regular Walk and Talks using the 5Q4 model 		<p>Responsible officer(s): DP – Teaching and Learning, Junior School HOD – Teaching and Learning HOD – Inclusion Reading Coach All reading teachers</p>	<p>Resources:</p> <ul style="list-style-type: none"> Employment of Reading Coach to support the Reading Program Purchase of reading resources and support Staff release time to establish and maintain MTSS for case management Funds for staff to access relevant professional development including course costs and other associated costs 				
<p>School priority 2: Provide a comprehensive transition service to all young people who exit CETC so that they are more likely to engage in successful pathways leading opportunities for further schooling, training or employment.</p> <p>This priority links to the recommended school review improvement strategies as follows:</p> <ul style="list-style-type: none"> Develop and implement a collaborative and comprehensive framework with all stakeholders whereby roles, responsibilities and accountabilities are clearly documented leading to successful transition. <p>Strategy/ies:</p> <ul style="list-style-type: none"> Use a Review & Change Framework to improve CETC transition practices. Develop a Role Clarity statement for transition at CETC with stakeholders from the Department of Education and Youth Justice. 	<p style="text-align: center;">Monitoring <i>Green – on track, Yellow – underway, Magenta – yet to commence.</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> An increase in the percentage of compulsory school age students who successfully re-engage in schooling 100% students have engaged in their first meeting with a Transition Officer within 7 days after entry 100% Transition Officers are using the Transition Checklist 100% emails regarding students have been saved into OneSchool Record of Contacts. 100% students in Townsville schools offered support with Transition Officer attendance at the school pre and/or post release. 	<p>AIP measurable/desired outcomes: Students will:</p> <ul style="list-style-type: none"> Have had a meeting with their Transition Officer to develop a transition plan within 7 days after entry <p>Transition Officers will:</p> <ul style="list-style-type: none"> Regular (one per term) meetings established with CETC/CYDC/DET/YJ stakeholders/partners Transition Plans are completed and saved in OneSchool for 100% of students enrolled for more than 5 days and this is communicated to schools with exact location on OneSchool Transition checklists established and used for all compulsory school aged students by the end of Term 2 2024 <p>Leadership will:</p> <ul style="list-style-type: none"> Developed and conducted 4 Pulse Surveys by the end of 2024 Have developed Transition Role Clarity document with CETC/CYDC/DET and this is in use to guide practice by the end of Term 2 2024. Engage in Transition PLC in 2024 <p>Artefacts: Transition Checklist Transition Role Clarity Statement Revised Organisation Structure to include HOD Transition and Engagement</p>
Term 1	Term 2	Term 3	Term 4				
<p>Actions:</p> <ul style="list-style-type: none"> Conduct a Scan & Assess of current transition practices to develop new and improved ways of working Clearly define CETC Transition Officer roles and responsibilities, with transition checklists (accountability and consistency of practice) Recruitment of staff to ensure a full complement of Transition staff to maximize student engagement with transition destinations Review data sets to ensure up to date and relevant data, responsive to stakeholder and supervisory requests Establish regular stakeholder meetings with CYDC staff to optimize transition outcomes Establish stronger links including visits to school communities to assist return to school transitions for school aged students Conduct Pulse surveys to gather feedback from CETC transition stakeholders (e.g. schools, RTOs etc) assessing CETC transition practices Engage in Statewide PLC around Transition practices 		<p>Responsible officer(s): DP – PBL and Transition HOD – Transition and Engagement Transition Officers Guidance Officers</p>	<p>Resources:</p> <ul style="list-style-type: none"> HR realignment of leadership structure to introduce HOD Transitions and Engagement in Term 2 2024. Employment of 4 Transition Officers Establishment of an offsite support centre and funds to lease vehicle Funds to support collegial engagement IT support for Transition Officers to visit and engage with school communities (laptops) Funds to provide outreach services for centres beyond Townsville 				

<p>School Priority 3 Be responsive to the needs of all young people in providing a quality education targetted at age specific groups, to ensure provision of a junior school (middleschool) curriculum that builds and contributes to further learning in Vocational Education and Training.</p> <p>This priority links to the recommended school review improvement strategies as follows:</p> <ul style="list-style-type: none"> > Plan, align and quality assure the delivery of the middle school curriculum in literacy and numeracy informed by the Version 9 Australian Curriculum > Explore further VET options to meet the needs of students 	<p style="text-align: center;">Monitoring <i>Green – on track, Yellow – underway, Magenta – yet to commence.</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <p>Students can/will</p> <ul style="list-style-type: none"> o Attain VET Certificates o Have improved access to learning and completion of curriculum requirements <p>Teachers can/will</p> <ul style="list-style-type: none"> o have deep understanding and skills to support students to achieve units of competency learning to full provide VET Certificates o have engage with Australian Curriculum and delivery Version 9 Australian Curriculum with fidelity. <p>Leadership can/will</p> <ul style="list-style-type: none"> o Regularly revise, review and update Scope of Registration to respond to changing labour markets. o completed whole school curriculum review, including Junior School Curriculum Plan o Ensure the school timetable continues to maximise student access to Junior Precinct and provide opportunities for VET students to engage and complete competencies 	<p>AIP measurable/desired outcomes:</p> <p>Students can/will</p> <ul style="list-style-type: none"> o Complete units of competency Baseline 2023 - 235 Target 280 o Complete VET Certificates. Baseline 2023 -- 4 Target 10 o Have improved access to vocational education and training and access to Australian Curriculum subjects <p>Teachers can/will</p> <ul style="list-style-type: none"> o have relevant qualifications and experience to deliver new and current certificates o have deep understanding and clarity to plan, develop and teach Australian Curriculum subjects <p>Leadership can/will</p> <ul style="list-style-type: none"> o Support staff to understand and develop pathways for VET Certificate o Plan and support staff in development of curriculum offered in Junior School <p>Artefacts: Whole school curriculum review VET Certificates Revised school timetable Junior School Curriculum</p>
Term 1	Term 2	Term 3	Term 4				
<p>Strategy/ies:</p> <ul style="list-style-type: none"> o Continue to plan, align and quality assure for the delivery of the Junior school curriculum in literacy, numeracy and junior curriculum subjects informed by V9 Australian Curriculum. o Review current CETC Curriculum. o Research and identify appropriate Certificate courses, catering for cross curriculum certification. 							
<p>Actions:</p> <p>Vocational Education</p> <ul style="list-style-type: none"> o Review current Scope of Registration against VET Certificates to determine most appropriate courses leading to course completion. o Identify alternate courses to improve certification rates. o Amend Scope of Registration to include additional alternate courses. o Map cross curriculum competencies to determine best approach to provide adequate learning time to enable competency completion. o Reseach available options to incorporate Third Party delivery of programs and short courses to support the introduction of additional VET Certificate courses. <p>Australian Curriculum</p> <ul style="list-style-type: none"> o Complete the development of the Junior School Precinct including Curriculum o Provide training and support to build capability of teaching staff in the planning and teaching of Australia Curriculum. o Engage in BAAC moderation practices. o Review timetabling and structured day movements to accommodate increased student attendance and class engagement across the centre 		<p>Responsible officer(s):</p> <p>HOD - Vocational Education and Training HOD - Junior School Australian Curriculum DP - Vocational Education and Inclusion DP – Teaching and Learning, Junior School</p> <p>All teachers of VET and AC</p>	<p>Resources:</p> <p>Allocated funds in Junior school & VET Programs budgets to purchase of course materials to support delivery of courses.</p> <ul style="list-style-type: none"> o Allocated funds to purchase resources to furnish Junior School Precinct. o Facilities to support delivery of new and reviewed curriculum and VET competencies. o Trainers to facilitate delivery/train suitable staff to support delivery of certificate/short courses. o Timetable alignment to support priorities. 				
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>							
<p>Principal </p>	<p>CYDC Executive Director</p>	<p></p>	<p>School Supervisor </p>				