

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.

Cleveland Education & Training Centre

Strategic Plan 2021 - 2024

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 behavior within communities

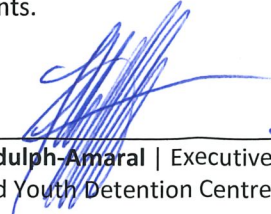


School Curriculum ("the what")		
Strategies	Performance Indicators	Evidence Source
<ul style="list-style-type: none"> Plan, align and quality-assure the delivery of middle school curriculum informed by the Australian Curriculum. Investigate and introduce Vocational Education Training (VET) options to meet the needs of students. Implement a VET database for tracking student performance. Implement a schoolwide approach to moderation and validation of the school curriculum. Enact quality assurance practices for Positive Behaviour for Learning (PBL). Develop and implement a whole school Student Learning and Wellbeing Framework (SLAWF). Review and revitalize the Staff Wellbeing Framework. 	<ul style="list-style-type: none"> Middle school curriculum including literacy, numeracy, technology and electives. <ul style="list-style-type: none"> 100% of timetabled middle school students participating in set curriculum. Additional VET options to cater for 17+ year old students. VET student academic data tracked and analysed through VET student management system (Axcelerate). School moderation and validation processes. 100% of programs moderated and validated. SLAWF implemented and evident in classrooms. Progressive increases in the School Opinion Survey (SOS) outcomes: <ul style="list-style-type: none"> (S2074) "Student behaviour is well managed at this school". (S2340) "I feel confident managing the behaviour of all of my students at my school". (S3222) "I feel that staff morale is positive at my school". (S3224) "The wellbeing of employees is a priority for my school". 	<ul style="list-style-type: none"> School Curriculum Plan School PBL Program SLAWF Staff Wellbeing Framework School Opinion Survey
Leadership and School Capability ("the capability")		
Strategies	Performance Indicators	Evidence Source
<ul style="list-style-type: none"> Implement a School Data Plan to provide clarity and direction for all members of the school community. Evaluate resource allocation to determine impact on student learning outcomes. Collaboratively develop and implement a Collegial Engagement Policy. Develop a School Professional Development (PD) Plan for all staff. Enhance staff data literacy skills. Enact a School PD Plan aligned to the Explicit Improvement Agenda (EIA) and informed by Annual Professional Development Plans (APDP). Develop a school Workforce Plan to identify skill sets and expertise leading to sustainability and delivery of programs over a 48 week year. Investigate and build capability in Indigenous cultural competencies of the Cleveland Education and Training Centre (CETC) staff. 	<ul style="list-style-type: none"> Formalise processes for collection of data across the school. <ul style="list-style-type: none"> 100% of staff involved in PD, becoming data literate and using data to inform teaching practices Collect and collate student learning progression data to determine value for money Embed our Collegial Engagement Policy with 100% of staff involved in structured observation, feedback, coaching and mentoring to ensure consistent differentiated approaches in capability development. Progressive increases in the School Opinion Survey (SOS) outcomes: <ul style="list-style-type: none"> (S3215) "The Staff at my school are actively involved in Developing Performance Discussions". (S2086) "I have access to quality professional development". (S2071) "I receive useful feedback about my work at this school". Enacted workforce plan with associated recruitment to accommodate a 48 week delivery roster. 100% of staff demonstrating culturally appropriate pedagogy. 	<ul style="list-style-type: none"> School Data Plan Collegial Engagement Policy School Professional Development Plan Staff APDP's School Opinion Survey School Workforce Plan School Teaching & Learning Framework
School and Community ("the who")		
Strategies	Performance Indicators	Evidence Source
<ul style="list-style-type: none"> Collaboratively develop and implement a comprehensive CETC Transition Framework with all stakeholders whereby roles, responsibilities and accountabilities are clearly articulated leading to the successful transition of all students. Review possibilities, implications, sequencing and scaffolding of Transition To Success (T2S) delivery in CYDC through a range of consultation meetings and workshops. 	<ul style="list-style-type: none"> 100% of Youth Justice Caseworkers, stake holders and transition staff participate in planning and enacting student transition plans. 100% of students in the independent living unit engaged with the T2S structure. 	<ul style="list-style-type: none"> Enacted Transition Framework T2S Pathway Program & Policy
Teaching Practice ("the how")		
Strategies	Performance Indicators	Evidence Source
<ul style="list-style-type: none"> Develop and implement a consistent School Teaching & Learning Framework that includes high-yield teaching strategies. Enhance teacher capability in best practice high-yield differentiation practices to meet the needs of all students. Develop resources to support reading, writing and numeracy intervention strategies to cater for student needs. 	<ul style="list-style-type: none"> 100% of staff enact the School Teaching & Learning Framework in their classroom. 100% of teachers to participate in Professional Development targeting models of differentiation in order to build and enhance knowledge of strategies. 100% of students tracked on the school reading data wall. 	<ul style="list-style-type: none"> School Teaching & Learning Framework School Professional Development Plan Reading data wall

CERTIFICATION

This plan was developed in consultation with the school community and meets school needs and systemic requirements.


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