Cleveland Education and Training Centre Scope of Learning

Learning to do
Learning to know
Learning to live together

Contents

Orientation Program

Upon arrival at Cleveland Education and Training Centre, the students are enrolled in the school and are required to complete an Orientation program which includes the following:

Orientation Handbook: This is designed to explain the students how the school operates. including subjects, our Positive Behaviour for Learning framework (PBL) and Vocational Educational and Training Policies.

BKSB—Initial and Diagnostic assessment

PLD - The PLD (Promoting Literacy Development) screeners are being used to assess the literacy levels of all students. The screeners are used to assess the students' reading and spelling stages and provide an opportunity for targeted synthetic phonics instruction.

On completion of these tasks, each student is allocated to an appropriate Literacy/Numeracy level work book that suits their level of skill.

KEY CONTACT:

Raelene

Head of Department

Department of Education and Training

Positive Behaviour For Learning (PBL)

PBL is an evidence-based framework for establishing the social culture needed for schools to be effective learning environments for all students. Our Student Code of Conduct has been developed within a Positive Behaviour for Learning (PBL) framework. The plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

The school plan provides explicit expectations for student behaviour, assisting Cleveland Education and Training Centre to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- We are safe
- We are responsible
- We are respectful
- We are learners

Key Contact:

Steve

Deputy Principal

Literacy

The literacy course is designed to allow students to establish and improve their reading and writing skills. Students explore a range of texts that encourage them to become texts participants: texts creators and text users. Particular emphasis is given to establish foundation skills to allow students to create and engage with personal, community and work based texts.

The literacy learning experiences are developed according to guidelines within the Certificates General Education for Adults (CGEA, a nationally recognised suite of courses). The following four levels are offered:

- Course in Initial General Education for Adults

- Certificate I in General Education for Adults (Introductory)

- Certificate I in General Education for Adults

- Certificate II in General Education for Adults

Literacy

The Literacy Course suite has been developed for students who have not yet reached 14 years and 9 months. The literacy course supports the young person for a return to an educational setting.

Key Contact:

Tamiko

Experienced Senior Teacher

Department of Education and Training

Numeracy

The numeracy course has been developed to allow students to review, confirm and improve mathematic discourse, numeracy concepts and problem solving. Students engage with a range of texts to practice number recognition and value, operations, order of operations, estimation, rounding, decimals and fractions, measurement, shapes and design, and time.

Importantly, where possible, learning experiences in the numeracy suite are linked to real life applications and contexts, and are bought to life through puzzlement and problem solving.

The numeracy learning experiences are developed according to guidelines within the Certificates General Education for Adults (CGEA, a nationally recognised suite of courses). The following four levels are offered:

- Course in Initial General Education for Adults

- Certificate I in General Education for Adults (Introductory)

- Certificate I in General Education for Adults
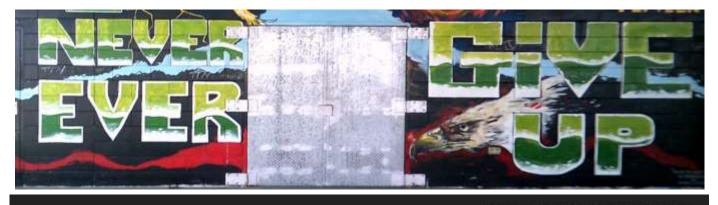
- Certificate II in General Education for Adults

Numeracy Curriculum

The Numeracy Course is designed for students who have not yet reached 14 years and 9 months. The numeracy course is designed to prepare the young person for a return to an educational setting.

Key Contact:

Tamiko

Experienced Senior Teacher

Department of Education and Training

Reading Program

Reading is a vital part of everyday functioning. Many of our students struggle with their reading which impacts on many areas of their life. At Cleveland, we are focusing on developing students' confidence, interest and reading skills basics.

The aim of our reading support program is to develop students ability to read. We do this by:

- Having dedicated teacher aides provide reading support in the classrooms;
- Encouraging a love of reading (reading should taste like chocolate, not medicine) by sharing a wide range of fun books – with different genres and levels;
- Sharing reading – providing modelled reading which demonstrates fluent, confident models of good reading;
- Organising book borrowing from the library so students can take books back to the Unit;
- High frequency sight word list practise and phonic (sound) development; and
- Guided reading tasks to help develop reading comprehension strategies.

Key Contact:

Michelle

Head of Department

Reading is the **KEY** to learning

Department of Education and Training

Certificate I Workplace Skills

The Certificate I in Information, Digital Media and Technology qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

Students need to complete the following six units of competencies in order to achieve the full qualification:

- Use business resources
- Plan and prepare for work readiness
- Operate digital devices
- Research using the internet
- Use digital technology for routine and simple work place tasks
- Use oral communication skills to participate in workplace terms

Additionally, Education Queensland has developed five key areas of student ICT expectations, which are embedded with the Certificate 1 in Workplace Skills as well as integrated within subjects at CETC:

- Inquiring in ICT
- Creating with ICT
- Communicating with ICT
- Ethics, Issues and ICT
- Operating ICT

Key Contact:

Sylvia

Highly Accomplished Teacher

Department of Education and Training

Visual Arts

Visual Arts provides students with self- paced units of work within an individualised learning plan. Students begin the Certificate II in Creative Industries with a wide variety of skills sets from beginner to regular practicing artist. Students are encouraged to utilise Indigenous designs to tell stories and represent where they come from.

With the help of teachers, students set goals and develop new skills in order to gain the necessary skills to complete the course.   Students are able to produce prints, paintings, air brushing designs to take home with them upon release.

Students will either be enrolled in VET *Certificate II in Creative Industries* or taught at middle school level curriculum in Visual Arts.

Certificate II Visual Arts Units of Competency

- Make simple creative work
- Contributes to health and safety of self and others
- Use basic drawing techniques
- Source and use information relevant to own art practices
- Develop Ceramics Skills
- Develop Digital Imaging skills
- Develop Drawing Skill
- Develop Painting skills
- Develop Printmaking skills

Key Contact:

Danielle

Experienced Senior Teacher

Visual Arts Co-Ordinator

Department of Education and Training

Creative Industries

In the Creative Industries programme and in partnership with the Music programme, students engage with music performance and composition through learning instruments (guitar, drums, ukulele and piano), learning to create music with loops and virtual instruments using iPads and Computers, and writing and recording original songs using DAWS Garage Band, Logic Pro and Adobe Audition.

Though these processes, students become familiar with a wide range of music making tools, including audio equipment such as USB audio interfaces, different types of microphones, and mixing desks; and become aware of the basics of sound as it moves through a circuit. Students also develop their understanding of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music.

Students will either be enrolled in VET **CUA20215 Certificate II in Creative Industries,** or taught at middle school level of curriculum in Music.

Certificate II in Creative Industries Units of Competency

- Work effectively with others
- Develop and apply creative arts industry knowledge
- Apply work health and safety practices
- Use basic drawing techniques
- Develop drawing skills to communicate ideas
- Develop skills to play or sing music
- Develop basic audio skills and knowledge

Key Contact:

John

Experienced Senior Teacher

Creative Industries Co-Ordinator

Department of Education and Training

Sewing

The sewing program at Cleveland Education Training Centre is designed for practical experimentation with ideas and techniques, while embedding the employability skills for the participant looking to gain employment.

Students receive recognition for their work in the sewing studio through enrolment in VET modules in **Certificate II in Creative Industries, Certificate II in Visual Arts,** or middle school level of the F-10 Australian Curriculum in The Arts.

Students are able to participate and compete with programs such as Townsville Art and Craft show and Wearable Art Townsville.

Students learn; to develop fine motor skills, communicate effectively and appropriately for employment, technology, transferable problem solving skills, develop teamwork skills, develop personal attributes such as respect, enthusiasm, adaptability and common sense, workplace health and safety and develop the creative process.

Sewing develops:

- Visual literacy – specific to the Creative Arts and Visual Arts for example visual spatial intelligence, interpreting the elements of design and the aesthetics of colours

- Literacy — read, interpret and follow directions of patterns and meaning of symbols in a variety of texts

- ICT – read instructions, interpret and apply new technologies for example brother scanner cutters are used for creative design and to personalise a piece

- Numeracy – calculate materials required and/or produce correct sizing.

Possible industries for a strong visual spatial intelligence are: Building and Construction, graphic artist, event planner, cake decorator, marketing, writer, photographer, artist, textile artist, computer animator, and interior design to name a few.

Key Contact:

Tarnya

Experienced Senior Teacher

Department of Education and Training

Hospitality

Here, at Cleveland, the hospitality unit provides a practical and student driven working environment. Students are given opportunity to engage with hospitality in a way that allows them to make decisions and have input in their learning.

The focus is on cookery, however many of the young people, also complete the mini-qualification of Barista, providing employment opportunities. The Barista unit has a real life practical component where the student prepares coffee for customers in a busy time period.

For those young people who enjoy preparing and serving food, but wish to follow alternative career paths, there is a general focus on nutrition and quick and easy meals.

This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.

Potential Job roles
This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Certificate 1 in Hospitality Units of Competency

- Work effectively with others
- Provide information and assistance
- Participate in safe work practices
- Use hygienic practices for food safety
- Use food preparation equipment
- Prepare and present simple dishes
- Prepare and present sandwiches
- Clean kitchen premises and equipment

Key Contact:

Anita

Experienced Senior Teacher

Department of Education and Training

Industrial Technology and Design (ITD) Certificate I Construction

Industrial Technology and Design provides the context for students to develop a unique repertoire of knowledge, practices and dispositions. Students also have opportunities to develop some knowledge, practices and dispositions from the key learning areas of Technology, The Arts, and Science in Industrial Technology and Design contexts.

The subject area combines theoretical understandings with practical applications related to industrial systems and control, graphical communication, and product design and manufacture.

Learners understand that working in industrial technology and design often requires individuals to use knowledge from a range of fields and to challenge existing knowledge and practices. Learners are able to display the following skills:

•Understand how specific products function, and workplace health and safety issues related to their development and use .

•Familiarise themselves with the nature of materials, industrial systems, graphical information, and product design and manufacture.

•Appropriately select and use tools, equipment, processes and techniques to manipulate materials to meet industrial technology and design challenges.

•Understand that industries use specific symbols, terminology and notational systems.

Key Contact:

Glenn

Experienced Senior Teacher

Department of Education and Training

Automotive

This Certificate II in Automotive Vocational Pathways course provides the student with a path to finding an apprenticeship in a wide range of automotive occupations as a light or heavy vehicle mechanic, an automotive electrician, a diesel fitter or an outdoor power equipment technician. The student may also seek employment as a vehicle service assistant or as an automotive parts interpreter.

In this course the student will gain the basic skills and knowledge required to carry out workplace tasks safely and effectively. They will become familiar with electrical and mechanical components and systems and learn how to use appropriate tools and equipment to complete basic removal, inspection and re-fitting of automotive components.

Certificate II Automotive Vocational Pathways

Core Units

AURAEA002 Follow environmental and sustainability best practice in the automotive workplace

AURAFA003 Communicate effectively in an automotive workplace

AURAFA004 Resolve routine problems in an automotive workplace

AURASA002 Follow safe working practices in an automotive workplace

AURETROO3 Identify automotive electrical systems and components

AURLTA001 Identify automotive mechanical systems and components

AURTTK002 Use and maintain tools and equipment in an automotive workplace

Key Contact:

Ken

TAFE Automotive Teacher

Department of Education and Training

Health and Physical Education

Health and Physical Education at the Cleveland Education and Training Centre plays an integral part in the students' rehabilitation as lifelong learners. The HPE program at Cleveland draws from the Australian Curriculum with an emphasis on the most essential elements relevant to the type of students which attend this institution. The HPE program uses physical movement as the vehicle and catalyst for its students to develop their lifelong learning skills across the following areas:

- Investigation

- Design

- Evaluation

- Creating

- Communicating

- Performance execution

- Personal health.

Activities performed through HPE also have a strong focus on the employability and social skills needed for the students to be a positive functioning member of the wider community. Such focus skills include, increasing personal self-confidence, teamwork, communication, resilience, commitment, planning, positive decision making, dealing with pressure, acting ethically and problem solving.

Key Contact:

Joe

Experienced Senior Teacher

Department of Education and Training

Learner Licence

PrepL Program—Better Learners, Safer Drivers

PrepL is an online program that will allow the student to work through the Learner Licence theory and take the final test. It takes around 4-6 hours to complete and students have 12 months to complete the course from the date of enrolment. Assessment components are embedded in the course and unlocked through completing different learning stages.

Students must be at least 15 years and 11 months old to enrol. This allows time to work through PrepL, so that they are eligible to get their learner licence at 16 years.

Students work one-on-one with a supervising Teacher, and will first be guided through a number of interactive activities, videos and scenarios. These are split into 3 sections:

- Your driving attitude
- Signs and rules
- Sharing the road with others

Once students have passed the assessment at the end of the third section they will sit the final online test.

Students are required to provide evidence of identity to a Department of Transport and Main Roads Service Centre before they can be issued with a class C learner licence.

Key Contact:
Julia
Senior Teacher

Department of Education and Training

Transition

Transition aims to support young people with an efficient transition to their destination of choice post detention. This can range from primary and secondary educational facilities, TAFE training, apprentice-ships and employment.

The transition team at Cleveland Education and Training Centre consists of four Transition Officers, Guidance Officers and Deputy Principal.

The transition team also provides support for the students post detention with not only further education and training support but also career advice to help them continue on a successful pathway.

Key Contact:

Steve Deputy Principal

Louella Guidance officer

Department of Education and Training