



Cleveland Education and Training Centre

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



Queensland  
Government

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<b>Contact person</b>	Principal Gavin Moncur

## From the Principal

### School overview

Cleveland Education and Training Centre (CETC) is a co-educational school situated within the confines of the Cleveland Youth Detention Centre (CYDC) in the suburb of Belgian Gardens, Townsville. CETC provides educational opportunities for students who are either on remand or have been sentenced for criminal offences. The students cohort may originate from across Queensland however most reside in Townsville, Cairns and rural and remote communities throughout North Queensland. The majority of students are Aboriginal and Torres Strait Islander origin. The length of student enrolment varies greatly. Some students are enrolled for only a few days whilst others are enrolled for several years. Most students at CETC have previously had negative educational experiences and the majority have been disengaged from mainstream schooling resulting in significant gaps in their academic knowledge and skills. The main education focus at CETC is improving individual student's literacy and numeracy. Each student's learning is highly personalised and addresses their academic and vocational learning needs. The school provides explicit teaching to address individual literacy and numeracy gaps and offers a range of VET certificates in elective subject areas and small class sizes ensuring young people in detention get the best instruction possible. If students require Year 11 or 12 courses they may be enrolled at a School of Distance Education or supported to complete their studies through the school they were attending. When needed, university bridging courses are provided through the University of Southern Queensland.

The Cleveland Youth Detention Centre staff work with CETC ensuring students are also able to access a range of programs which support the social emotional wellbeing of students, aiming to improve the life chances of students and decrease recidivism. Students have the opportunity to compete with teams from local schools in sports including rugby league and basketball. Our school's purpose is to increase each student's ability to re-engage with society as productive citizens. To achieve this, student transition back into the community is tailored for each student with the support of Transition Officers who help with community reintegration. These services enable students to have meaningful pathways beyond CETC.

## 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 2019</b>	Year 5 - Year 12

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	71	66	86
Girls	13	10	10
Boys	58	56	76
Indigenous	69	60	81
Enrolment continuity (Feb. – Nov.)	34%	40%	30%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

### 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.

## Curriculum implementation

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>- BKSBS Bench assessments</li> <li>- Literacy, Numeracy and reading assessments</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>	English Maths HPE Arts Digital Technologies Manual Arts Home Economics Music	<u>Numeracy and Literacy</u> Certificate in General Education for Adults <ul style="list-style-type: none"> <li>• Course</li> <li>• Cert I Introduction</li> <li>• Cert I</li> <li>• Cert II</li> </ul> <u>Computers</u> Certificate I in Information, Digital Media and Technology	<u>Art</u> Certificate II Visual Arts <ul style="list-style-type: none"> <li>• Digital Art</li> <li>• Ceramics</li> <li>• Drawing</li> <li>• Printmaking</li> <li>• Painting</li> </ul> <u>Hospitality</u> Certificate I in Kitchen Operations
		<u>Health &amp; Physical Education</u> <ul style="list-style-type: none"> <li>• Sport</li> <li>• Fitness</li> <li>• Health and Wellbeing</li> </ul> <u>Manual Arts</u> Industrial Technology and Design <ul style="list-style-type: none"> <li>• Woodwork</li> <li>• Building and Construction</li> <li>• Metal work</li> </ul>	<u>Certificate II Automotive Vocational Pathways</u> Units and Skill sets from automotive units <ul style="list-style-type: none"> <li>• Small tools</li> <li>• Servicing operations</li> <li>• Refitting wheels</li> </ul> <u>Creative Industries</u> Certificate II Creative Industries <ul style="list-style-type: none"> <li>• Music</li> <li>• Recording</li> <li>• Textiles (Sewing)</li> </ul>

## Extra-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 CYDC Youth Justice support staff 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. Students able to enrol in VET courses complete an accredited Certificate I IDMT course, 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 Myon 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 2019 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree <sup>#</sup> that:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	DW	85%
• this is a good school (S2035)	100%	DW	100%
• their child likes being at this school* (S2001)	100%	DW	95%
• their child feels safe at this school* (S2002)	100%	DW	100%
• their child's learning needs are being met at this school* (S2003)	100%	DW	100%
• their child is making good progress at this school* (S2004)	100%	DW	90%
• teachers at this school expect their child to do his or her best* (S2005)	100%	DW	90%

Percentage of parents/caregivers who agree <sup>#</sup> that:	2017	2018	2019
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
• teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
• teachers at this school treat students fairly* (S2008)	88%	DW	90%
• they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
• this school works with them to support their child's learning* (S2010)	100%	DW	100%
• this school takes parents' opinions seriously* (S2011)	100%	DW	94%
• student behaviour is well managed at this school* (S2012)	100%	DW	95%
• this school looks for ways to improve* (S2013)	100%	DW	100%
• this school is well maintained* (S2014)	100%	DW	100%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree <sup>#</sup> that:	2017	2018	2019
• they are getting a good education at school (S2048)	96%	92%	98%
• they like being at their school* (S2036)	94%	92%	90%
• they feel safe at their school* (S2037)	94%	98%	97%
• their teachers motivate them to learn* (S2038)	98%	92%	97%
• their teachers expect them to do their best* (S2039)	100%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	92%	95%
• teachers treat students fairly at their school* (S2041)	98%	98%	100%
• they can talk to their teachers about their concerns* (S2042)	94%	85%	95%
• their school takes students' opinions seriously* (S2043)	98%	94%	100%
• student behaviour is well managed at their school* (S2044)	96%	94%	98%
• their school looks for ways to improve* (S2045)	96%	98%	100%
• their school is well maintained* (S2046)	98%	100%	98%
• their school gives them opportunities to do interesting things* (S2047)	98%	96%	100%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree <sup>#</sup> that:	2017	2018	2019
• they enjoy working at their school (S2069)	97%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	93%	94%	97%
• they receive useful feedback about their work at their school (S2071)	79%	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)	100%	100%	97%

Percentage of school staff who agree# that:	2017	2018	2019
• students are treated fairly at their school (S2073)	100%	100%	97%
• student behaviour is well managed at their school (S2074)	97%	91%	86%
• staff are well supported at their school (S2075)	82%	94%	82%
• their school takes staff opinions seriously (S2076)	89%	92%	80%
• their school looks for ways to improve (S2077)	86%	94%	92%
• their school is well maintained (S2078)	100%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	83%	92%	92%

\* 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.

## 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](http://www.myschool.edu.au) website.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. It includes a search bar labeled 'Search by school name or suburb', three dropdown menus for 'School sector', 'School type', and 'State', and a search icon (magnifying glass) on the right.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

The screenshot shows a button labeled 'View School Profile' with a light blue background and a dark blue border.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows the navigation bar of a school profile. It includes links for 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted with a blue background), 'VET in schools', 'Senior secondary', and 'Schools map'.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	26	19	<5
Full-time equivalents	24	15	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	15
Diploma	3

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2019 for all Queensland state SDE/EU/SP schools was 95%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	77	71.4	84.2
Attendance rate for Indigenous** students at this school	76.9	71.4	84

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.



Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep	n/a	n/a	n/a
Year 1	n/a	n/a	n/a
Year 2	n/a	n/a	n/a
Year 3	n/a	n/a	n/a
Year 4	n/a	n/a	n/a
Year 5	n/a	n/a	n/a
Year 6	81.8	43.5	81.2

Year level	2017	2018	2019
Year 7	68.7	48.9	81.2
Year 8	72.1	59.6	82.1
Year 9	71.4	67.6	80
Year 10	75.2	68.2	84.8
Year 11	79.5	73.8	85.5
Year 12	79.5	51.7	n/a

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Description of how this school manages non-attendance

Cleveland Education and Training Centre manages non-attendance in line with the Queensland 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 Youth Justice (YJ), 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 YJ programs. This placement 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 2019 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 chronological age 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, readers 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	0	1	0

During 2018 CETC were able to collaborate with a local High School, enabling the shared enrolment, providing the student the opportunity to complete all Year 12 requirements and be awarded a QCE, applied for QTAC and subsequently received a tertiary study offer.

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	16	14	1
Certificate II	0	1	0
Certificate III or above	n/a	n/a	n/a

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The school offers students the following VET Certificates:

- Certificate in General Education for Adults (Initial, Introductory, Certificate I, Certificate II)
- Certificate II in Creative Industries
- Certificate II in Visual Arts
- Certificate I in Hospitality
- Certificate I in Information, Digital Media and Technology

During the 2019 year, student data relating to all completed units of competency is collected across all levels of CGEA and other VET courses offered. With Certificate courses requiring the completion of between 8 and 18 units of competency, the impact of high transient student population is evident in the lack of completion of full certificates, however high number of units of competency are completed by students within each qualification.

Completion of Competency Units	
Years	Completed number of units
2017	515
2018	809
2019	802

## Student destinations

### Next Step — Post-school destinations

Students enrolled at Cleveland Education and Training Centre attend school and training while they are in the custody of the Department of Youth Justice and held at Cleveland Youth Detention Centre. Students are enrolled and released from the centre based on court proceedings

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	
2019 Destination	Percentage of students with a confirmed destination
State High School	33
State School	2
Interstate	1
Catholic Education	3
Alternative Education	8
Flexi Learning Centre	15
Job Active Provider – Referral	11
Further Education /Training	18
Unknown	1
Transfer to Brisbane Youth Detention	2
YEH/Student Services Referrals	5
Townsville Correctional Centre	1