

# 2023 Annual Implementation Plan

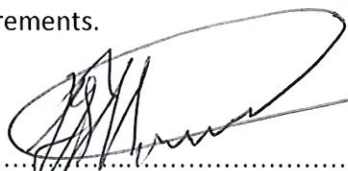
## Cleveland Education and Training Centre

### School Explicit Improvement Agenda for 2023

1. Reading
2. Writing
3. Student Transition
4. Inclusion Framework

### Certification

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



**Gavin Moncur** | Principal  
Cleveland Education and Training Centre  
Department of Education



**Fran Biddulph Amaral** | Executive Director  
Cleveland Youth Detention Centre  
Department of Child Safety, Youth and Woman



**Grant Dale** | Assistant Regional Director  
North Queensland Regional Office  
Department of Education

### State and Regional Priorities

#### State Schools Strategy 2021-2025

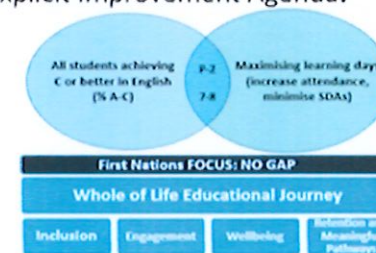
- Performance
- Teaching
- Capability
- Partners
- Wellbeing
- Inclusion

#### Equity and Excellence

- Educational Achievement
- Wellbeing and Engagement
- Culture and Inclusion

### NQR Priorities 2023

NQR Explicit Improvement Agenda:



NQR Leadership Challenges:

- > Have a clearly documented, accessible **Whole School Curriculum Assessment and Reporting Plan (CARP)** aligned to the P-12 CARF and Australian Curriculum (by end 2022)
- > Enable every teacher to do rigorous **'before' moderation** in (at least) English prior to commencing teaching (from beginning of 2023)
- > Engage in quality **external moderation**.
- > Implement **academic case management** in English as part of the moderation cycle.

School Strategies	Actions	Performance Measures			Resource/ Evidence
		Description	Target	Date/Officer	
<b>Educational Achievement: 2023 Explicit Improvement Agenda Strategy 1- Reading</b>					
1. Implement a whole school reading program to ensure every student is successfully accessing the curriculum	<p>Collect student data using new SSP program and YARC</p> <p>Ensure alignment of reading wall with SSP and YARC data</p> <p>Roll out SSP to whole school</p> <p>Provide instructional coaching and capacity building opportunities for all literacy staff and teacher aides to deliver SSP program</p> <p>Ensure explicit vocabulary teaching in all KLA's</p> <p>Commence reading comprehension capacity building for all teacher aides and literacy teachers</p> <p>Develop and implement the Reading Comprehension Pilot</p>	<p>Respond to data by building the capability of teachers and teacher aides to implement the reading program with fidelity; while adhering to the reading framework</p> <p>Align VTQ Booklets to reflect the Science of Reading</p>	<p>100% of literacy teachers and TA's capability developed in teaching a structured synthetic phonics program, vocabulary and comprehension.</p> <p>Every student receiving targeted Tier 1, 2 or 3 intervention.</p> <p>Progress monitoring of intervention.</p> <p>Development of a Reading Framework to ensure all teachers and learners are engaged with consistent pedagogy and processes.</p>	<p>End 2023 – Ongoing</p> <p><i>DP Jo</i></p> <p><i>HOD Michelle</i></p> <p><i>HOD Karen</i></p> <p><i>HOD Brendan</i></p> <p><i>HOD Raelene</i></p> <p><i>HOD Liz</i></p>	<p>Teaching and Learning Framework</p> <p>Reading Framework</p> <p>Data – Progress Monitoring</p>
<b>Educational Achievement: 2023 Explicit Improvement Agenda Strategy 2 -Writing</b>					
2. Develop teacher capability to deliver AC English to middle school learners	<p>Build staff capacity and capability to support middle school learners to achieve against Australian Curriculum English Achievement Standards</p> <p>Review school timetable to ensure it supports and reflects 2023 Curriculum priorities</p>	<p>All eligible Middle School learners will have access to learning programs based on the Australian Curriculum English achievement standards.</p>	<p>100% of eligible middle school learners participating in effective and modified English Australian Curriculum delivery</p> <p>100% of teaching staff engaged in Australian Curriculum capability building opportunities</p>	<p>End 2023 – Ongoing</p> <p><i>DP Margaret</i></p> <p><i>HOD - Liz</i></p> <p><i>HOD– Karen</i></p>	<p>Teaching and Learning Framework</p> <p>CARP</p> <p>Assessment booklets</p> <p>Pre moderation processes and</p> <p>Whole School Moderation Policy</p>
<b>Wellbeing and Engagement: 2023 Explicit Improvement Agenda Strategy 3 - Student Transition</b>					
3. Develop comprehensive CETC Transition Processes	<p>Scan, assess and update current transition processes to create CETC Transition Framework</p> <p>Build awareness of CETC environment with local secondary schools through onsite workshoping opportunities with a focus to streamline transition</p> <p>Support local schools in transitioning YP successfully into an educational pathway (Term 1, 2023)</p> <p>Leadership Team/Transition Team to liaise with NQ Regional YES team</p> <p>Collaborate and strategise with Court Liaison Officers (CLO's) to support YP's successful transition into community</p>	<p>CETC communicating and working with relevant school and community stakeholders</p> <p>Regularly meet with CLO's to monitor YP's (internal and external) progress and outcomes</p> <p>Responsibilities and accountabilities are clearly articulated leading to successful transition processes for all students.</p>	<p>100% of students transitioning to local school supported by CETC</p> <p>100% of YP's have a trackable destination</p> <p>100% of Transition Team embed practices that align with the Framework</p>	<p>Term 1, 2023 – Support schools</p> <p>Term 2, 2023 – Transition Framework</p> <p><i>Lead: DP Steve</i></p> <p><i>DP Margaret</i></p> <p><i>DP Jo</i></p> <p><i>Guidance Officers</i></p>	<p>Supporting Local Schools Action Plan</p> <p>CETC Transition Framework</p>

School Strategies	Actions	Performance Measures			Resource/ Evidence
		Description	Target	Date/Officer	
<b>Culture and Inclusion: 2023 Explicit Improvement Agenda Strategy 4 – Inclusion Framework</b>					
4. Develop a comprehensive CETC Inclusion Framework	<p>Create an Inclusion, Teaching and Learning Support School Framework</p> <p>Review and refine existing tier 3 intervention</p> <p>Establish referral and academic case management processes</p> <p>Enhance teacher capability in differentiated and inclusive teaching and learning practices through the provision of relevant professional learning opportunities</p>	<p>Develop a comprehensive CETC Inclusion Framework which articulates the responsibilities, procedures and processes that best support inclusive teaching and learning</p>	<p>100% of eligible students receiving Tier 3 intervention</p> <p>100% of teaching staff engaging in capability opportunities in relation to differentiation and inclusion</p>	<p>End 2023 - Ongoing</p> <p><i>Lead: DP Jo</i></p> <p><i>HOD Raelene</i></p> <p><i>Guidance Officers</i></p> <p><i>DP Margaret</i></p>	CETC Inclusion Framework
<b>Additional Strategies to support 2023 CETC Explicit Improvement Agenda</b>					
<b>Educational Achievement:</b>					
5. Support quality teaching and learning through collegial engagement and professional development	<p>Enact all aspects of the whole school Professional Development Framework</p> <p>Implement and embed the collaboratively developed school Collegial Engagement Plan (CEP)</p> <p>Seek and respond to staff feedback throughout the year to measure effectiveness of Collegial Engagement Plan (CEP)</p>	<p>Provide ongoing and relevant capability development and professional learning opportunities for teaching and support staff that align with 2023 school priorities</p>	<p>80% of teaching staff engaged in collegial capability building opportunities</p> <p>100% of staff engaged in relevant professional development</p> <p>Progressive increase in relevant School Opinion Survey results as per CETC SSP 2021 - 2024</p>	<p>End 2023 – Ongoing</p> <p><i>DP Jo</i></p> <p><i>HOD - Karen</i></p>	CETC Professional Development Framework
<b>Wellbeing and Engagement:</b>					
6. Review, update and implement the CETC Student Learning and Wellbeing Framework (SLAWF)	<p>Scan and assess current CETC SLAWF and relevant Queensland Engagement Wellbeing Survey and School Opinion Survey results.</p> <p>Develop and enact an action plan for implementation of the SLAWF</p>	<p>Embed the SLAWF with a focus of understanding and supporting the wellbeing of our students.</p> <p>Demonstrated responsiveness to annual survey results including School Opinion Survey and Queensland Engagement Wellbeing Survey</p>	<p>Implement Inquiry Cycle to align current practice to CETC SLAWF</p> <p>Progressive increase in relevant School Opinion Survey results as per CETC SSP 2021 - 2024</p> <p>Ongoing positive QEWS results</p>	<p>Term 1, 2023</p> <p><i>DP Steve</i></p> <p><i>HOD - Raelene</i></p> <p><i>Guidance Officers</i></p>	<p>2023 SLAWF Action Plan</p> <p>2023 CETC SLAWF</p>