



# Data Plan for implementation in 2023

## February 2023

**School Name:** Cleveland Education Training Centre (CETC)

**Data Plan Leader:** Jo Lawn (Deputy Principal)

**Data plan version history:** CETC Data Plan 2017 - 2022

**Last reviewed** February 2022    **Shared with LCC** February 2023

**Data plan alignment:** School Strategic Plan 2021-2024

**Annual Implementation Plan** 2023

**Note:** The plan outlines whole school data activities and the intended use of these data sets. Teachers should take into consideration data ethics as they use data to support student learning and wellbeing. This plan details the mandatory data sets associated with teaching and learning. The Cleveland Education Training Centre data plan is reviewed collaboratively and outlines the ethical use of data to **inform practice aligned with student learning, wellbeing, school improvement and strategic planning**. Data plans inform resourcing and capability building for ongoing school improvement. Further reference to [Joint Statement: The purpose and use of data in Queensland schools](#), the [P-12 curriculum, assessment and reporting framework](#) and the School Performance Policy and Procedure is recommended.

Data sets *not included* within our data plan-

- a. finance and budget information
- b. human resourcing and physical resourcing
- c. staff professional development plans
- d. data required as part of the department's Schedule of Corporate Data Collections that are part of the general running of the school and school governance and not directly linked to student learning and wellbeing or school improvement
- e. confidential data sets that are not made generally available to teaching staff, for example those collected by counsellor, guidance officer and health professionals
- f. individual student testing data information used to diagnose learning difficulties
- g. data activities that take place as part of an individual teacher or leader's role – such as HOSEs, or HOD / HOC / HODC, or DP, or Principal, that are generated and used and communicated as part of that role
- h. data activities that teachers choose to do within their own classroom

### **Context:**

The CETC is a co-educational school delivering an education program to sentenced and remanded juvenile offenders coming from all geographical locations across the state of Queensland. CETC operates 48 weeks of the year and is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire valuable support for their lifelong wellbeing. The school exists and is a program provider within the **Cleveland Youth Detention Centre (CYDC)**.

The majority of the data sets outlined in this plan are used to inform practice aligned with student learning, wellbeing, school improvement and strategic planning. To ensure holistic support of our students, there are a number of data sets the school is required to collate to address Youth Justice policy, expectations and compliance. These sets are contained within the **CETC Specific Data Sets** subset and Student Transition Data.



## Data Sets

School Strategic Priority	Data set	How the data is used?	What are the desired outcomes associated with using the data set?	What is the data source and where is it stored?	Who accesses, generates and inputs the data sets?	Who is responsible for making the data available and looking after the data set?	Who uses the data?	When is the data used?					
								Ongoing	Daily	Weekly	Monthly	Quarterly	
<b>Educational Achievement &amp; Culture and Engagement:</b>  2023 AIP Strategy 1 Writing:  2023 AIP Strategy 2 Reading:  2023 AIP Strategy 4: Inclusion	<b>Senior Training</b>  VET Competencies and Attainment	Assessment <i>of and for</i> Learning – DoE  To generate termly or as needed for Issuance of Nationally Recognised Qualifications: <ul style="list-style-type: none"> <li>statement of student results and progress of completed; and not yet completed competencies, qualifications and accredited courses</li> <li>analysis of student feedback sheets to inform future planning and necessary revisions</li> <li>preparation of school Quality Indicator report submitted to QCAA</li> <li>development, sharing and review of Quarterly Performance Report</li> <li>development of relevant student reports – initial (3 weeks from enrolment) and progress report (3 monthly)</li> </ul>	Monitor student progress and allow for maximised student achievement and completion of competencies, qualifications and courses  Continuous improvement of course delivery  Maintaining compliance with training package requirements and industry trends	What: Completed student work  Where: Internal - Axcelerate External - SDCS (QCAA)	Deputy Principal  HOD – VET (RTO Manager)  Qualification Co-ordinators  Classroom Teachers  Transition Team	Deputy Principal  HOD – VET (RTO Manager)  Qualification Co-ordinators  Classroom Teachers (VET)	Leadership Team  Qualification Co-ordinators  Classroom Teachers (VET)  Reporting Teachers  Transition Team	Accessed weekly and student reporting cycle as required  Sharing with relevant stakeholders and CYDC partners upon request	√		√		
	<b>Middle School</b>  Australian Curriculum	Assessment <i>of and for</i> Learning – DoE  To generate as needed for: <ul style="list-style-type: none"> <li>statement of student results and progress of units completed</li> <li>analysis of student feedback sheets</li> <li>development of relevant student reports                             <ul style="list-style-type: none"> <li>initial (3 weeks from enrolment)</li> <li>progress report (3 monthly)</li> </ul> </li> </ul>	Monitor student progress and allow for maximised student achievement	What: Completed student work  Where: CETC Student Tracker Unit delivery teachers  Head of Department – Curriculum	Deputy Principal – Curriculum  HOD – Curriculum  Curriculum Unit Delivery Teachers  Transition Team	Deputy Principal - Curriculum	Leadership Team  HOD – Curriculum  Unit Delivery Teachers  Reporting Teachers  Transition Team	Accessed weekly - student reporting cycle and as required  Sharing with relevant stakeholders and CYDC partners upon request	√		√		
	<b>Orientation</b>	Assessment <i>of and for</i> Learning – DoE  Upon enrolment at CETC, students are individually assessed to ascertain their range of abilities (e.g. academic and socio-emotional). These findings are used to inform student curriculum placement decisions and support the development of student personalised profiles.  The following assessments are undertaken: <ul style="list-style-type: none"> <li>Initial reading assessment (see below for further information)</li> <li>Initial BKSB assessment (see below for further information)</li> <li>Literacy and Numeracy testing aligned to VET curriculum levels</li> </ul>	To ensure:  Initial and accurate development of Personalised Learning Profiles for students (100%)  Accurate placement of students into learning programs – based on academic ability and interests (100%)  Support transition of students upon leaving, more specifically when enrolled at CETC for short periods of time	What: Collation of findings – CETC Student Learning Profile  Where: One School Student hanging files Student Data Wall	Generates: Orientation Coordinator and Teachers  Accesses: Leadership Team  Classroom teachers  CETC Transition team.  CYDC partners and external stakeholders (upon request)	Orientation Coordinator and Teachers  Leadership Team	Leadership Team  Orientation teachers and classroom teachers  Teacher Aides (Student Data Wall development)  CYDC Partners and Stakeholders	Data is accessed and shared upon completion of the Orientation process throughout the year	√				



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	<b>Reading</b> <ul style="list-style-type: none"> <li>PLD Reading Screener</li> <li>PLD Spelling Screener</li> <li>YARC</li> </ul>	Assessment <i>of and for</i> Learning – Diagnostic standardised data collection to: <ul style="list-style-type: none"> <li>Identify encoding, decoding and comprehension skills.</li> </ul>	To support ongoing learning and curriculum differentiation for 100% of students by: <ul style="list-style-type: none"> <li>Ascertaining reading skills to inform curriculum placement decision upon initial enrolment <b>and</b> ongoing student evaluation</li> <li>Develop Individualised goals/plans with students to support the teaching of reading</li> </ul>	PLD Tracking Tool Student Reading Folders Reading Data Wall One School	Generates/Inputs: HOD Teaching and Learning Orientation Teachers Learning Support Teacher Teacher Aides	Support Teacher Aides HOD Teaching and Learning	Leadership Team HOD Teaching and Learning Teacher Aides Classroom Teachers Transition Team CYDC Partners and Stakeholders	Students are tested within 3 weeks of enrolment as part of the Orientation phase  Ongoing testing occurs at the end of each Stage of learning in PLD.	√  √				
	<b>BKSB (Basic Key Skills Builder)</b>	Assessment <i>of and for</i> Learning - Diagnostic data collection to: <ul style="list-style-type: none"> <li>Support ongoing literacy and numeracy curriculum placement process upon enrolment at CETC</li> <li>Streamline the recognition of prior learning (RPL) process for students</li> </ul>	To identify student gaps and strengths in relation literacy and numeracy  To support forward planning for student learning and transitioning back to community (able to access BKSB upon exit from CYDC)	Online – BKSB: students access via personal logon and classroom teachers are able to log on and access student achievement and progress  Student curriculum folders / One School	Accesses: Leadership Team Classroom Teachers		Classroom Teachers Transition Team CYDC Partners and Stakeholders	As required	√				
<b>Wellbeing and Engagement:</b>  Provide a culture that promotes learning to ensure wellbeing of all in a safe, supportive and inclusive learning environment  2023 AIP Strategy 6: <i>CETC SLAWF</i>	<b>Behaviour and Engagement Data</b> <ul style="list-style-type: none"> <li>majors</li> <li>minors</li> <li>positives</li> <li>SDAs</li> <li>PBL Points</li> <li>Student of the Week</li> <li>Weekly Spot Ya Winners</li> <li>Top 10 of Term</li> <li>Annual Student Awards (All Rounders, On Track)</li> </ul>	Assessment <i>of and for</i> Learning used to: <ul style="list-style-type: none"> <li>Identify students at risk and trends in behaviour</li> <li>Inform PBL committee actions and ongoing schoolwide focus</li> <li>Implement proactive programs and/ or Behaviour Support plans</li> <li>Celebration of positive behaviours</li> <li>Collate and share weekly student PBL points with students and staff</li> <li>Determine the recipients of a range of positive reward systems in place at CETC</li> </ul>	100% of student incidents (positive and negative) followed up and monitored  Trends monitored to ensure targeted, effective and prioritised support for students  Improved practice  Identify staff professional learning needs  Safe, secure working environment	OneSchool Behaviour Student Tracker (PBL points)	Leadership Team PBL Team Teacher input on OneSchool (behaviour incidents and positive behaviours) and Student Tracker (PBL points per lesson)	PBL Co-ordinator PBL Coach IT Technician	PBL Team Leadership Team	Student Incident review (positive, negative, points earned per session) PBL Accumulative Student Points Data informed decisions for PBL focus and committee next steps Daily points summary		√  √  √		√	





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<p><b>CETC Specific Data Sets:</b></p> <p>To maintain and strengthen partnerships with all relevant stakeholders</p> <p>2023 AIP Strategy 3: Student Transition</p>	<p><b>Student Transition Data</b></p> <p>Daily Student Report (DSR)</p>	<p>To effectively <i>monitor the transition</i> of young people (our students) to community, post detention</p>	<p>Identify students' intended post detention destination</p> <p>Maintain and strengthen partnerships with all relevant stakeholders to enhance student transition when leaving CYDC</p>	<p>M3 Ongoing Transition Data Collation</p> <p>Admissions, Releases, Readmissions, (Gender and First Nations' status identified), Post Detention Destinations Engagement status</p> <p>Where: CETC Student Tracker, One School, USB stored in Administration</p>	<p>Administration Officer</p> <p>Guidance Officer</p> <p>Transition Team</p>	<p>Administration Officer</p> <p>Transition Team</p>	<p>Leadership Team</p> <p>DoE Youth Engagement Support (YES)</p> <p>Relevant stakeholders</p>	<p>At present this data set is generated at the end of each DoE school term. This may change in 2023 as CETC now operates 48 weeks of the year.</p> <p>Daily Student Report (DSR)</p> <p>M3 Ongoing Data Collation</p>						√
	<p><b>Daily Attendance</b></p> <p><b>Daily Enrolment</b></p> <p>(Daily CYDC Intel report and Bed Stats are referred to by the HOD – Student Services)</p>	<p>Track student enrolment and attendance in each learning session of the day. Used to:</p> <ul style="list-style-type: none"> <li>track student attendance, current enrolments and maintain whole school 'Current Student' Enrolment Wall</li> <li>ensure equitable and effective allocation of staff and students to class inform school leadership team and CYDC partners around CETC school capacity – available to actual comparisons</li> <li>determine student access to education and the impact on learning and course completion (looking at trends and averages)</li> <li>Youth Justice Compliance</li> </ul>	<p>Used to support future timetabling of students and staff</p> <p>Provides ongoing evidence pertaining to external factors impacting on school operational timetabling e.g. CYDC staffing, physical resources, movement, safety and security</p>	<p>HOD – Student Services</p> <p>One School</p> <p>Daily Timetable (draft versus actual)</p> <p>'Current Student' Enrolment Wall</p>	<p>Generates Daily Data:</p> <p>Senior Teacher Aides</p> <p>Accesses for collation and analysis:</p> <p>HOD – Student Services</p>	<p>Daily Attendance and Enrolment:</p> <p>HOD – Student Services</p> <p>Senior Teacher Aides</p>	<p>Leadership Team</p> <p>NQ DoE Regional Team</p> <p>Ombudsman (when legally requested)</p> <p>Director CYDC (upon request)</p>	<p>Data is generated daily from One School and timetabling documents</p> <p>Data is collated for broader distribution and upon request as required</p>		√				√



**Student Learning and Achievement Data****Summative**

- Vocational Education and Training (VET) Competencies and Attainment
- Middle School unit completion
- Reporting – Initial and Progress

**Formative**

- Orientation Phase – PLD Screeners, YARC
- BKSB (Basic Key Skills Builder)

**Outcome Data**

- Vocational Education and Training (VET)

**Student/Wellbeing data**

- Attendance
- Annual CETC Student Enrolments' Overview
- School disciplinary absence (SDA)
- Queensland Engagement and Wellbeing Survey (QEWS) –Term 2, 2023
- Behaviour incident reports - major incidents, minor incidents, positives

**Community data**

- School Opinion Survey (SOS) – *July to August 2023*
- Nationally consistent collection of data on students with disability (NCCD) - *Opens on One School 26 June to 4 August 2023; submitted annually by first Friday of August – August 4, 2023*
- AIMS (Adjustment Information Management System)
- School Annual Report - *completed no later than one week prior to end Term 2, 2023*

**Data activities**

- Annual CETC Student Enrolments Overview - monitoring and reviewing student attendance, length of enrolment period and recidivism
- Monitoring and reviewing student feedback from completion of work to inform curriculum improvement

**Student Transition Data**

- Monitoring and reviewing *One School Destinations*
- M3 ongoing student transition data collation
- Case Review Report - Student Profile Report (One School)

