

Queensland Education and Training Centre School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Queensland Education and Training Centre acknowledges the shared lands of the Turrbal and the Yuggera people of the Yuggera language region and the shared lands of the Gubbi Gubbi nation and the Joondaburri people of the Butchula and Kabi Kabi language region.

About the school

Education region	Metropolitan South Region
Year levels	Years 5 to 12
Enrolment	Brisbane Youth Education and Training Centre (BYETC) – 156 West Moreton Education and Training Centre – 32 Caboolture Watch House Education Support Hub – 31 Vocational Training Queensland (VTQ) – 670
Indigenous enrolments	52% (BYETC)
Students with disability	19% (BYETC)
Index of Community Socio-Educational Advantage (ICSEA) value	832

About the review

 5 reviewers from 14 to 17 May 2024	 178 participants	 102 school staff
 41 students	 0 parents and carers	 35 community members and stakeholders

Key improvement strategies

Domain 9: Building school-community partnerships

Collaboratively review and strengthen transition processes, including interagency resources, to support long-term success for young people into, through and out of detention.

Domain 3: Promoting a culture of learning

Establish common ways of working between Queensland Education and Training Centre (QETC) and Youth Justice (YJ) to enhance shared understandings and agreed approaches to supporting student engagement and wellbeing.

Domain 8: Implementing effective pedagogical practices

Refine processes for the collaborative discussion of pedagogy to consolidate staff understanding and use of prioritised effective strategies.

Domain 7: Differentiating teaching and learning

Strengthen staff understanding of evidence-informed differentiation strategies to address barriers to learning.

Domain 4: Targeting school resources

Strengthen collaborative facility planning between Youth Justice and Department of Education stakeholders to establish a strategic facility enhancement action plan that meets educational and safety needs.

Key affirmations



Staff express a moral imperative to progress young people in their learning.

Staff are united in their belief that every young person can progress in their learning with the right conditions, support, and encouragement. They are committed to making a positive impact and speak passionately about building a deep knowledge of each young person so they can tailor their interactions and teaching styles to provide access to learning. Highly individualised learning pathways are designed to give every young person the opportunity to succeed. Students convey appreciation for the personalisation of their education. They express gratitude for the staff support that enables them to progress in learning. Students describe how teachers help them ‘become a learner’ and highlight how they feel proud of their individual achievements. They articulate staff ‘teach us that we can achieve anything if we put our mind to it’.



Staff describe strong collegiality within a culture of mutual trust, support and continuous professional improvement.

Leaders and staff emphasise they are strongly committed to authentic engagement with professional learning and express pride in the development of an expert teaching team. Staff identify access to a range of relevant professional learning opportunities aligned to school and individual priorities. Teachers express they highly value the time, effort and resources expended to make professional learning opportunities available to all staff within their specialist roles. Staff express they are dedicated to ensuring the currency of their practice and recognise their collegial work directly benefits student pathways and outcomes.



Educators provide an emotionally safe and supportive learning environment.

Staff speak of the work undertaken to provide an emotionally safe environment for all. Teachers speak of the positive impact of the ongoing refinement and application of Positive Behaviour for Learning (PBL) in fostering a positive learning environment. Youth Justice staff commend the positive impact of the PBL framework across QETC. Students express appreciation for all staff and their genuine care in supporting their education. Staff articulate the importance of purposefully connecting with and celebrating Aboriginal and Torres Strait Islander culture. They highlight how Elders act as mentors for the Kuppibunda program and how these connections support students to connect with their cultural heritage.



Leaders promote a view that ‘partnerships are everything’ in a complex school setting.

Leaders identify strong and enduring partnerships support the diverse needs of young people in the centre. Partners speak highly of the VTQ staff for their support, patience, understanding and knowledge, and praise ongoing strong communication. Staff highlight Vocational Training Queensland has expanded to support young people in developing literacy, numeracy and learning skills in over 80 sites across the country. Queensland Police Service and YJ staff highlight the strong positive relationships with QETC leaders and staff across all campuses. Staff and partners praise the school’s suite of student wellbeing programs, which engage a broad range of partners who make connections with students and work with them back in the community on release.