

QUEENSLAND STATE SCHOOL REPORTING - 2009

Townsville Community Learning Centre - A State Special School
(2376)

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|---|----------------|--|
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Principal's foreword

Introduction

This annual report provides a summary of the progress towards achieving the Strategic Goals as outlined in the 2008-2010 Strategic Plan.

TCLC is a co-educational state school which has a belief that every child can learn. This belief influences the development and implementation of all programs and activities. Our approach is to develop a positive and supportive learning environment for all students.

The whole school community works collaboratively to ensure each student has the opportunity to reach their potential.

TCLC was established in 2002 with the amalgamation of Mundingburra Special School and Aitkenvale Special School.

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School progress towards its goals in 2009

The school progressed its goals in the school operational plan for 2009.

Professional Teams: over 80% of staff have agreed to Individual Development Plans which inform professional learning.

Additionally, a sector management team has been implemented to mentor and support sector members.

Teaching and Learning: VET modules reinforcing employability skills are being delivered under sub-registration through William Ross State High School.

Resources and Environment:

A virtual staffroom and virtual classroom have been established and are in use. An agreed minimum standard of resources and equipment has been progressed.

Future outlook

PROFESSIONAL TEAMS:

- Growth in the development of an Evidence Based Community of Practice culture in the school.

In 2009 the school community reflected that 90% of the Communities of Practice were evident in phase 2, the remaining 10% in Phase 3. There has been an increase in Phase 3 evidence to 30% and a proportionate decrease in Phase 2.

- Staff satisfaction with access to and engagement with professional development opportunities is equal to or above state average.

From 2008 an increase of 21% around the staff satisfaction with access to, and engagement with Professional Development.

- Staff training needs meet Workplace Health and Safety legislation and requirements of the campus.

Improvement in the extent to which staff needs met Workplace Health and Safety legislation and requirements as 100% of new staff received timely induction; 100% of continuing staff undertook context based training.

- Staff morale equal to or above state average.

Staff morale has improved since 2008 with an increase of between 3% and 7% in the numbers of staff agreeing and strongly agreeing in items around Work Value and Recognition.

TEACHING AND LEARNING:

- An increase in the achievement of individual learning outcomes over time.

Those students who have attended school regularly have progressed their individual learning goals.

- Extent of student participation and competencies in life-skills and vocational programs.

In 2008 certified vocational programs did not exist. The Certificate 1 in Work Readiness and Certificate 1 in Information Technology are now offered. All student in the school participated in life-skills programs based on individual goals.

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RESOURCES AND ENVIRONMENT:

- Extent to which an agreed minimum standard is evident in the General Learning Areas and physical environment.

In 2008 there were no agreed whole-school standards; in 2009 sector budgets were allocated and sector libraries were established; all curriculum resources are collected and centrally located.

- Extent to which a whole staff ICT approach is embedded in practice

In 2008 a whole school staff ICT approach was not embedded in practice. The ICT index report indicates improvements in the Enabling Teaching Learning and Developing Professional Drivers from an A to AA.

Our staff profile

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 12

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2009 – Nov 2009) |
|-----------------|-------|------|--|
| 86 | 24 | 62 | 90% |

Characteristics of the student body:

The student body comprises 14% female and 86% male. All students have an intellectual impairment whilst 60% have multiple impairments

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 10 |
| Long Suspensions - 6 to 20 days | <5 |
| Exclusions | 0 |
| Cancellations of Enrolment | 0 |

Our staff profile

Curriculum offerings

Our distinctive curriculum offerings

TCLC School curriculum is based on Education Queensland Syllabi and the Key Learning areas (including the foundation level). The Prep Agenda also informs the school curriculum.

COMMUNICATION is the key area of attention for all teaching and learning.

Junior school focus:

Communication: Students will demonstrate their growing competence as communicators as they express their wants and needs, indicate choice or preference and engage in social interactions.

Physical Functioning and skills: Students will demonstrate physical development and skills through increasing control and co-ordination in gross and fine motor aspects of their daily lives

Self Care: Students will demonstrate increasing levels of participation/independence in personal health and safety domains

Socialisation: Students will demonstrate an awareness of self image and engage in responsible interactions within and beyond their family.

Middle School focus:

To ensure students have multiple opportunities for learning across a range of contexts and for developing the ways of working and capabilities necessary for school and beyond. Students engage with the QCAR Framework Essential Learnings in the Key Learning Areas of English, Mathematics, Science, Health and Physical Education, Studies of Society and Environments, The Arts and Technology.

Central to the overall planning and teaching in this phase is incorporating an understanding of how the strengths, interests and talents of individual students impact on their learning.

Senior School Focus:

Queensland Certificate of Individual Achievement Curriculum Organisers

Area of Study and Learning: literacy and numeracy

Communication and Technologies: computer and communication skills

Community, Citizenship and the Environment: community access, involvement and contribution to environmental programs

Leisure and Recreation: physical education, art/craft, recreation and hobbies

Personal and Living Dimensions: self-care and healthy independent living

Vocational and Transition Activities: transition programs, work experience and work placements

Vocational Education Training

Certificate 1 in Work Readiness (30625QLD)

Course in Learning for Life (30600)

Certificate 1 in Visual Arts & Contemporary Craft (CUV 10103)

Certificate 1 in Information Technology (ICA 10105)

Each of the 15 classes has computer access and internet access.

Our staff profile

Extra curricula activities

Students participate in the following extra curricula activities:

- Maintaining a Worm Farm
- Work experience activities at a range of facilities, for example Endeavour, Lifeline, Hungry Jacks, Indigenous Student Support Unit
- Leisure activities, for example swimming, tenpin bowling, bocce and sports carnivals.

How Information and Communication Technologies are used to assist learning

Computers and switches are used extensively throughout the school to support the delivery of and access to the school curriculum.

Switches are used extensively to support literacy and numeracy programs in each sector. A wheelchair mounted Interactive Whiteboard had also been placed in the library for all students and staff to access.

Social climate

TCLC has an active team of staff who work cooperatively to ensure all students reach their potential.

Teachers work with very capable teacher aides to provide a diverse range of innovative and extensive learning opportunities. The work of the teachers and teacher aides is ably supported by dedicated cleaners, nursing, therapy and administrative staff and a grounds person.

The school survey data indicated parents felt TCLC:

- is a safe place
- that their child is treated fairly
- that behaviour and discipline strategies are very satisfactory
- that their child is happy to go to school

Our staff profile

Parent, student, and teacher satisfaction with the school

Overall, parents, students and teachers are satisfied against the five performance measures of the School Planning, Reporting and Reviewing Framework.

Parents/Caregivers felt:

- that their child was getting a good education
- that TCLC is a good school

Staff felt :

- there was access to professional development opportunities that relate to school and systemic initiatives
- staff morale had increased

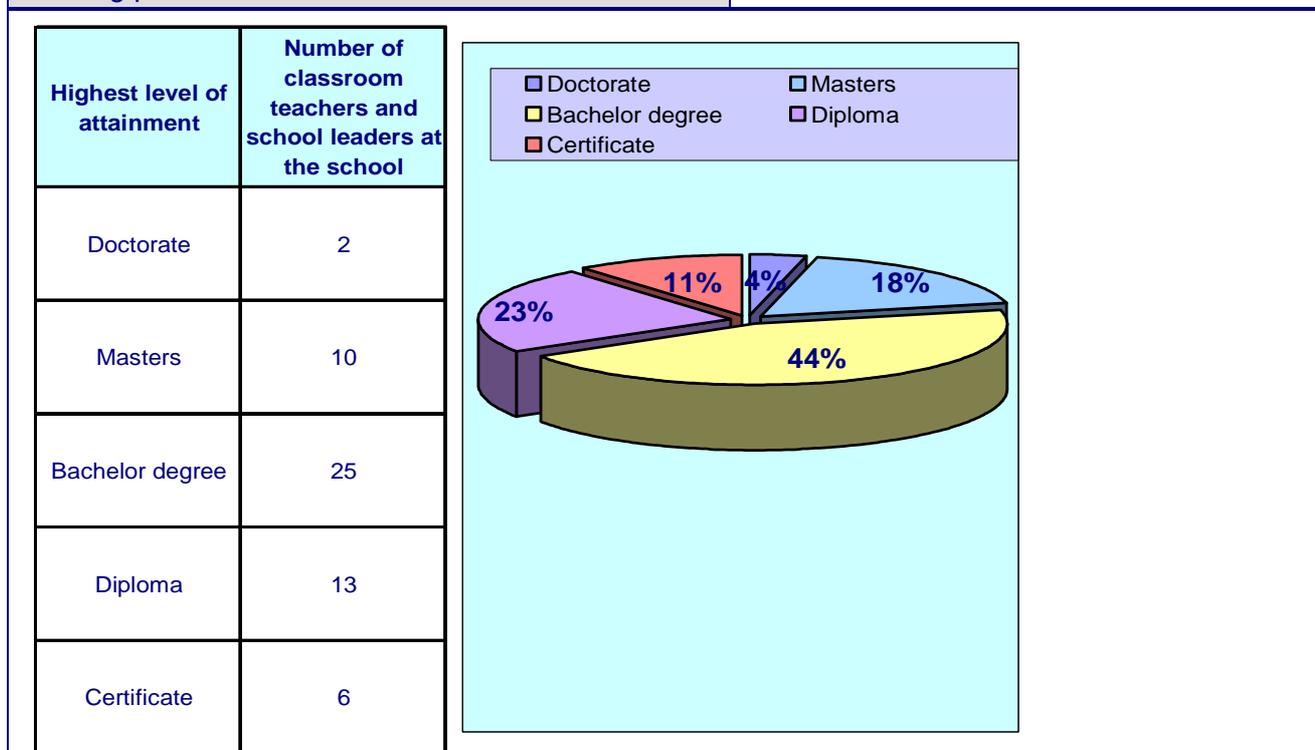
Our staff profile

Staff composition, including Indigenous Staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 33 | 53 | 2 |
| Full-time equivalents | 26 | 36 | 1 |

Qualifications of all teachers.

Involving parents in their child's education.



Our staff profile

The school operates with an open-door policy. The school is open to families, friends and the community at all times.

Parents / carers and volunteers support the implementation of many of the school programs. Some volunteers are pre-service students from James Cook University in the areas of teaching, occupational therapy and nursing. Some volunteers are family and friends of the student community.

Parents / Carers are involved in the school through:

The daily exchange of each student's communication book

Planning meetings twice yearly;

Reports on student progress twice yearly;

Parents and Citizens Association meetings monthly; and

Participation in class programs and special events days.

The whole school community is involved in celebrations of students' achievements through:

Whole School Assemblies

Annual Graduation Night

An Open Night

Sector Celebrations

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 80% of staff were retained by the school for the entire 2009 school year.

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$30 489. 00

The major professional development initiatives are as follows:

Autism -focussing on improving learning outcomes for students and adjustments to their environment.

Information and Communication Technology as identified by staff personal performance plans.

Curriculum- focussing on the implementation of Early Years and Essential Learnings within the context of the special school.

The involvement of the teaching staff in professional development activities during 2009 was

77 %.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 90%.

Student attendance for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 96% | 80% | 85% | 88% | 90% | 95% | 93% | 93% | 90% | 90% |

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

School rolls are marked by teachers twice per day and collected by administration once a week. Unexplained absences are investigated by the Principal and Deputy Principal and are often followed up by a home visit.

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9. Due to small number of students sitting NAPLAN testing in 2009 to maintain student privacy, results are not being reported.

Performance of our students

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

| | |
|--|--|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | |
|--|--|

Outcomes for our Year 12 cohort of 2009

| | |
|---|-----|
| Number of students receiving a Senior Statement | 13 |
| Number of students awarded a Queensland Certificate Individual Achievement. | 13 |
| Number of students receiving an Overall Position (OP). | 0 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship. | 0 |
| Number of students awarded one or more Vocational Educational Training qualifications. | 3 |
| Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. | 0 |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12. | 0 |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 0 |
| Percentage of OP/ IBD eligible students with OP 1-15 or an IBD. | |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. | 23% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | |

Overall Position Bands (OP)

| | | | | |
|---|---------|----------|----------|----------|
| Number of students in each Band for OP 1 to 25. | | | | |
| OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 0 | 0 | 0 | 0 | 0 |

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

| Certificate I | Certificate II | Certificate III or above |
|---------------|----------------|--------------------------|
| 3 | 0 | 0 |

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2009 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this report in September.