

QUEENSLAND STATE SCHOOL REPORTING - 2010

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

	Postal address	PO Box 603 Aitkenvale QLD 4812
	Phone	(07) 4759 4111
	Fax	(07) 4759 4100
	Email	the.principal@tclcspecs.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
	Contact Person	Christine Dawes

Principal's foreword

Introduction

This annual report provides a summary of the progress towards achieving the Strategic Goals as outlined in the 2009-2013 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 school community works collaboratively to ensure each student has the opportunity to reach their potential.

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

School progress towards its goals in 2010

The school progressed its goals in the school operational plan for 2010.

Professional Teams: In 2010 School opinion data indicated staff usage of information and communication technology was slightly above the state mean. In 2010 79.3% of staff were considered to have engaged in professional development opportunities.

Teaching and Learning: In 2010 students were PM Benchmarked and were plotted along levels.

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Improvement in Reading Behaviours observed were not tracked formally. Staff received F.S.I.M training late in 2010 and some students undertook some diagnostic tasks.

Resources and Environment: A draft policy and procedures document exists for the current library.

In 2010 a virtual staffroom providing toolkits to inform and equip teachers to embrace quality curriculum was established.

Future outlook

PROFESSIONAL TEAMS:

Implement the Developing Professionals component of the school's ICT eLearning Plan.

TCLC TLC Committee idea. Survey all staff to ascertain the indicators of morale in the school.

Implement the Australian Curriculum Framework by preparing staff for the National Curriculum through participation in school-based and wider community professional discussions, workshops and conferences.

Identify and train teacher coaches to work within a coaching framework to support colleagues by providing focussed and effective collegial feedback.

Re-establish school wide positive behaviour support strategies to enhance student social and learning outcomes.

All teachers are engaged in the development of personal performance plans consistent with the Developing Performance Framework.

TEACHING AND LEARNING

Generate and collate baseline literacy and numeracy data using PM Benchmarking, the Year 2 diagnostic Net and analyse baseline numeracy data using First Steps in Maths diagnostic tasks (where cohort applicable) to inform curriculum content.

Identify and evaluate current assessment tools with the view of increasing the range of tools and the conditions of assessment to acquire meaningful evidence of learning.

Implement and document transition processes to assist senior students and their parents/carers to raise awareness of, identify and sample possible post school options including work sampling, volunteering, student/parent/carer sampling programs with service providers and structured work placements in the community. Generate and collate data by conducting a 5 year longitudinal study on post school student destinations and tracking existing senior students' engagement with the transition process.

Write an explicit, detailed School Curriculum Plan outlining mandated school requirements including documentation for planning, teaching, assessment, moderation and reporting in each of the three teaching sectors. Include this Plan/Overview as the foreword to the Curriculum Directory

RESOURCES AND ENVIRONMENT

Implement the Working Digitally component of the school's ICT eLearning Plan as described in the school ICT eLearning Plan 2011.

Implement a policy and procedures document for the BER library.

Our school at a glance

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 2010 – Nov 2010)
87	25	62	88%

Characteristics of the student body:

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

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	6			100%	
Year 4 – Year 10	6			100%	
Year 11 – Year 12	6			100%	
All Classes	6			100%	

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	15
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum

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 school at a glance

Extra curricula activities

Students participate in the following extra curricula activities:

Work experience activities at a range of facilities, for example Endeavour, Lifeline, Hungry Jacks, Indigenous Student Support Unit and Bunnings.

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 of 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 was an above average school in terms of curriculum, pedagogy, learning climate, school climate, school communities relations and resourcing.

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 Queensland

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

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	82%
Percentage of students satisfied that they are getting a good education at school	
Percentage of parents/caregivers satisfied with their child's school	94%

Our school at a glance

Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	53%	
Percentage of staff members satisfied with morale in the school	66%	

Involving parents in their child's education.

The school operates with an open-door policy for families, friends and the community.

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 students 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 student's achievements through:

Whole school assemblies once a month.

Annual Graduation night

An open night

Sector celebrations

Reducing the school's environmental footprint

The school community has made an effort to reduce it's environmental footprint especially where frames around airconditioner and light usage have introduced.

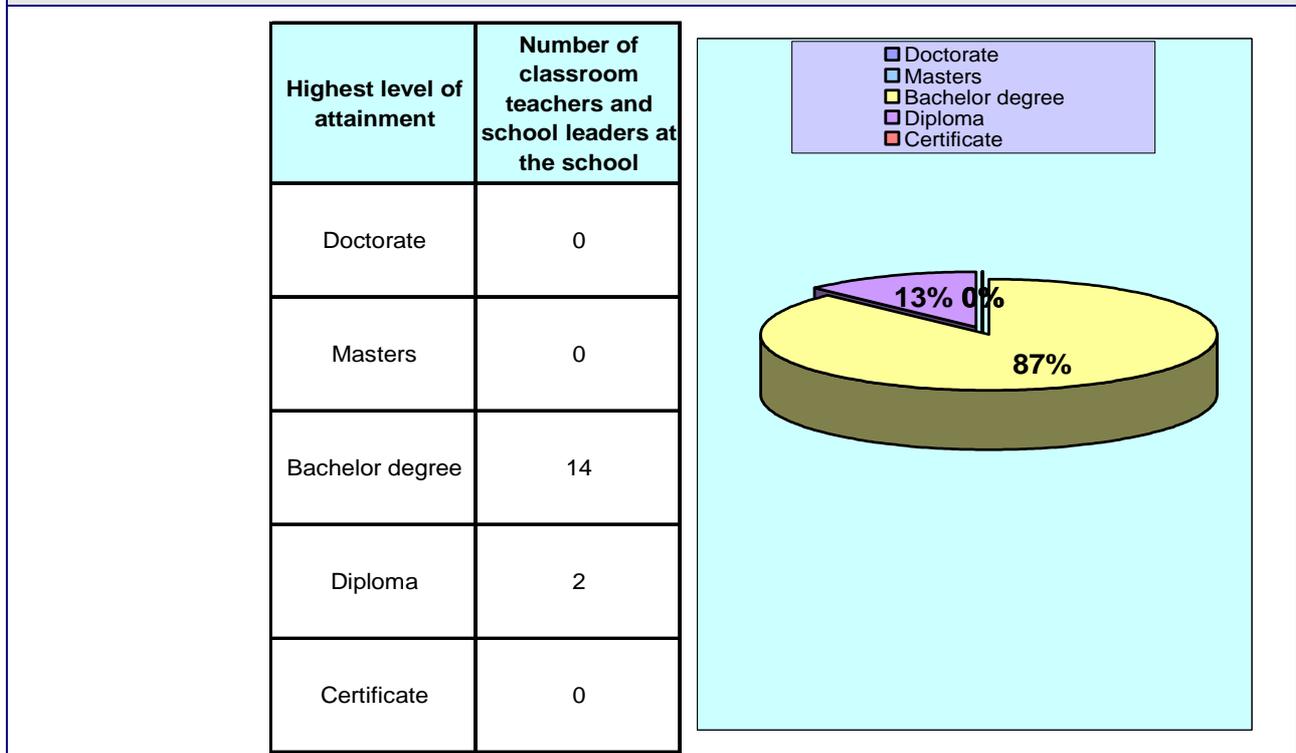
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$53,082	\$50,273	\$0	\$126	\$2,683	\$0	\$0	236,023	1,551	0
2009	\$79,242	\$51,622	\$0	\$0	\$2,642	\$0	\$24,978	312,626	1,527	0
% change 2009 - 2010	-33%	-3%	N/A	N/A	2%	N/A	-100%	-25%	2%	N/A

Performance of our students

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	47	<5
Full-time equivalents	24	33	<5

Qualifications of all teachers.



Additionally three staff hold a post graduate diploma as the highest level of attainment.

Performance of our students

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$19 522.73 .

The major professional development initiatives are as follows: First Steps in Maths, Autism Inclusive Technologies, Post school transitions and Queensland Studies Authority Curriculum based workshops.

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 89% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 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.

Performance of our students

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

The school's progress on closing the gap between the performance of Indigenous and Non-Indigenous is inconclusive. Whilst the attendance rate for Non-Indigenous students is slightly less than for Indigenous students, all absences are explainable. The school has no data on attainment and retention on which to report.

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

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 2010

Number of students receiving a Senior Statement.	8
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	8
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	0
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education (QCE) 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.	0
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.	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0

Performance of our students

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

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
0	0	0

Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.

Post-school destination information

Summary of findings

In 2011, one young person who completed their Year 12 at Townsville Community Learning Centre in 2010 continued in some recognised form of education and training in the year after they left school.

This respondent entered a campus-based VET program at VET Certificate 1-11 level.

There were no respondents from this school that commenced employment-based training.

There were no respondents from this school who deferred a tertiary offer in 2011.

Four respondents did not enter post-school education or training, and were either employed (one) or neither studying nor in the labour force (three).