

## Queensland State School Reporting – 2011

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

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## Principal's foreword

### Introduction

The 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 2011

The school progressed its goals in the school operational plan for 2011

Professional Teams:

School opinion data indicates an increase in staff morale.

School wide positive behaviour support strategies are becoming embedded across the school.

Staff had access to school – based and wider community professional discussions, workshops and conferences around the Australian Curriculum.

Teaching and Learning:

In 2011 students were PM Benchmarked and were plotted along levels. Improvement in Reading Behaviours observed were tracked formally.

Where applicable, students are consolidating concepts within unit outcomes in the Number Strand and /or increasing the number concepts across the units within the Number Strand.

Resources and Environment:

An application for further classroom spaces was lodged. The Resource Centre was completed and handed over. The school recently developed a team site as a vehicle where staff can organise, share and author information. Containing numerous features, the team site at TCLC enables all school staff to share professional learning, participate in discussion boards on topics relating to students with disabilities, access document libraries to share and collaborate on school policies and procedures and access appointment and task scheduling.

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#### Future outlook

##### School Curriculum:

Effect the intent of the Australian Curriculum by developing a whole school English plan for terms 2, 3 and 4.

Develop whole-school curriculum, assessment and reporting plan.

Identify staff interested in attaining their Digital Pedagogical Licence (DPL) and staff who are DPL holders and are interested in working within a coaching framework to support colleagues.

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

Review the TCLC curriculum directory to include the Australian Curriculum.

##### Teaching Practice:

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, students/parent/carer sampling programs with service providers, structured work placements in the community and the My Future/ My Life strategy.

Track and collate literacy data using PM Benchmarkings.

Generate and analyse baseline numeracy data using First Steps in Maths diagnostic tasks to inform content descriptions competency.

Evaluate Brigance to determine suitability as an assessment tool. 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.

Engage all teaching staff in workshops to gain an understanding of the principles and practices of Intensive Interaction.

##### Principal Leadership and School Capability:

Principal to continue meta-coach relationship to enhance school improvement agenda.

All staff have a current performance and development plan. Additionally identify training needed to re-skill teachers' aides who have maximised hours and teacher skills to meet minimum qualifications of Curriculum Activity Risk Assessments.

Additionally, engage and support a school based trainee in the Certificate III in Education Support.

Implement a Local Consultative Committee.

Engage in whole school conversations around pedagogy with the view of developing a whole school pedagogy approach.

##### School and Community Partnerships:

Continue to recruit volunteers for student support in swimming, playground games and community access.

Hold a number of information sessions for parents to advise on how the school is implementing the Australian Curriculum – English, Maths and Science

##### School Focus:

Ensure facilities reflect needs according to size of school population.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
79	24	55	91%

Characteristics of the student body:

The student body comprises 26% female and 74% male. All students have an intellectual impairment whilst approximately 57% have multiple impairments.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	6
Year 4 – Year 10	6
Year 11 – Year 12	6
All Classes	6

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	2
Long Suspensions - 6 to 20 days	0
Exclusions	1
Cancellations of Enrolment	0

## Curriculum offerings

Our distinctive curriculum TCLC School curriculum is based on Educating 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-operation 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 classes have computer access and internet access.

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## 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.

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## How Information and Communication Technologies are used to assist learning

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# Our school at a glance

Information and Communication Technologies (ICT) provides many opportunities to engage students in all aspects of life including learning. ICT at TCLC offers a range of specialised software and hardware solutions for communicating, accessing and inputting data or information to and from applications. Some of the ICT tools used for assisting students with disabilities (SWD) learners at TCLC include: Apple iPad devices containing apps that focus on cause and effect, social communication, organisation, visuals, learning and speech and language development, specialised input devices, talking word processors and specialised computer software that facilitates communication and social functioning.

## 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.

Parent felt that their child was getting a good education and that TCLC is a good school.

Staff felt that there was access to professional development opportunities that relate to school and systemic initiatives however there needs to be further discussion around access to professional development.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	94%
Percentage of students satisfied that they are getting a good education at school	90%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	67%
Percentage of staff members satisfied with morale in the school	82%

DW – Data withheld

# Our school at a glance

## 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

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	227,701	2,033
2010	236,023	1,551
% change 10 - 11	-4%	31%

# Our staff profile

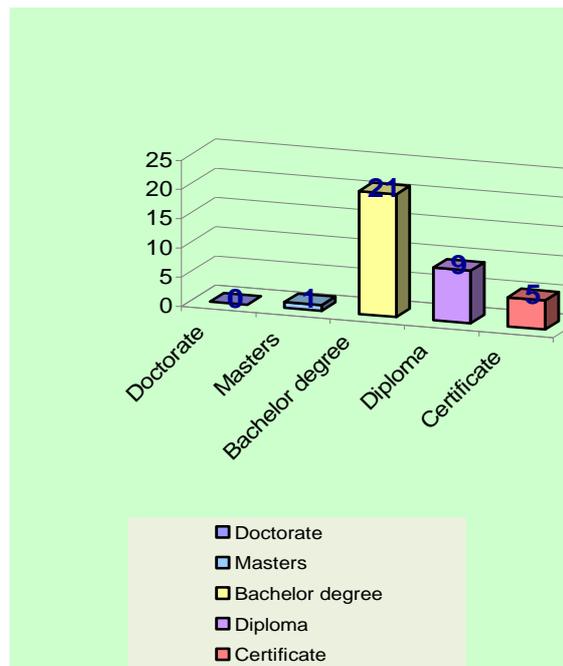
## Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	50	<5
Full-time equivalents	25	34	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	21
Diploma	9
Certificate	5



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$24 203.

The major professional development initiatives are as follows:

Reading and writing

Digital pedagogies

Workplace health and safety – first aid, rehabilitation return to work co-ordination

Inclusive technology

Support staff conference –teamwork, health and wellbeing, behaviour management strategies, ICT and literacy

One school Implementation

Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 school year.

## School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* 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

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

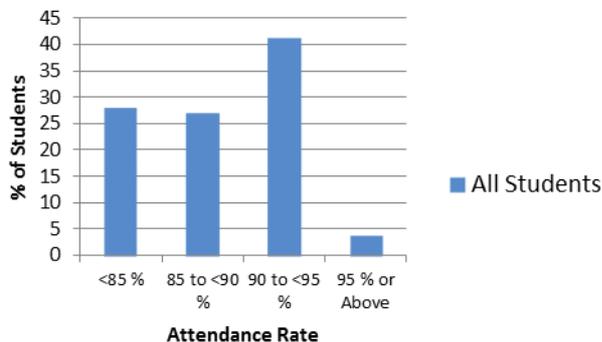
### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 86%.

The overall attendance rate for all Queensland state Special schools over the same period was 89%.

### Student Attendance Distribution

The proportions of students by attendance range.



### 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 electronically by teachers twice per day and administration staff run a roll entry monitoring report once a week. Unexplained absences are investigated by the Principal and Deputy Principal and are often followed through with a home visit.

### 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.

There are no reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3,5,7,and 9 as students did not undertake the National Assessment Program.

# 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.

## Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	2
Number of students awarded a Queensland Certificate Individual Achievement.	2
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.	0
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.	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 &

## 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

## Post-school destination information

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 I-II 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).

## Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

No young people left the school in years 10 or 11 prior to leaving year 12.