

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

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

The annual report provides a summary of the progress towards achieving the Strategic Goals in the 2009-2013 Strategic Plan. TCLC is a co-educational state school and we believe 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.

### School progress towards its goals in 2012

The school progressed its goals in the school operational plan for 2012

#### School Curriculum

The school program is derived from the Australian Curriculum in English, Maths and Science.

Programs, assessment and reporting are connected and responsive at all layers within the school

20% of teaching staff attained their Digital Pedagogical Licence.

Our school has clearly defined, informed and current positive behaviour support practices to enable all students to access, participate in and progress their learning with the intended curriculum.

Curriculum delivery is systematic across the school.

#### Teaching Practice

Set Plans/Transition Plans maximise funding access to My Future/My Life Strategy

PM Benchmark levels and / or Reading Behaviours observed during the reading record were analysed for progress,

Where applicable, students are consolidating concepts within the Number and Algebra strand of mathematics.

A range of assessment tools such as checklists, anecdotal records, individual or group models, power point presentations, demonstrations and a variety of assessment conditions including location (on/off campus), level of assistance and mode is evident in teacher unit planning and sector moderations.

Nonverbal students have individual goals for communication achievement.

#### School and Community Partnerships

The school workforce is satisfied with access to professional development opportunities.



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Staff members are satisfied with morale in the school (a composite measure based on S016, S017, S018, S019 & S020)

Parents are satisfied that this Special school is a good school.

Consolidation and development of the number of productive relationships between the school and external agencies has occurred.

Local high school students supported TLC students at events such as the Challenge Games and Vibe Alive.

James Cook University students undertook an occupational therapy project and developed resources.

### **Principal Leadership and School Capability**

Principal's Performance and Development Plan, is based on identified leadership and capability needs in leading the school improvement agenda, is developed and endorsed by the Assistant RD and shared with staff.

Staff are engaged in opportunities for collegial learning and collective endeavours.

Staff are satisfied that this school is a good place to work.

A common pedagogical approach is embedded and enacted across the school.

### **Other – School focus**

An additional two classrooms were established as general learning spaces.

## **Future outlook**

### **School Curriculum**

Continue to review and align Whole School Curriculum, Assessment and Reporting with QCARF and the Australian Curriculum with the introduction of History.

Review Curriculum Directory and its location.

Integrate Pathways and Bridging Phase programs to incorporate the Australian Curriculum as a Curriculum Plan.

### **School and Community**

Implement learning and wellbeing framework.

Implement Parent & Community Engagement Framework.

Continue to promote attendance strategies.

Develop and enact process for the Quadrennial School Review.

### **Teaching Practice**

Continue to embed the school's pedagogical framework.

Establish a timetable to enable voluntary teacher inter class professional visits to observe best practice.

Refine teacher meeting schedule to include professional conversations.

Use One School student support provisions function to develop individual plans that facilitate access to the curriculum.

Build capacity to enact the use of mobile technology across the school.

Continue to embed TLC School Data Collection Overview & analyse to inform curriculum planning.

### **Principal Leadership and Capability**

Continue to engage in SWD Professional Learning Communities to share/promote best practice.

Continue meta-coach relationship to enhance areas identified for improvement.

Continue implementing developing performance plans for all staff.

Implement a School Professional Learning Plan based on staff performance and development plans.

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Continue to support a school based trainee in the Certificate III in Education Support.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** P-12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	87	25	62	95%
2011	79	24	55	89%
2012	97	29	68	96%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

All students have an intellectual impairment and 62% have multiple impairments. As this is the only special school in Townsville, the students travel from a range of suburbs to Mundingburra to attend our school.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			6
Year 4 – Year 10			7
Year 11 – Year 12			6

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	15	2	11
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

TCLC school curriculum is based on the Early Years Curriculum Guidelines (P-3), the Australian Curriculum for English, Mathematics, Science and History (4-10), Essential Learnings for SOSE, Technology and the Arts (P-10) and the Queensland Certificate of Individual Achievement curriculum organisers (11-12). Additionally, years 10-12 students have the opportunity to participate in the Certificate 1 in Life Skills for Adults with Complex Needs and Certificate 1 in Work Readiness.

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

Information and Communication Technologies (ICTs) provide many opportunities to engage students in all aspects of life including learning. ICTs at TCLC offer a range of specialised software and hardware for communicating, accessing and inputting data or information to and from applications. One of the digital pedagogies used for assisting our students is the iPad which has apps that focus on cause and effect, social communication, organisation, visuals learning and speech development. In addition to the iPad, Clicker 5, Boardmaker and Communicate in Print and specialised input devices, talking word processors and specialised computer software that facilitates communication and social functioning are additional pedagogies used.

## Social climate

TCLC has an active team of staff who work cooperatively to ensure all students reach their potential. Teachers work with capable teachers' aides to provide a diverse range of innovative and extensive learning opportunities. The work of the teachers and teachers' aides is ably supported by dedicated cleaners, nursing, therapy and administrative staff and a grounds person.

School opinion survey data indicated parents felt TCLC was above average in treating students fairly and that their child feels safe at school. Additionally students felt school behaviour was well managed.

The school Chaplain undertakes general activities in the life of the school having regular proactive contact with students. He provides pastoral care for the school community by continually building on-going relationships with students, relationships guidance, individual mentoring, supporting families in crisis and offering pastoral care of requested by staff members. The Chaplain engages with the wider community exploring community services. The Chaplain has involvement in regular events welcoming new families and encouraging and supporting staff social interaction.

## Parent, student and staff satisfaction with the school

Parents, students and staff strongly agree that this is a good, safe school where students can learn.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	96.8%
this is a good school	100.0%
their child likes being at this school*	93.8%
their child feels safe at this school*	93.3%
their child's learning needs are being met at this school*	93.5%
their child is making good progress at this school*	93.5%
teachers at this school expect their child to do his or her best*	100.0%

## Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work*	96.4%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	90.6%
this school works with them to support their child's learning*	96.8%
this school takes parents' opinions seriously*	93.3%
student behaviour is well managed at this school*	90.0%
this school looks for ways to improve*	96.8%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	87.5%
they like being at their school*	100.0%
they feel safe at their school*	87.5%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	87.5%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	87.5%
their school looks for ways to improve*	100.0%
their school is well maintained*	87.5%
their school gives them opportunities to do interesting things*	87.5%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	83.6%
with the individual staff morale items	95.9%

# Our school at a glance

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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 occupational therapy, physiotherapy and teaching. Some volunteers are in years 10, 11 or 12 and attend our local high schools. Parents/carers are involved in the school through:

Daily exchange in the home/school communication book,

Planning meetings twice yearly

Reports on student progress 4 times per year

Parents and Citizens association meetings monthly

Participation in class programs and special events days.

The school community is involved in celebrations of student's achievements through whole school assemblies once a month and the 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 its environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	236,023	1,551
2010-2011	227,701	2,033
2011-2012	247,291	20,496

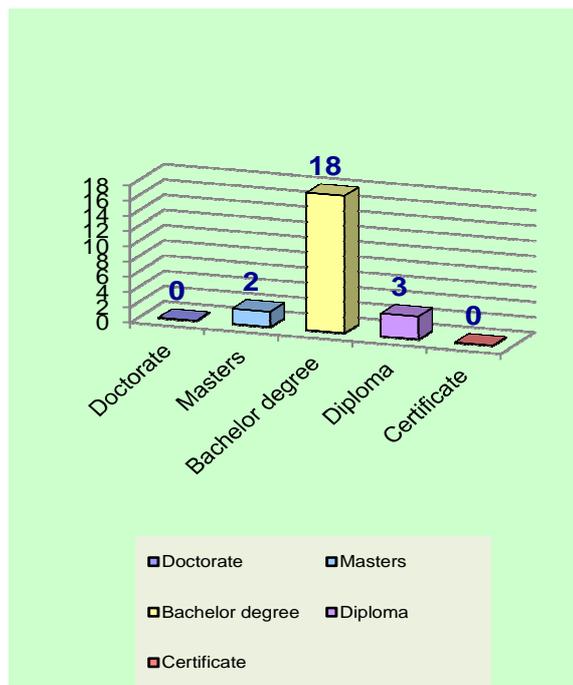
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	32	54	0
Full-time equivalents	27.8	36.3	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	18
Diploma	3
Certificate	0



Additionally, 3 teachers hold a Post Graduate Certificate in Special Education, 1 a Post Graduate Certificate in Linguistics, 1 a Post Graduate Certificate in early Childhood and 1 in a Post Graduate Certificate in Teaching Exceptional Children.

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$16821.00.

The major professional development initiatives are as follows:

Traffic Jam in my Brain presented by Gen Jereb's

# Our staff profile

I Lead, I Teach, I Learn QASEL conference  
Transition workshops  
Utilising iPad technology  
Classroom Profiling  
Literacy for students with visual Impairments  
Apps for Autism  
Reef guardian Forums  
District verification for QCIA  
Makaton  
Workplace Rehabilitation

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	96.4%	95.8%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92.8% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	86%	89%
The overall attendance rate in 2012 for all Queensland state Special schools was 90%.			

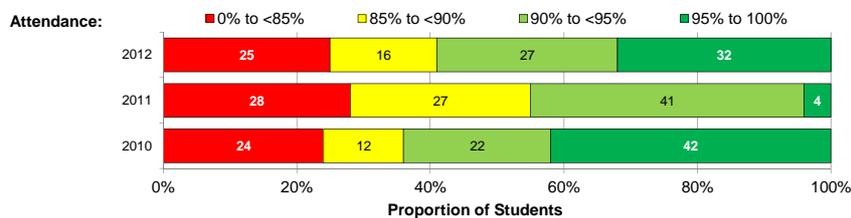
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010												
2011												
2012												

DW = Data withheld to ensure confidentiality.

### 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 twice daily by teaching staff and administration staff run a roll entry monitoring report once a week. Unexplained absences are investigated by the Principal and deputy Principal and are followed through with a home visit if necessary.

### 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.

# Performance of our students

## Achievement – Closing the Gap

Of the whole school population, 25% of students had an attendance rate of less than 85%. Of our indigenous school population, 42% had an attendance rate of less than 85%.

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	8	2	9
Number of students awarded a Queensland Certificate Individual Achievement.	7	2	9
Number of students receiving an Overall Position (OP).	0	0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	1
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	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.	0%	0%	11%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 2 May 2013. The above values exclude VISA 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
2010	0	0	0	0	0
2011	0	0	0	0	0
2012	0	0	0	0	0

As at 2 May 2013. The above values exclude VISA students.

# 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
2010	0	0	0
2011	0	0	0
2012	1	0	0

As at 2 May 2013. The above values exclude VISA students.

One student undertook a Certificate 1 in Work Readiness.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.