

# Townsville Community Learning Centre - A State Special School

## Queensland State School Reporting

### 2013 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 2013

The school progressed its goals in the school operational plan for 2013.

#### School Curriculum

Staff implementing the Australian Curriculum by adapting / adopting C2C units.  
Curriculum Directory is accessible to all staff.  
Pathways and Bridging Phase programs reflect individual Year 10 Senior Education and Training Plans and Transition Plans and Australian Curriculum requirements.

#### Teaching Practice

Pedagogical framework embedded.  
Teachers conducting observations in other classrooms.  
Professional conversations embedded.  
Student profiles on OneSchool.  
Staff School Opinion Survey – technology.  
Individual student data is captured electronically

#### School and Community Partnerships

Develop "Learning and Wellbeing Plan".  
Plan developed and implemented.  
Plan developed and implementation commenced.  
An increase of 1% of average attendance rate for students.  
Process implemented and school  
Strategic Plan developed.

# Queensland State School Reporting

## 2013 School Annual Report



### Principal Leadership and School Capability

Staff engagement in iConnect sessions.  
Coaching continued.  
Areas identified are reflected in PPDP.  
Staff have current DPP.  
Plan developed  
Implementation commenced.  
Trainee completed Cert III.

### 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 TCLC 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.  
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 2013:** Prep Year - Secondary Special  
**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	79	24	55	89%
2012	97	29	68	96%
2013	112	30	82	94%

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		
	2011	2012	2013
Prep – Year 3		2	6
Year 4 – Year 7 Primary			6
Year 7 Secondary – Year 10			6
Year 11 – Year 12			6

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	11	7
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	1	0	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, History and Geography (P-10), Essential Learnings for Technology and the Arts (P-10) and the Queensland Certificate of Individual Achievement curriculum organisers (11-12).

### 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 if 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.

# Our school at a glance

## 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	2013
their child is getting a good education at school (S2016)	97%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	94%	100%
their child feels safe at this school* (S2002)	93%	100%
their child's learning needs are being met at this school* (S2003)	94%	100%
their child is making good progress at this school* (S2004)	94%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	95%
teachers at this school motivate their child to learn* (S2007)	100%	96%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%
this school works with them to support their child's learning* (S2010)	97%	96%
this school takes parents' opinions seriously* (S2011)	93%	100%
student behaviour is well managed at this school* (S2012)	90%	96%
this school looks for ways to improve* (S2013)	97%	100%
this school is well maintained* (S2014)	100%	100%

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

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	88%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	88%	88%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	88%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	88%	75%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	88%	100%

# Our school at a glance

their school gives them opportunities to do interesting things\* (S2047) 88% 100%

## Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	82%
they receive useful feedback about their work at their school (S2071)	87%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	90%
staff are well supported at their school (S2075)	93%
their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	93%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# 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 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
2010-2011	227,701	2,033
2011-2012	247,291	20,496
2012-2013	263,124	11,781

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

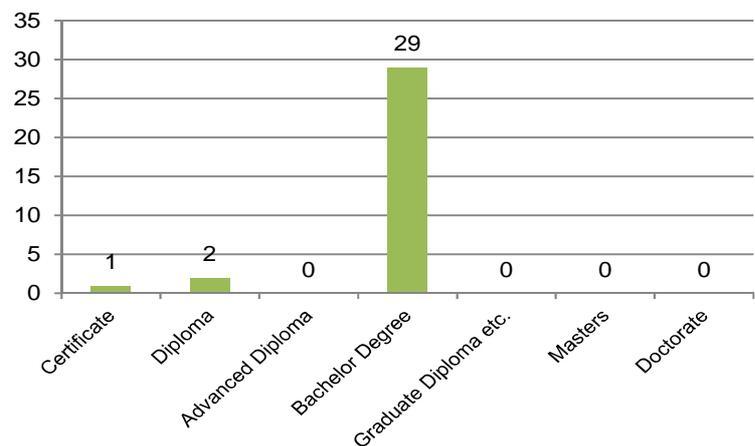
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	32	46	0
Full-time equivalents	28	31	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	2
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.	0
Masters	0
Doctorate	0
<b>Total</b>	<b>32</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$28 289.00

The major professional development initiatives are as follows:

- Unlocking Potential – Down Syndrome
- Therapeutic Aquatics
- iPads – Integrating in classrooms, developing digital skills, iPads in special education
- Reading our way
- Understanding Autism Spectrum Disorder
- Cert III Education Support
- Life after high school
- Team Teach succeeding with Aspergers in Teens

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	86%	89%	88%
The overall attendance rate in 2013 for all Queensland state Special schools was 89%.			

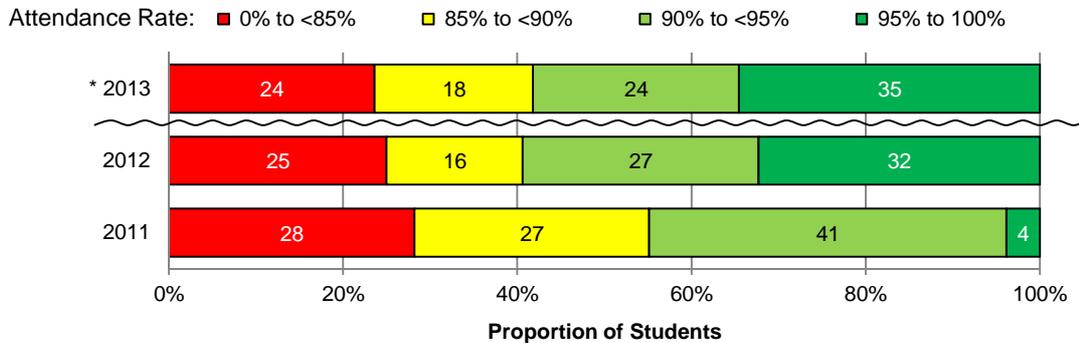
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011												
2012												
2013												

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## 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.

## Achievement – Closing the Gap

Of the whole school population, 23.6% of students had an attendance rate of less than 85%. Of our indigenous school population, 43.5% had an attendance rate of less than 85%.

## Apparent retention rates Year 10 to Year 12

2011	2012	2013
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Year 12 student enrolment as a percentage of the Year 10 student cohort.

## Outcomes for our Year 12 cohorts

2011	2012	2013
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Number of students receiving a Senior Statement.	2	9	9
Number of students awarded a Queensland Certificate Individual Achievement.	2	9	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	1	3
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%	11%	33%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 5 May 2014. The above values exclude VISA students

# 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
2011	0	0	0	0	0
2012	0	0	0	0	0
2013	0	0	0	0	0

As at 5 May 2014. The above values exclude VISA 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
2011	0	0	0
2012	1	0	0
2013	3	0	0

As at 5 May 2014. The above values exclude VISA students.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

## Early leavers information

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