

Townsville Community Learning Centre - A State Special School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 603 Aitkenvale 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 Queensland Government data website.
Contact person	Christine Dawes

Principal's foreword

Introduction

The annual report provides a summary of the progress towards achieving the Strategic Goals in the 2014 – 2017 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 2014

In 2014, the key priorities and progress made were:

KEY PRIORITIES	PROGRESS ON PRIORITIES
<ul style="list-style-type: none"> School Curriculum Teaching Practice School and Community Partnerships Principal Leadership and School Capability 	<ul style="list-style-type: none"> A whole school approach to reading continues to be developed in 2015. More support for students with disabilities technology audit was analysed Internal and external moderations are embedded Individual Curriculum Plans to be finalised in 2015 Reading and writing improvement action plan has been enacted Kids Matter action team has been established and components 1 and 2 are embedded, components 3 and 4 to be implemented in 2015. Essential skills in Classroom Management training has been delivered to teachers' aides. Collaborative learning through the Special School Professional learning Community is embedded.

Future outlook

As defined in the School Implementation Plan for 2015, the key areas for improvement are:

- To develop a whole school Information and Communication technology Plan,
- To embed the Use One school student support provisions function to develop individual support plans,
- To continue developing attendance strategies for students whose attendance is less than 85%,
- Develop instructional leadership with a focus on teacher feedback.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	97	29	68	96%
2013	112	30	82	94%
2014	127	32	95	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		
	2012	2013	2014
Prep – Year 3	2	2	6
Year 4 – Year 7 Primary		6	6
Year 7 Secondary – Year 10		6	6
Year 11 – Year 12		6	7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	11	7	9
Long Suspensions - 6 to 20 days	0	1	0
Exclusions [#]	0	0	1
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 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. 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 groundsperson.

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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	100%	75%
this is a good school (S2035)	100%	100%	75%
their child likes being at this school* (S2001)	94%	100%	100%
their child feels safe at this school* (S2002)	93%	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	100%	50%
their child is making good progress at this school* (S2004)	94%	96%	75%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	75%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	95%	67%
teachers at this school motivate their child to learn* (S2007)	100%	96%	75%
teachers at this school treat students fairly* (S2008)	100%	100%	75%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	75%
this school works with them to support their child's learning* (S2010)	97%	96%	75%
this school takes parents' opinions seriously* (S2011)	93%	100%	75%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
student behaviour is well managed at this school* (S2012)	90%	96%	75%
this school looks for ways to improve* (S2013)	97%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
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%	
their school gives them opportunities to do interesting things* (S2047)	88%	100%	

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	96%
they feel that their school is a safe place in which to work (S2070)		82%	87%
they receive useful feedback about their work at their school (S2071)		87%	83%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		97%	98%
student behaviour is well managed at their school (S2074)		90%	90%
staff are well supported at their school (S2075)		93%	86%
their school takes staff opinions seriously (S2076)		95%	86%
their school looks for ways to improve (S2077)		98%	94%
their school is well maintained (S2078)		97%	92%
their school gives them opportunities to do interesting things (S2079)		93%	92%

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

'Agree' represents the 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.

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 weekly sector meetings 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	247,291	20,496
2012-2013	263,124	11,781
2013-2014	224,686	19,356

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

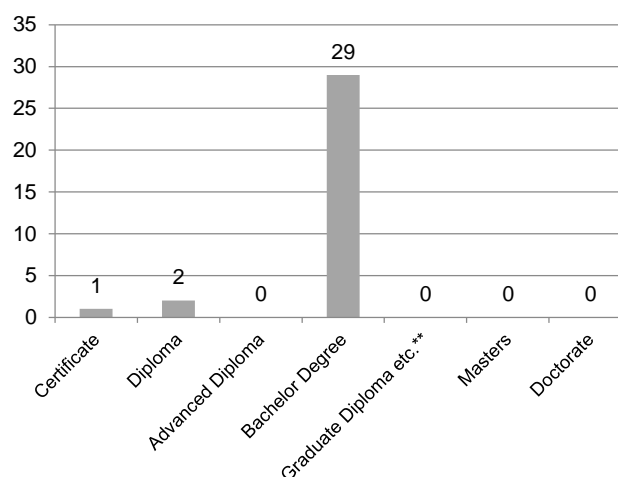
Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
----------------------------	-----------------	--------------------	------------------

Headcounts	37	49	<5
Full-time equivalents	33	34	<5

Qualification 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
Total	32



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$17203.

The major professional development initiatives are as follows:

Kids Matter

Understanding ASD

Inclusive learning technologies

PODD communication

Workplace Health and safety

Motor co ordination difficulties

Guide emotion autism

Raising expectations Downs syndrome

One School workshops; curriculum, data and unit planning

QCIA

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 86% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

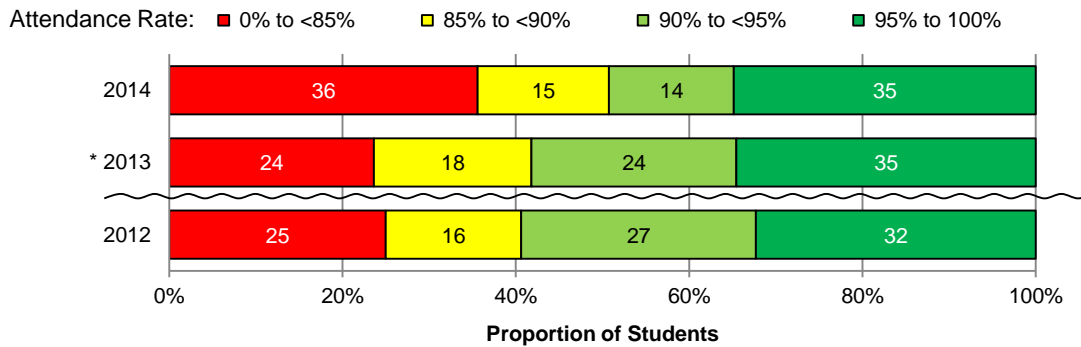
Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	86%

The overall attendance rate in 2014 for all Queensland Special schools was 89%

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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

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

To access our NAPLAN results, 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 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.

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	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	9	9	10
Number of students awarded a Queensland Certificate of Individual Achievement.	9	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).	1	3	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.	11%	33%	30%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	0	0	0	0
2013	0	0	0	0	0
2014	0	0	0	0	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	1	0	0
2013	3	0	0

2014

3

0

0

As at 19 February 2015. 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 school leavers information

The school reports no early school leavers.