

# Townsville Community Learning Centre - A State Special School

## Queensland State School Reporting

### 2015 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 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 2015

KEY PRIORITIES	PROGRESS ON PRIORITIES
<ul style="list-style-type: none"> <li>• Successful Learners</li> <li>• Great People</li> </ul>	<p><b>Know your learners:</b></p> <ul style="list-style-type: none"> <li>• Lifestyle and transition programs for Earn and Learn Pathways for students in the senior phase of learning to be finalised in 2016</li> <li>• Provided students with opportunities to write every day</li> </ul> <p>Meet your learner's needs:</p> <ul style="list-style-type: none"> <li>• PODD has been implemented as a communication approach across the whole school.</li> </ul> <p><b>Develop professional knowledge:</b></p> <ul style="list-style-type: none"> <li>• Collaborative learning through the Special School Professional Learning Community (PLC) has expanded to include schools from other regions.</li> </ul> <p><b>Develop professional practice:</b></p> <ul style="list-style-type: none"> <li>• The role of Master Teacher has been embedded</li> <li>• All prep to year 10 students have an individual curriculum plan developed in the Oneschool function</li> </ul> <p><b>Lead teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Using the National standards for teachers, a process to provide teacher feedback has been developed and implemented.</li> <li>• Collegial presentations of Lyn Sharratt's work have been facilitated.</li> </ul>

<ul style="list-style-type: none"> <li>• High Standards</li>               <li>• Engaged Partners</li> </ul>	<p><b>Develop self and others:</b></p> <ul style="list-style-type: none"> <li>• Leadership skills of the principal through the Principal Performance and development Plan process continues to be developed.</li> </ul> <p><b>Know your data:</b></p> <ul style="list-style-type: none"> <li>• Internal student achievement data has been analysed to inform teaching and learning practices.</li> <li>• A social connectedness program for students in years 7-9 has been developed and implemented.</li> <li>• An autism friendly playground is to be finalised in 2016.</li> </ul> <p><b>Embrace autonomy:</b></p> <ul style="list-style-type: none"> <li>• A cross section of staff undertook training in Youth Mental Health first aid.</li> <li>• Shared commitment and accountability has been promoted through systematic: <ul style="list-style-type: none"> <li>○ data collection</li> <li>○ monitoring</li> <li>○ evaluation and</li> <li>○ progress</li> </ul> towards targets within sectors</li> <li>• An administrative officer – technical support duties has been appointed</li> <li>• Existing technologies continue to be upgraded</li> </ul> <p><b>Create partnerships:</b></p> <ul style="list-style-type: none"> <li>• A range of partners are involved in collaborative planning to broaden students knowledge, build new skills, develop positive attitudes, increase engagement levels, create applied learning opportunities and facilitate successful transitions to work or further training.</li> </ul>
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## Future outlook

As defined in the School Implementation Plan for 2016, the key areas for improvement are to:

- align ASDAN to Guided Individual Learning Curriculum for years 11 and 12
- develop communication goals for students identified as requiring further oral language development
- develop fact sheets outlining conditions, presentations and educational implications
- build the capacity of staff to understand specific conditions and their implications for teaching
- establish role of the Master Teacher across TCLC and Burdekin School
- build the capacity of teachers to enable clarification around the 5 NQR teacher questions
- use the Australian professional standards for teachers to guide capability development
- establish a NQR branch of Special Education Curriculum Cluster
- work collaboratively within and across schools to improve performance
- embed a social connectedness program in Junior Secondary sector
- continue a focus on pedagogy to drive improvement through whole school professional development on identified school priorities of communication and writing
- involve a range of partners in collaborative planning to broaden student knowledge, build new skills, develop more positive attitudes, increase engagement levels, create applied learning opportunities or facilitate successful transitions to work or further training

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	112	30	82	22	94%
2014	127	32	95	25	94%
2015	149	43	106	30	99%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

All students have an intellectual impairment and 58% 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		
	2013	2014	2015
Prep – Year 3	2	6	6
Year 4 – Year 7 Primary	6	6	7
Year 7 Secondary – Year 10	6	6	6
Year 11 – Year 12	6	7	6

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	7	9	19
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	1	0

Cancellations of Enrolment	0	0	0
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\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

All students at TCLC access the Australian Curriculum in the areas of English, Mathematics, Science, History, Geography and the Arts (P-10). Students With Disability Curriculum into the Classroom (C2C) units are adopted and adapted where possible to suit our individual school context.

Students in years 11-12 are exposed to a variety of learning experiences and programs in a range of settings – the classroom, the workplace and the community. Programs are delivered using The Guidelines for Individual Learning and reported on through the Queensland Certificate of Individual Achievement.

Engagement with external providers and / or retailers such as TAFE, Endeavour Services, Milestones and Coles provide real-life work experiences and learning opportunities for students in preparation for life after school.

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

Information and Communications technologies (ICT's) provide many opportunities to engage students in all aspects of life including learning. Through the provision of a range of high and low ICT's student access and communication is enhanced. A range of ever expanding ICTs are explored. These include interactive whiteboards, touch screens, iPads, eye-gaze hardware, alternate keyboards, switches, PODD Communication books, Aided Language Stimulation Boards, as well as various software applications including Clicker 6, Boardmaker, text to Speech and Speech to text applications, Word Prediction Software, Graded Eye-gaze programs and numerous iPad applications.

## Social Climate

TCLC has an active team of staff who work cooperatively to ensure all students reach their potential. Teachers work with 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, administrative staff and a school operations officer groundsman.

School opinion survey data indicated 100% of TCLC parents felt that :

- their child is getting a good education at school
- this is a good school
- their child likes being at school
- their child feels safe at this school
- their child's learning needs are being met at this school
- their child is making good progress at this school
- teachers at this school expect their child to do his or her best
- their child is making good progress at this school
- teachers at this school provide their child with useful feedback about his or her school work
- teachers at this school motivate their child to learn
- teachers at this school treat students fairly
- they can talk to their child's teachers about their concerns
- this school works with them to support their child's learning
- this school takes parents' opinions seriously
- students behavior is well managed at this school
- this school looks for ways to improve
- this school is well maintained.

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 interactions.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	75%	100%
this is a good school (S2035)	100%	75%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	50%	100%
their child is making good progress at this school (S2004)	96%	75%	100%
teachers at this school expect their child to do his or her best (S2005)	96%	75%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	67%	100%
teachers at this school motivate their child to learn (S2007)	96%	75%	100%
teachers at this school treat students fairly (S2008)	100%	75%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	75%	100%
this school works with them to support their child's learning (S2010)	96%	75%	100%
this school takes parents' opinions seriously (S2011)	100%	75%	100%
student behaviour is well managed at this school (S2012)	96%	75%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure	2013	2014	2015
Percentage of school staff who agree# that:			
they enjoy working at their school (S2069)	100%	96%	98%
they feel that their school is a safe place in which to work (S2070)	82%	87%	97%
they receive useful feedback about their work at their school (S2071)	87%	83%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	95%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	97%	98%	97%
student behaviour is well managed at their school (S2074)	90%	90%	98%
staff are well supported at their school (S2075)	93%	86%	97%
their school takes staff opinions seriously (S2076)	95%	86%	97%
their school looks for ways to improve (S2077)	98%	94%	98%
their school is well maintained (S2078)	97%	92%	97%
their school gives them opportunities to do interesting things (S2079)	93%	92%	98%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

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 continues to make an effort to reduce its environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	263,124	11,781
2013-2014	224,686	19,356
2014-2015	272,685	

\*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.

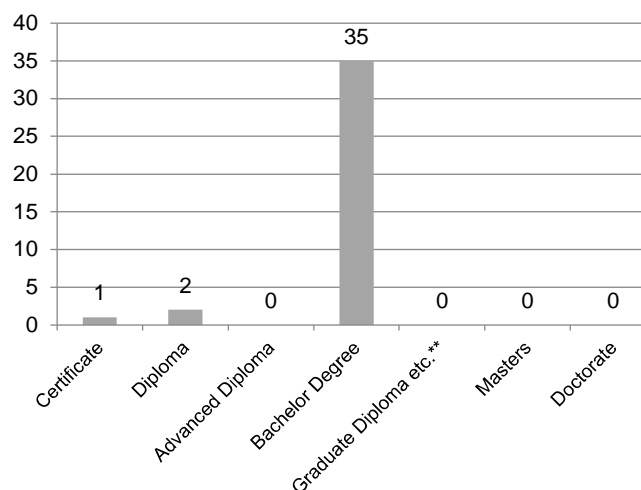
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	42	55	<5
Full-time equivalents	38	38	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	2
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>38</b>



\*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 2015 were \$57910.

The major professional development initiatives are as follows:

- Kids Matter
- Pragmatic Organisation Dynamic Display Communication
- Facilitating "understanding Autism"
- Developing a classroom observation
- Therapeutic Aquatics
- Making Reading Accessible
- Queensland Certificate of Individual Achievement Planning for students on QCIA
- Return to work co-ordinators
- OneSchool workshops including curriculum, data, timetabling and unit planning

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 98% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	86%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	86%	84%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Special schools was 89%.

Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	68%												
2014	72%												
2015	89%	82%	77%	86%	91%	82%	89%	93%	92%	81%	90%	77%	92%

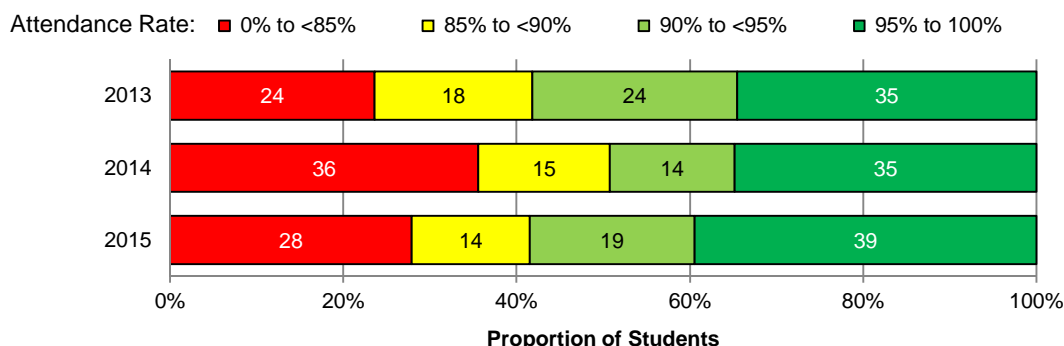
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 twice daily. Unexplained absences are investigated by the Principal and Deputy Principal and are followed through with a home visit if necessary.

## Apparent retention rates Year 10 to Year 12

2013    2014    2015

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

Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.

## Outcomes for our Year 12 cohorts

2013    2014    2015

Number of students receiving a Senior Statement	9	10	8
Number of students awarded a Queensland Certificate of Individual Achievement.	9	9	8
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous 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).	3	3	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
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0%	0%	0%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
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.	33%	30%	13%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 16 February 2016. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
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
2013	0	0	0	0	0
2014	0	0	0	0	0
2015	0	0	0	0	0

As at 16 February 2016. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	3	0	0
2014	3	0	0
2015	1	0	0

As at 16 February 2016. The above values exclude VISA students.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.