



Townsville Community
Learning Centre - A State
Special School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Our school supports students from prep to year twelve who have high-level needs in the areas of intellectual and multiple impairments. The school operates in four sectors - Junior, Middle, Junior Secondary and Senior - and each class is supported by a teacher and a teacher's aide. All students have an individual curriculum plan which is facilitated through a comprehensive curriculum. The curriculum is devised using a transdisciplinary approach recognising the expertise of a range of professionals who are committed to achieving the best outcomes for our students. The multi-sensory environment is a dedicated space where various sensory experiences can be created, controlled and manipulated in an atmosphere of trust. An enthusiastic group of parents and citizens promotes school and student success.

Principal's Foreword

Introduction

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

Key Priorities	Progress on Priorities
Successful Learners	<p>Know your learners:</p> <p>100% of students had writing data analysed twice yearly</p> <p>PM benchmark data was monitored twice yearly to progress and guide teaching practice.</p> <p>Attendance strategies were reviewed and a SMS4Schools implemented</p> <p>Meeting your learner's needs</p> <p>100% of students with a vision impairment, physical impairment and or sensory needs had an Access Plan</p>

<p>Teaching Quality and Principal Leadership and Performance</p>	<p>Develop professional knowledge</p> <p>100% of staff increased their knowledge of the NQR Quality Learning Framework and enacted this in their classrooms</p> <p>100% of staff engaged in formal professional conversations to understand the development of writing for all students in their class.</p> <p>100% of all staff engaged in professional conversations around understanding comprehension difficulties.</p> <p>A profile outlining individual student conditions and activities to facilitate the teaching has been developed.</p> <p>Develop professional practices:</p> <p>An instructional coaching cycle and collaborative inquiry model were undertaken to improve student outcomes in both reading and writing</p> <p>Lead teaching and learning:</p> <p>The principal, deputy principals, HOC, master teacher, senior school teachers and beginning teachers were members of formal professional learning communities</p> <p>Develop self and others:</p> <p>Principal developed leadership skills through the principal Annual Performance review process.</p>
<p>School Performance</p>	<p>Know your data:</p> <p>100% of students had achievement data analysed to inform teaching and learning practices</p> <p>A whole of school data room was created to capture whole of school achievements</p> <p>Internal and external moderations were undertaken to moderate student work</p>
<p>Regional Support and Local Decision Making</p>	<p>Embrace autonomy:</p> <p>An ongoing focus on pedagogy through whole school professional development led to 100% of identified students having a communication plan and 95% student improvement in writing against the developmental writing checklist</p>

Future Outlook

As defined in the School Implementation Plan for 2018, the key areas for improvement are to:

- Continue to make modified assessment and comprehension booklets for PM levels 1-5 and develop new modified assessment booklets from PM levels 2-20.
- Develop modified assessment booklets for students with visual impairments.
- Extend reading resources – PM and BRI.
- Develop and use the Gradual Release of Responsibility Framework to implement a reading program for students on PM level 20 and above.
- Trial and use the gradual Release of Responsibility Framework to implement Explicit Improvement Agenda (EIA) Reading groups in Junior and Middle sectors.
- Collect data to inform progress and future reading goals.
- Create resources and incorporate assistive technologies and digital books into reading groups promoting accessibility for all students.
- Continue to create resources and support the teaching of writing.
- Provide professional development opportunities for parents in the areas of reading and writing.
- Establish a reading resource room.
- Create a data room to display literacy data for reading and writing.
- Establish the role of the PBL coach.
- Establish roles, responsibilities and processes for whole school.
- Identify and develop Tier 1 programs and systems of delivery.

- Provide training and support for PBL practices.
- Create a PBL Edstudio.
- Provide Professional Development opportunities for parents/ carers.
- Review the recording, analysis and use of data to inform planning.
- Develop a consistent approach to the creation of positive behaviour support plans.
- Align the “Cool Tools” to the Social and Personal Capabilities.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 12
Student enrolments for this school:	174

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	149	43	106	30	99%
2016	163	50	113	28	93%
2017	174	59	115	34	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

All students have an intellectual impairment and 69% 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	6	6	6
Year 4 – Year 6	7	7	6
Year 7 – Year 10	6	6	6
Year 11 – Year 12	6	6	6

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, NQ Landcare, Advanced Personal Management 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 Assist 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

Overview

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 ground's man.

Positive Behaviour for Learning has been adopted as the whole of school approach to promote a positive and safe environment. *Every Face has a Place* is the TCLC mantra for Kids Matter, a community, student and staff well being initiative.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	80%	82%
this is a good school (S2035)	100%	87%	88%
their child likes being at this school* (S2001)	100%	93%	94%
their child feels safe at this school* (S2002)	100%	87%	91%
their child's learning needs are being met at this school* (S2003)	100%	80%	85%
their child is making good progress at this school* (S2004)	100%	80%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	87%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	79%	88%
teachers at this school motivate their child to learn* (S2007)	100%	86%	88%
teachers at this school treat students fairly* (S2008)	100%	93%	82%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	88%
this school works with them to support their child's learning* (S2010)	100%	87%	85%
this school takes parents' opinions seriously* (S2011)	100%	80%	82%
student behaviour is well managed at this school* (S2012)	100%	80%	82%
this school looks for ways to improve* (S2013)	100%	80%	85%
this school is well maintained* (S2014)	100%	100%	85%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)			
they like being at their school* (S2036)			
they feel safe at their school* (S2037)			
their teachers motivate them to learn* (S2038)			
their teachers expect them to do their best* (S2039)			
their teachers provide them with useful feedback about their school work* (S2040)			
teachers treat students fairly at their school* (S2041)			
they can talk to their teachers about their concerns* (S2042)			
their school takes students' opinions seriously* (S2043)			
student behaviour is well managed at their school* (S2044)			
their school looks for ways to improve* (S2045)			
their school is well maintained* (S2046)			
their school gives them opportunities to do interesting things* (S2047)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	100%	96%
they feel that their school is a safe place in which to work (S2070)	97%	88%	78%
they receive useful feedback about their work at their school (S2071)	94%	86%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	84%	85%
students are encouraged to do their best at their school (S2072)	98%	95%	99%
students are treated fairly at their school (S2073)	97%	95%	94%
student behaviour is well managed at their school (S2074)	98%	83%	84%
staff are well supported at their school (S2075)	97%	88%	81%
their school takes staff opinions seriously (S2076)	97%	88%	87%
their school looks for ways to improve (S2077)	98%	93%	94%
their school is well maintained (S2078)	97%	91%	96%
their school gives them opportunities to do interesting things (S2079)	98%	93%	91%

* Nationally agreed student and parent/caregiver items

'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 area 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.

Parents are involved, at least twice yearly access, regarding the adjustments made to assist their child to access and participate at school. These adjustments are agreed and documented the student's Individual Curriculum Plan.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships. A ten lesson sequence focusing on the TCLC Cool Tools of Talk Politely, Care for Each Other, Look, Listen and Learn and Act Calmly and Safely is delivered systematically across the school. The lessons align to the achievement standards in Physical Education and translate to Individual Curriculum Plan goals.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	19	26	23
Long Suspensions – 11 to 20 days	0	3	3
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

With a new 7 classroom building coming on line in 2017 our school introduced the student "Eco Warriors" to assist to become energy efficient and sustainable. Eco Warriors applied for a grant from Ergon Energy to develop posters for each room to remind students and staff to "leave the room, flick the switch"

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	272,685	
2015-2016	282,729	
2016-2017	394,513	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	49	64	<5
Full-time Equivalents	45	44	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	40
Diploma	2
Certificate	1

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$50 336.

The major professional development initiatives are as follows:

- Non-violent crisis intervention
- Aspiring to lead
- Positive behaviour
- Youth mental health
- PODD
- MAPA
- Beginning teachers workshop
- External moderation
- Orientation and mobility

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	86%	84%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	75%	78%

*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 student attendance rate in 2017 for all Queensland Special schools was 88%.

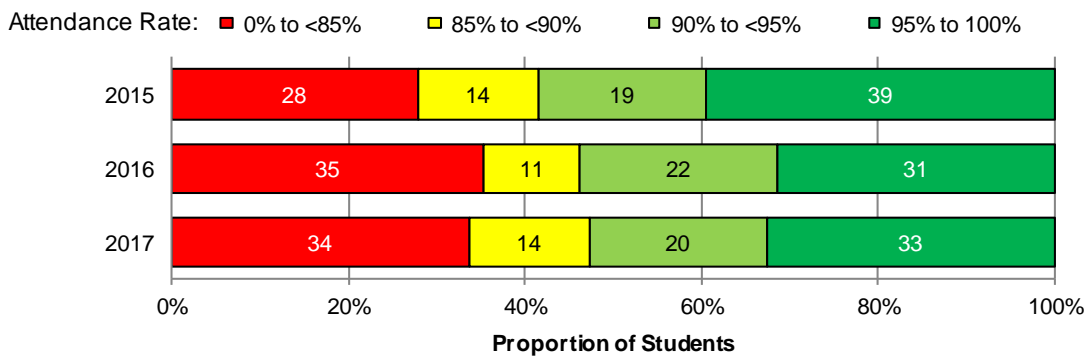
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	82%	77%	86%	91%	82%	89%	93%	92%	81%	90%	77%	92%
2016	92%	90%	87%	79%	84%	86%	82%	87%	91%	89%	73%	88%	74%
2017	83%	87%	88%	90%	86%	83%	83%	80%	86%	91%	86%	66%	85%

*Attendance rates effectively count 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 Department of Education 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.

All class roles are marked by 10:00am. A text message is then sent to parents of students with unexplained absences via SMS4Schools to notify the parent of the absence and request a reason for this absence. This system is then checked in the afternoon and data is imputed to OneSchool as to why the student is away. Following this any further unexplained absence is investigated by the principal and/ or deputy principals and followed through with a home visit if necessary.

NAPLAN

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

Sector:

Government

Non-government

Where it states '**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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	8	10	14
Number of students awarded a Queensland Certificate of Individual Achievement.	8	10	14
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	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	1	1	5
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	1	2
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%
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.	13%	10%	36%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	0	0	0	0	0
2016	0	0	0	0	0
2017	0	0	0	0	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	1	0	0
2016	0	1	0
2017	5	2	0

As at 14th February 2018. The above values exclude VISA students.

Certificate II in Hospitality, Certificate II in Retail, Certificate I in Information, Digital Media and Technology and Certificate I in Access to Vocational Pathways were offered.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.				107%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.				100%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<https://tclcspecs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/next-step-summary-report.pdf>

Conclusion