



Townsville Community Learning Centre - A State Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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.

School progress towards its goals in 2018

There were two major strategies of focus in 2018. Follows are the strategies and progress on the actions within each strategy.

Continue to prioritise inclusive opportunities for all students to improve reading and writing.

Actions	Progress
Continue to make modified assessment and comprehension booklets for PM levels 1-5 and develop new modified assessment booklets from PM levels 5-20.	At least 1x set per level
Develop modified assessment booklets for students with visual impairments.	1x booklet for each identified student
Extend reading resources – PM and BRI.	100% of targeted resources met
Develop and use the Gradual Release of Responsibility Framework to implement a reading program for students on PM level 20 and above.	100% of students engaged in reading program
Trial and use the Gradual Release of Responsibility Framework to implement Explicit Improvement Agenda (EIA) Reading groups in Junior and Middle sectors.	100% classes implementing EIA
Collect data to inform progress and future reading goals.	100% teachers using data to inform progress
Create resources and incorporate assistive technologies and digital books into reading groups promoting accessibility for all students.	100% students engaged
Continue to create resources and support the teaching of writing.	100% of targeted resources met
Provide professional development opportunities for parents in the areas of reading and writing.	90% of parents feel encouraged to take an active role in their child's education.
Establish a reading resource room.	Ready to use in Semester 2, 2018
Create a data room to display literacy data for reading and writing.	Data on display from Term 2.

Develop consistency of practice and clear expectations regarding the implementation of positive behaviour for learning (PBL) across the school.

Actions	Progress
Establish the role of the PBL coach.	100% clearly defined
Establish roles, responsibilities and processes for whole school.	100% clearly defined
Identify and develop Tier 1 programs and systems of delivery.	70% or greater implementation average in the annual SET Plan for the whole school approach to PBL.
Provide training and support for PBL practices.	88% of staff agree they feel this place is a safe place in which to work.
Create a PBL EdStudio.	Completed and in use

Provide Professional Development opportunities for parents / carers.	88% of parents agree student behaviour is well managed at this school.
Review the recording, analysis and use of data to inform planning.	90% or greater summary score on 2018 SET Results and Feedback
Develop a consistent approach to the creation of positive behaviour support plans.	100% alignment of PSBP's
Align the "Cool Tools" to the Social and Personal Capabilities.	90% or greater summary score on 2018 SET Results and Feedback

School staff and community members are pleased with the progress of students in the areas of reading and writing. Our work was showcased at the Queensland Association of Special Education Leaders conference, receiving very positive feedback. It has been decided that we would showcase our work at a state level again in 2019.

Future outlook

Embed the Australian Curriculum Version 8 the following being the actions:

Align English, Mathematics, Science, HPE, History/Geography to Version 8; HIC and DYLP.

Develop and implement The Arts : Visual Arts, Drama, and Music) and Technology; Design Technologies (HIC and DYLP)

Develop and embed the Year 10 Curriculum in Science, History and Health to align with ASDAN for transition to QCIA (HIC and DYLP Year 10)

Engage/employ external providers to deliver aspects of the Australian Curriculum

Develop a whole school statement on homework in consultation with the school community

Develop teacher capability to plan for and teach writing to all students, the following being the actions:

Trial the literacy continuum Aspects of Writing tracking tools in OneSchool with the year 10 cohort.

Develop teacher capability identifying the writing demands of the Australian Curriculum learning areas and C2C units of work to improve student writing opportunity and ability.

Develop consistency of practice and inclusive opportunities for all students to improve reading, the following being the actions:

Develop modified booklets for students on Highly Individualised Curriculum (comprehension, assessment, concepts of print, interaction with books)

Develop staff capability to teach and support reading in multi-level classrooms in the junior and middle sectors by embedding the Big 6 reading framework and 6 lesson sequence.

Continue to develop and embed a reading program for students on PM level 20 and above using the Gradual Release of Responsibility model.

Implement scheduled reading groups in the Junior Secondary and year 10 sector using the Gradual Release of Responsibility model.

Embed consistency of practice and clear expectations regarding the implementation of positive behaviour for learning (PBL) across the school, the following being the actions:

Develop capability of staff through professional training and coaching to develop consistent PBL practices across the school.

Establish a process for the identification, implementation and management of Classroom Profiling.

Create a PBL EdStudio.

Provide Professional Development opportunities for parents / carers.

Implement Drum Beat Program for targeted students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	163	174	172
Girls	50	59	57
Boys	113	115	115
Indigenous	28	34	43
Enrolment continuity (Feb. – Nov.)	93%	95%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

All students attending our school meet/or are likely to meet the Minister's criteria of severe intellectual disability. Sixty-four percent of students have multiple impairments and 60% have complex communication needs. 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	6	6	6
Year 4 – Year 6	6	6	6
Year 7 – Year 10	6	6	6
Year 11 – Year 12	6	6	6

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	80%	82%	89%
• this is a good school (S2035)	87%	88%	93%
• their child likes being at this school* (S2001)	93%	94%	93%
• their child feels safe at this school* (S2002)	87%	91%	96%
• their child's learning needs are being met at this school* (S2003)	80%	85%	93%
• their child is making good progress at this school* (S2004)	80%	85%	93%
• teachers at this school expect their child to do his or her best* (S2005)	87%	88%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	88%	93%
• teachers at this school motivate their child to learn* (S2007)	86%	88%	93%
• teachers at this school treat students fairly* (S2008)	93%	82%	93%
• they can talk to their child's teachers about their concerns* (S2009)	93%	88%	93%
• this school works with them to support their child's learning* (S2010)	87%	85%	93%
• this school takes parents' opinions seriously* (S2011)	80%	82%	93%
• student behaviour is well managed at this school* (S2012)	80%	82%	93%
• this school looks for ways to improve* (S2013)	80%	85%	93%
• this school is well maintained* (S2014)	100%	85%	96%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	96%	92%
• they feel that their school is a safe place in which to work (S2070)	88%	78%	53%
• they receive useful feedback about their work at their school (S2071)	86%	82%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	85%	83%
• students are encouraged to do their best at their school (S2072)	95%	99%	89%
• students are treated fairly at their school (S2073)	95%	94%	85%
• student behaviour is well managed at their school (S2074)	83%	84%	51%
• staff are well supported at their school (S2075)	88%	81%	58%
• their school takes staff opinions seriously (S2076)	88%	87%	66%
• their school looks for ways to improve (S2077)	93%	94%	77%
• their school is well maintained (S2078)	91%	96%	88%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	93%	91%	83%

* 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	26	23	24
Long suspensions – 11 to 20 days	3	3	5
Exclusions	0	0	3
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

With a new 7 classroom building coming on line in 2017 our school introduced the student "School Warriors" to assist to become energy efficient and sustainable. The School Warriors developed posters for each room to remind students and staff to "leave the room, flick the switch"

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	282,729	394,513	272,884
Water (kL)			1,170

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	53	74	<5
Full-time equivalents	49	49	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	
Bachelor degree	49
Diploma	2
Certificate	

*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 2018 were \$31 659.

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Diverse Learning conference
- iPads in classrooms workshop
- Young People with Sexualised behaviours
- Beginning and New Teachers
- QCAA/QCIA workshops
- Positive Schools conference
- Teaching strategies and Behaviour support
- ISAAC
- Teacher's accessing AUSLAN
- Working with Children with Complex Trauma
- Student Wellbeing
- Sue Larky: ASD/Autism
- Classroom Profiling
- Reading workshops
- ASDAN training

- Certificate 1V in Training and Assessment
- VET moderation
- Aspiring Leaders
- Dealing with Aggressive Parents
- Collaborating 365
- Rhythm to recovery

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	84%	84%	82%
Attendance rate for Indigenous** students at this school	75%	78%	78%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	83%	90%
Year 1	90%	87%	83%
Year 2	87%	88%	83%
Year 3	79%	90%	79%
Year 4	84%	86%	90%
Year 5	86%	83%	77%
Year 6	82%	83%	83%

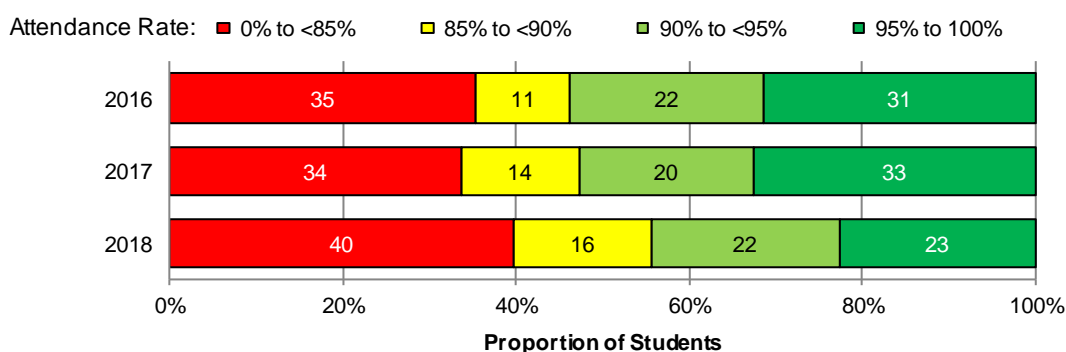
Year level	2016	2017	2018
Year 7	87%	80%	81%
Year 8	91%	86%	84%
Year 9	89%	91%	77%
Year 10	73%	86%	83%
Year 11	88%	66%	87%
Year 12	74%	85%	75%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	10	14	8
Number of students awarded a QCIA	10	14	8
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 QCE at the end of Year 12	0%	0%	0%
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	1	5	5
Number of students awarded a VET Certificate II or above	1	2	1
Number of students who were completing/continuing a SAT	0	3	1
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	10%	36%	63%
Percentage of QTAC applicants who received a tertiary offer.			

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	5	4
Certificate II	1	2	1
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Four students completed a Certificate 1 in Digital Media and Information Technology/Access to Vocational Pathways and one student completed a Certificate 11 in Hospitality.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		107%	53%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		100%	75%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.tclcspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>