



Townsville Community
Learning Centre - A State
Special School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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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 three sectors - Junior, Middle and Senior - and each class is supported by a teacher and a teacher's aide. All students have an individual learning-for-life 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 Forward

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 2016

KEY PRIORITIES	PROGRESS ON PRIORITIES
<ul style="list-style-type: none">• Successful Learners • Great People	<p>Know your learners:</p> <ul style="list-style-type: none">• Lifestyle, earn and learn pathways students participating in transition programs. <p>Meeting your learners' needs:</p> <ul style="list-style-type: none">• Individual student communication plans for students with a communication matrix and using PODD implemented.• Communication goals for students identified as requiring further oral language development developed.• Access plans for students who have a vision impairment, physical impairment and or sensory needs have been developed. <p>Develop professional knowledge:</p> <ul style="list-style-type: none">• Capacity of staff to understand specific conditions and

<ul style="list-style-type: none"> • High Standards • Engaged Partners 	<p>their implications for teaching is being built.</p> <ul style="list-style-type: none"> • Collaborative learning through targeted regional networks has continued. <p>Develop professional practice:</p> <ul style="list-style-type: none"> • Role of the Master Teacher at TCLC has been embedded. • 4 blocks to literacy with a focus on self-selected reading, writing and conventional learners, continues to be embedded. • The performance development process has been undertaken to support career and capability developments. <p>Lead teaching and learning:</p> <ul style="list-style-type: none"> • Leadership through a focus on teacher feedback has been developed. • The TCLC Pedagogical framework, feedback dimension has been implemented. <p>Develop self and others:</p> <ul style="list-style-type: none"> • Development of leadership skills of the principal through the Annual Performance Review process has continued. <p>Know your data:</p> <ul style="list-style-type: none"> • Internal student achievement data to inform teaching and learning practices has been analysed. • Attendance strategies for those students whose attendance is less than 85% have been developed. <p>Embrace autonomy:</p> <ul style="list-style-type: none"> • The school improvement agenda with school leadership teams, teaching staff and corporate service staff has been embedded. <p>Create partnerships:</p> <ul style="list-style-type: none"> • The school continued to identify potential community partners on the basis of the capacity to contribute to improve student achievement and/ or wellbeing.
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Future Outlook

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

- Analyse student writing data to guide teaching practice.
- Analyse student PM Benchmark Data to monitor progress and guide teaching practices.
- Document and implement transition programs for Lifestyle, Earn and Learn Pathways students in the pathways phase of learning.
- Implement, monitor and review attendance strategies for continuous improvement.
- Differentiate teaching to meet the specific learning needs of all students with physical and visual impairments.
- Develop a deep understanding of the TCLC Pedagogical Frameworks using NQR Quality Teaching and Learning.
- Develop a deep understanding of the development of writing for all students at TCLC.
- Develop a deep understanding of how to progress text comprehension for students at TCLC.
- Develop a succinct profile outlining the conditions and appropriate strategies and activities to facilitate teaching.
- Implement an instructional coaching cycle and collaborative inquiry model to improve teaching practices.
- Use the Australian Professional Standards for teachers (APST) to guide capability development.
- Establish collaborative learning through targeted regional networks (PLC Special Schools)
- Lead and model a student centered, professional learning community.

- Continued development of leadership skills of the principal through the Annual performance Review process.
- Develop and implement effective processes for delivering business service.
- Analyse internal student achievement data to inform teaching and learning practices by putting faces on the data.
- Develop and drive school improvement through an explicit improvement agenda, underpinned by the School Improvement hierarchy and the School planning, reviewing and reporting framework.
- Drive the school improvement agenda with school leadership teams, teaching staff and corporate service staff.
- Implement the Parent and Community Engagement Framework, engaging the community, business and industry in decision making and in supporting student education.
- Implement Every Face has a Place embedding positive behaviour for Learning, a positive school community, social and emotional learning, working with parents and carers and helping students experiencing mental health difficulties.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	127	32	95	25	94%
2015*	149	43	106	30	99%
2016	163	50	113	28	93%

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 2016, 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

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	6	6	6
Year 4 – Year 7	6	7	7
Year 8 – Year 10	6	6	6
Year 11 – Year 12	7	6	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.

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 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.

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:	2014	2015	2016
their child is getting a good education at school (S2016)	75%	100%	80%
this is a good school (S2035)	75%	100%	87%
their child likes being at this school* (S2001)	100%	100%	93%
their child feels safe at this school* (S2002)	100%	100%	87%
their child's learning needs are being met at this school* (S2003)	50%	100%	80%
their child is making good progress at this school* (S2004)	75%	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	75%	100%	87%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	67%	100%	79%
teachers at this school motivate their child to learn* (S2007)	75%	100%	86%
teachers at this school treat students fairly* (S2008)	75%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	75%	100%	93%
this school works with them to support their child's learning* (S2010)	75%	100%	87%
this school takes parents' opinions seriously* (S2011)	75%	100%	80%
student behaviour is well managed at this school* (S2012)	75%	100%	80%
this school looks for ways to improve* (S2013)	100%	100%	80%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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:	2014	2015	2016
they enjoy working at their school (S2069)	96%	98%	100%
they feel that their school is a safe place in which to work (S2070)	87%	97%	88%
they receive useful feedback about their work at their school (S2071)	83%	94%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	97%	84%
students are encouraged to do their best at their school (S2072)	100%	98%	95%
students are treated fairly at their school (S2073)	98%	97%	95%
student behaviour is well managed at their school (S2074)	90%	98%	83%
staff are well supported at their school (S2075)	86%	97%	88%
their school takes staff opinions seriously (S2076)	86%	97%	88%
their school looks for ways to improve (S2077)	94%	98%	93%
their school is well maintained (S2078)	92%	97%	91%
their school gives them opportunities to do interesting things (S2079)	92%	98%	93%

* 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 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.

Respectful relationships programs

As a whole school approach student are encouraged to follow the TCLC Cool Tools of talk politely; care for each other, look, listen and learn; and act calmly and safely. These Cool Tools are enforced in all environments within our school and beyond.

The Traffic Light program is used by the senior sector to assist students to identify with appropriate behaviors and develop skills for self-management.

The Social Connectedness program provides year 9 students the opportunity to develop social skills within the school and community.

The Middle play program focuses on developing relationships and team building among students. It is also about understanding relationships and recognizing their own emotions.

Play program allows the whole junior sector the opportunity to develop appropriate social skills through role play and structured activities.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	9	19	26
Long Suspensions – 6 to 20 days	0	0	3
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

* 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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	224,686	19,356
2014-2015	272,685	
2015-2016	282,729	

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.

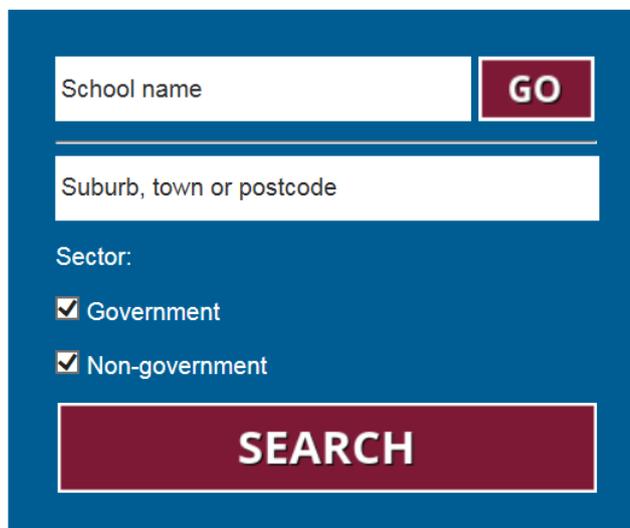
School Funding

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



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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	58	<5
Full-time Equivalents	43	40	<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	38
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 2016 were \$40 124.

The major professional development initiatives are as follows:

- Master Teacher Induction
- Youth Mental Health First Aid
- AusACPD Conference
- Swimming and Water safety
- Autism in Education
- Emotional Management ASD
- The Developing Brain
- PODD Introductory Workshop
- Anxiety : Stress and Resilience in Children
- TNT Conference
- Curriculum Provisions for students with a disability
- AGOSCI – Multi-modal communication
- Autism Training
- Nathan Wallis – The Brain Revisited
- Auslan Linguistics for ALSM

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	86%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	84%	75%

*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 2016 for all Queensland Special schools was 89%.

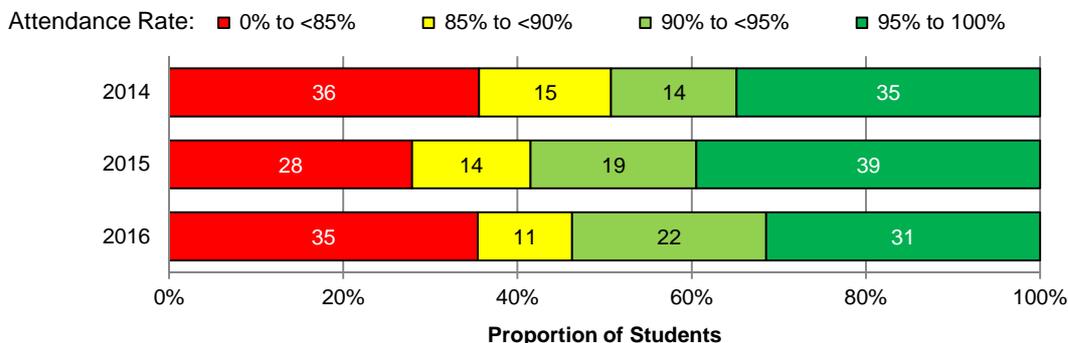
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	72%												
2015	89%	82%	77%	86%	91%	82%	89%	93%	92%	81%	90%	77%	92%
2016	92%	90%	87%	79%	84%	86%	82%	87%	91%	89%	73%	88%	74%

*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 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.



Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	10	8	10
Number of students awarded a Queensland Certificate of Individual Achievement.	9	8	10
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	1	1
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	1
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.	30%	13%	10%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. 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
2014	3	0	0
2015	1	0	0
2016	0	1	0

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

In 2016 a student completed a Certificate II in Hospitality through TAFE.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
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.			

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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



