

# Townsville Community Learning Centre – A State Special School: Annual Implementation Plan 2020

Priority 1: Student Participation and Wellbeing			
Strategy: Implement and embed a whole school approach to the student learning and wellbeing framework.			
Actions		Timeline	Staff
<ul style="list-style-type: none"> <li>Build staff capability to understand and de-escalate student behaviour.                             <ul style="list-style-type: none"> <li>Outsource training around co regulation, trauma and protective strategies</li> <li>Personal and social capability continuum is unpacked with staff, valid tracking occurs and data used to inform semester reports</li> <li>Establish a process for the identification, implementation and management of classroom profiling</li> </ul> </li> </ul>		Ongoing	Jennifer McCaskill Lee Town (Ed Linq CYMH) Wellbeing Team Chris Dawes Rhonda Hillyard Pilar South PATL Team Members
<ul style="list-style-type: none"> <li>Build student capacity to self-regulate and better understand their emotional responses.                             <ul style="list-style-type: none"> <li>Implement a suite of programs for targeted students</li> <li>Develop and promote structured play activities supporting positive behaviours during break times</li> </ul> </li> </ul>		Ongoing	Jennifer McCaskill Chris Dawes Pilar South PBL Team
<ul style="list-style-type: none"> <li>Establish process for individual case management for students with complex needs.                             <ul style="list-style-type: none"> <li>Develop a referral and case management model to respond to a range of complex needs.</li> <li>Embed attendance strategies for non attenders.</li> </ul> </li> </ul>		Term 2	Jennifer McCaskill Case Management Team Members
Performance Measures			
2019 Baseline Data		2020 Targets	
<ol style="list-style-type: none"> <li>0 x whole school professional conversations (PCs) around analysis of data and dissemination of school wide data sets</li> <li>80% of staff Day 1 MAPA trained and 100% targeted staff on Day 2</li> <li>0% of staff have attended trauma, co-regulation, protective strategies and PBL training</li> <li>Provision of structured play activities is not consistent across sectors and across the week.</li> <li>12% of teachers engaged in Classroom Profiling</li> <li>100% of classroom based teachers are using the Personal and Social Capability Continua tracking tool.</li> <li>0% engagement with Regional Autism Coach</li> <li>Less than 85% of students regularly attend</li> <li>12% of targeted students had access to a social skilling program</li> <li>No referral model exists for students with complex needs.</li> </ol>		<ol style="list-style-type: none"> <li>4 x professional conversations (PC) around analysis of data and dissemination of school wide data sets</li> <li>100% of staff Day 1 MAPA trained and 100% targeted staff on Day 2</li> <li>100% of staff attend trauma, co-regulation, protection strategies and PBL</li> <li>100% of sectors provide structured play activities to support positive behaviour during break times.</li> <li>20% of teachers engaged in Classroom Profiling</li> <li>100% of classroom based teachers objectively report on student achievement against the Personal and Social Capability Continua</li> <li>100% of staff engage in professional development offered by the Regional Autism Coach</li> <li>90% attendance rate</li> <li>100% of targeted students have access to a social skilling program aligned to the TCLC Cool Tools</li> <li>Develop and implement a referral and case management model for students with complex needs.</li> </ol>	

  

Priority 2: Improving results and outcomes of students – communication, reading, writing and V8 Curriculum			
Strategy: Implement and embed Australian Curriculum V8			
Actions		Timeline	Staff
<ul style="list-style-type: none"> <li>Build staff capability to cater for students with complex communication needs to access curriculum.                             <ul style="list-style-type: none"> <li>Reflect communication goals for students with complex communication needs in all assessment tasks</li> <li>Communicate a co ordinated approach among DoE SLP, classroom teacher and external providers</li> </ul> </li> </ul>		Ongoing	SLPs, Casey and Jasmine Rhonda Hillyard Pilar South Alternate Augmentative Communication Mentors
<ul style="list-style-type: none"> <li>Embed the Australian Curriculum Version 8.                             <ul style="list-style-type: none"> <li>Document a 3 year learning area/subject cycle and track teaching of Achievement Standards</li> <li>Implement teach, access and report Australian Curriculum Media Arts and History Year 7</li> <li>Embed Personal and Social Capabilities in English and Health and Physical Education</li> </ul> </li> </ul>		Ongoing	Chris Dawes Rhonda Hillyard Jen McCaskill Pilar South Merryn Sutton
<ul style="list-style-type: none"> <li>Develop inclusive opportunities for all students to improve reading.                             <ul style="list-style-type: none"> <li>Develop new teachers' capability to support reading using the big 6 reading framework and 6 lesson sequence</li> <li>Develop modified assessment, comprehension and question booklets for students of Auslan, HIC students levels 1b-1d and VI students' digital texts</li> </ul> </li> </ul>		Ongoing	Chris Dawes Rhonda Hillyard Jen McCaskill Pilar South
<ul style="list-style-type: none"> <li>Develop teacher capability to identify the writing demands of the curriculum and align to the literacy continuum.                             <ul style="list-style-type: none"> <li>Collaboratively map a cohort from each sector against the Aspects of Writing on the literacy continuum</li> </ul> </li> </ul>		Ongoing	Chris Dawes Rhonda Hillyard Merryn Sutton Pilar South
Performance Measures			
2019 Baseline Data		2020 Targets	
<ol style="list-style-type: none"> <li>Using the self-assessment tool, 0% of staff identified capability to plan, implement and be fluent in the use of PODD and/or able to problem solve multi modal communication.</li> <li>Communication support not available during 2019.</li> <li>English, Mathematics, Science, HPE, History, Geography Year 7, HASS, Design and Technologies, Music, Visual Arts, Digital Technologies, Dance and Drama are aligned to version 8.</li> <li>Personal and Social capabilities identified in each learning area in the clarity placemats.</li> <li>534 modified booklets and accompanying resources were produced.</li> <li>A cohort of year 10 students have been mapped using the aspects of writing on the literacy continuum.</li> </ol>		<ol style="list-style-type: none"> <li>100% of staff identify capability in the Shared, Guided, or Interdependent categories of competence. (Gradual release of responsibility staff self - assessment tool 2020).</li> <li>Communication support is re-established and 100% of staff have access to mentoring across all year levels.</li> <li>Align Media Arts and History Year 7 to the Australian Curriculum Version 8.</li> <li>Personal and Social Capabilities organising elements are explicitly addressed in English and HPE.</li> <li>150 additional modified booklets and accompanying resources will be completed, to support Auslan, Vision Impaired and HIC students.</li> <li>One cohort from each sector has been mapped by using aspects of writing on the literacy continuum.</li> </ol>	

## Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

*Christine Dawes*

Principal  
Christine Dawes

*pp [Signature]*

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