## 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.

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| Build staff capability to understand and de-escalate student behaviour.  
- Outsource training around co-regulation, trauma and protective strategies  
- Personal and social capability continuum is unpacked with staff; valid tracking occurs and data used to inform semester reports  
- Establish a process for the identification, implementation and management of classroom profiling | Ongoing | Jennifer McCaskill  
Lee Town (Ed Link CINH)  
Wellbeing Team  
PALT Group Members |
| Build student capacity to self-regulate and better understand their emotional responses.  
- Implement a suite of programs for targeted students  
- Develop and promote structured play activities supporting positive behaviours during break times | Ongoing | Jennifer McCaskill  
Chris Dawes  
Pillar South  
PBL Team |
| Establish process for individual case management for students with complex needs.  
- Develop a referral and case management model to respond to a range of complex needs.  
- Embed attendance strategies for non attenders. | Term 2 | Jennifer McCaskill  
Case Management Team Members |

**Performance Measures**

#### 2019 Baseline Data

1. 0 x whole school professional conversations (PC) around analysis of data and dissemination of school wide data sets
2. 80% of staff Day 1 MAPA trained and 100% targeted staff on Day 2
3. 0% of staff have attended trauma, co-regulation, protective strategies and PBL training
4. Provision of structured play activities is not consistent across sectors and across the week.
5. 12% of teachers engaged in Classroom Profiling
6. 100% of classroom based teachers are using the Personal and Social Capability Continua tracking tool.
7. 0% engagement with Regional Autism Coach
8. Less than 85% of students regularly attend
9. 12% of targeted students had access to a social skill program
10. No referral model exists for students with complex needs.

#### 2020 Targets

1. 4 x professional conversations (PC) around analysis of data and dissemination of school wide data sets
2. 100% of staff Day 1 MAPA trained and 100% targeted staff on Day 2
3. 100% of staff attend trauma, co-regulation, protection strategies and PBL training
4. 100% of sectors provide structured play activities to support positive behaviour during break times.
5. 20% of teachers engaged in Classroom Profiling
6. 100% of classroom based teachers objectively report on student achievement against the Personal and Social Capability Continua
7. 100% of staff engage in professional development offered by the Regional Autism Coach
8. 90% attendance rate
9. 100% of targeted students have access to a social skill program aligned to the TLC Cool Tools
10. Develop and implement a referral and case management model for students with complex needs.

### Priority 2: Improving Results and Outcomes of Students – Communication, Reading, Writing and VP Curriculum

**Strategy:** Implement and embed Australian Curriculum VP

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| Build staff capability to cater for students with complex communication needs to access curriculum.  
- Reflect communication goals for students with complex communication needs in all assessment tasks  
- Communicate a co-ordinated approach among DoF SLPA, classroom teacher and external providers | Ongoing | SLPA, Casey and Jasmine  
Rhonda Hillyard  
Pillar South  
Alternate Augmentative Communication Mentors |
| Embed the Australian Curriculum Version B.  
- Document a 3 year learning area/subject cycle and track teaching of Achievement Standards  
- Implement teach, access and report Australian Curriculum Media Arts and History Year 7  
- Embed Personal and Social Capabilities in English and Physical Education | Ongoing | Chris Dawes  
Rhonda Hillyard  
Pillar South  
Maeryn Sutton  
Jen McCaskill |
| Develop inclusive opportunities for all students to improve reading.  
- Develop new teachers' capability to support reading using the big 6 reading framework and 6 lesson sequence  
- Develop modified assessment, comprehension and question booklets for students of AUSL, HIC students levels 1b-1d and VI students' digital texts | Ongoing | Chris Dawes  
Rhonda Hillyard  
Pillar South  
Maeryn Sutton |
| Develop teacher capability to identify the writing demands of the curriculum and align to the literacy continuum.  
- Collaboratively map a cohort from each sector towards the Literacy continuum | Ongoing | Chris Dawes  
Rhonda Hillyard  
Pillar South |

**Performance Measures**

#### 2019 Baseline Data

1. Using the self-assessment tool, 0% of staff identified capability to plan, implement and be fluent in the use of PCCD and/or able to problem solve multi modal communication.
2. Communication support not available during 2019.
3. English, Mathematics, Science, HPE, History, Geography Year 7, HASS, Design and Technologies, Music, Visual Arts, Digital Technologies, Dance and Drama are aligned to version B.
4. Personal and Social Capabilities identified in each learning area in the clarity placemats.
5. 234 modified booklets and accompanying resources were produced.
6. A cohort of year 10 students have been mapped using the aspects of writing on the literacy continuum.

#### 2020 Targets

1. 100% of staff identify capability in the Shared, Guided, or Independent categories of competence. (Gradual release of responsibility staff self - assessment tool 2020).
2. Communication support is re-established and 100% of staff have access to mentoring across all year levels.
3. Align Media Arts and History Year 7 to the Australian Curriculum Version B.
4. Personal and Social Capabilities organisational elements are explicitly addressed in English and HPE.
5. 150 additional modified booklets and accompanying resources will be completed, to support AUSL, Vision Impaired and HIC students.
6. One cohort from each sector has been mapped by using aspects of writing on the literacy continuum.

### Endorsement

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

**Principal**

Christine Dawes

P and C President

Karina Roberts

Assistant Regional Director

Lesley Peculiar