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	Webpages	<a href="http://www.woodpoinspecs.eq.edu.au">www.woodpoinspecs.eq.edu.au</a> Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
	Contact Person	Janice A. Baildon Principal

## Principal's foreword

## Introduction

Our school is located at Woody Point on the Redcliffe Peninsula. It provides an educational program for students with disabilities who live in surrounding areas of Brighton, Sandgate and Deception Bay as well as students living on the Redcliffe Peninsula.

Our school community consists of students, staff and parents all working together with supporting professionals to provide a specialized learning environment which results in positive learning outcomes. These outcomes are based on strong relationships and effective communication for our diverse population. Our school strives to provide excellence in educational provision for students with disabilities. This report outlines the progress of the school during 2010 and our plans for the future.

## School progress towards its goals in 2010

Major outcomes for 2010 include-

Continuing development of Numeracy Program. Completion of Planning and trial in 2011

Leading Investigation, planning and development of a new curriculum framework for Pre-Intentional Learners in conjunction with SECC (Special Education Curriculum Cluster) schools. Trial in late 2010/early 2011 with plans for program completion 2011.

Introducing MOVE program, PD for staff and major equipment purchasing completed. Major staff training early 2010 with gradual introduction for specified students. Major equipment purchases thanks to donations by Teacher Aides PD Committee and "Fight for a Cause" fundraiser. MOVE Committee established and meeting regularly.

Beginning development of Human Relationships Education (HRE) school program. Major resource purchase plus introduction of program development.

Beginning development of a camps program. Investigation of resources.

Providing PD in behaviour management through Non Violent Crisis Intervention.

ICT connectivity completed to all classrooms, therapists' offices and library. Boardmaker. Major PD completed. Teacher Leader in ICT established and Tech support continued through year.

Developed a Facilities Improvement Plan.

Multi-Sensory Outdoor Play Equipment Project completed by P & C and Grant Funds.

## Future outlook

Review curriculum documents including Curriculum Overview, Literacy and Communication Plan to align with Australian Curriculum as it is developed.

Complete School Numeracy Plan to align with Australian Curriculum as developed. Trial Plan.

Continue with development of Pre-Intentional Project as part of SECC. Link to literacy and numeracy plans and Australian Curriculum as developed.

Develop Assessment and Data Map and develop data retrieval system to be implemented across school.

Develop school system for staff support, feedback and sharing.

Complete School Camps Program and start implementation.



Performance of our students

School Profile

Coeducational or single sex: Coeducational

Year levels offered: ECDP- Birth to Prep, School- Year 1 to Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
83	27	56	69%

Characteristics of the student body:

Woody Point Special School caters for a diverse range of students in both the ECDP (Early Childhood Development Program) and school. Students in the ECDP demonstrate a suspected or confirmed disability and are approved for attendance by the North Coast Regional personnel. Students in the school must have a verified Intellectual Impairment and may have other disabilities such as autism, physical, hearing or vision impairment. Some of our students have health related issues and require support for medical procedures at school. Our students travel from several surrounding suburbs, mainly in Moreton Bay Regional Council area. They have a wide range of socio economic, ethnic, family composition and cultural backgrounds. Class sizes -Class sizes range from 2-8 depending on the needs of the students.

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10					
Year 11 – Year 12					
All Classes					

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

The school's curriculum is based on the New Basics Curriculum Organisers.

Life Pathways and Social Futures

Multiliteracies and Communication Technologies

Active Citizenship

Environments and Technologies

Students' Programs are developed by teachers in conjunction with parents, therapists and various EQ and other stakeholders. Programs are individualized and adjusted to suit the needs of our diverse student population.

Communication is a focus for all Woody Point students. Training in areas of communication teaching including AAC (Alternate and Augmentative Communication) is a high priority for professional development

## Performance of our students

while purchase of assistive communication devices and software is a priority. For students demonstrating pre-intentional learning, the school has been involved in a curriculum project with SECC. The curriculum organisers developed for these learners are- Communication, Cognitive Development, Social Development and Motor Development. In the ECDP, the curriculum is organized using the Early Years Curriculum Guidelines.

### Extra curricula activities

The school offers a range of activities that in many schools would be considered as extra-curricular, but are integral parts of the curriculum at Woody Point Special. Many of these activities are part of our community based learning programs. Our varied curriculum offerings include

Visits to local community recreation activities such as Sailability, parks, ice skating, swimming pools  
Individual and group visits to post school service providers  
Swimming and activities in a water environment.  
Special Events days held at our school, other schools and in the community.  
Senior and Fishing Camps  
Peninsula Fun Run

### How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are used to support individual students' programs as well as in more traditional school uses. At this school, other forms of adaptive technology such as switches, communication devices and specialist devices are used to complement computers to individualize student learning. Major outcomes in 2010 were

- Offering numerous professional development opportunities to teachers and teacher aides to continue to develop their skills
- Adapting various forms of technology to meet students' needs (switches, talkers, and software). In the area of alternative and augmentative communication (AAC), specialist access devices and software allow students to communicate although they may not have spoken language.
- Designing individual solutions for students with support from a range of therapists from EQ and other agencies.
- Accessing support from Disability Services Support Unit. DSSU has a lending service that allows our staff to trial specialist equipment with individual students prior to purchase.

## Social climate

The social climate at Woody Point special School is best summarized by our School Community values:

The Woody Point State Special School's Community Values enable all students to celebrate individuality, be healthy and stay safe, enjoy and achieve, make a positive contribution, be treated with dignity and respect.

### We Value

All members of our community  
Recognition and celebration of diversity  
High expectations of all students and self  
Active partnerships with all stakeholders  
Team members taking responsibility for individual learning and behaviour  
Professionalism, "best practice" pedagogy, staff knowledge and support  
Excellence in teaching and learning  
Honest and active communication  
Fair and equitable practices  
A safe, supportive and inclusive environment  
Training and development, self reflection and professional dialogue  
Leadership at all levels

Results from the 2010 school Opinion Surveys indicate the following:

- 97 % of parents are satisfied or very satisfied that their child is happy to go to this school
- 80.7 % of parents are satisfied or very satisfied about the behaviour of students at this school
- 93.6 % of parents are satisfied or very satisfied with students discipline in this school

Performance of our students

- 94.1 of parents are satisfied or very satisfied that their child is safe at this school
  - 97 % of parents are satisfied or very satisfied that their child is treated fairly at this school
- Continuation of a Chaplain has been a feature of 2010. Our chaplain works with the school community in a range of ways including supporting students, families, and she organises the Mytime Playgroup.

Parent, student and teacher satisfaction with the school

Due to the special needs of our students, we do not participate in the student opinion survey. Generally, our parents and staff are satisfied with the school and in many of the survey results are significantly higher than the mean. The Woody Point Special School tries to be very open with the community and we encourage families to discuss potential issues and to be welcome in the school.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	94%
Percentage of students satisfied that they are getting a good education at school	N/A
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	81%
Percentage of staff members satisfied with morale in the school	93%

Involving parents in their child's education.

Parents work as close partners with our teachers. Most teachers communicate almost daily with parents directly or via the students' communication books. Formal ISP meetings are held every six months. Parents are also involved in developing Transition Plans and Educational Adjustment Profiles for students at critical junctures.

Parents are always welcome in classrooms and regularly participate in activities and celebrations of the school.  
A Parents and Citizens (P & C) Association meets monthly.

The school and ECDP both send home fortnightly newsletters and often send extra information to parents about upcoming events.  
During 2010 a Colour Magazine was introduced with colour photos of all school students and a range of activities depicted. This was a popular addition for parents and will be continued in 2011.

A changeable sign is sited on the school boundary and this is another way to communicate with parents.

- Results from the 2010 school Opinion Surveys indicate the following:
- 91.1 % of parents are satisfied or very satisfied that staff are approachable when they wish to talk about their child
  - 91.2% of parents are satisfied or very satisfied that they have opportunities to participate in the life of the school
  - 84.4 % of parents are satisfied or very satisfied that they have opportunities to participate in school decision making.
  - 97 % of parents are satisfied or very satisfied that the school makes them feel welcome.
  - 94.1 % of parents are satisfied or very satisfied that the school communicates well with them.

Performance of our students

Reducing the school's environmental footprint

During 2010, several changes were made to reduce the school's environmental footprint. Solar panels were installed on the pool roof to lessen electricity usage. A major working bee took place with outside community assistance to mulch gardens throughout the school. Water usage for gardens in the school is negligible. The school heated pool is a major energy user. The school uses gas to heat the pool rather than diesel or electricity. Pool heating is closed down for holidays and times when pool not in use.

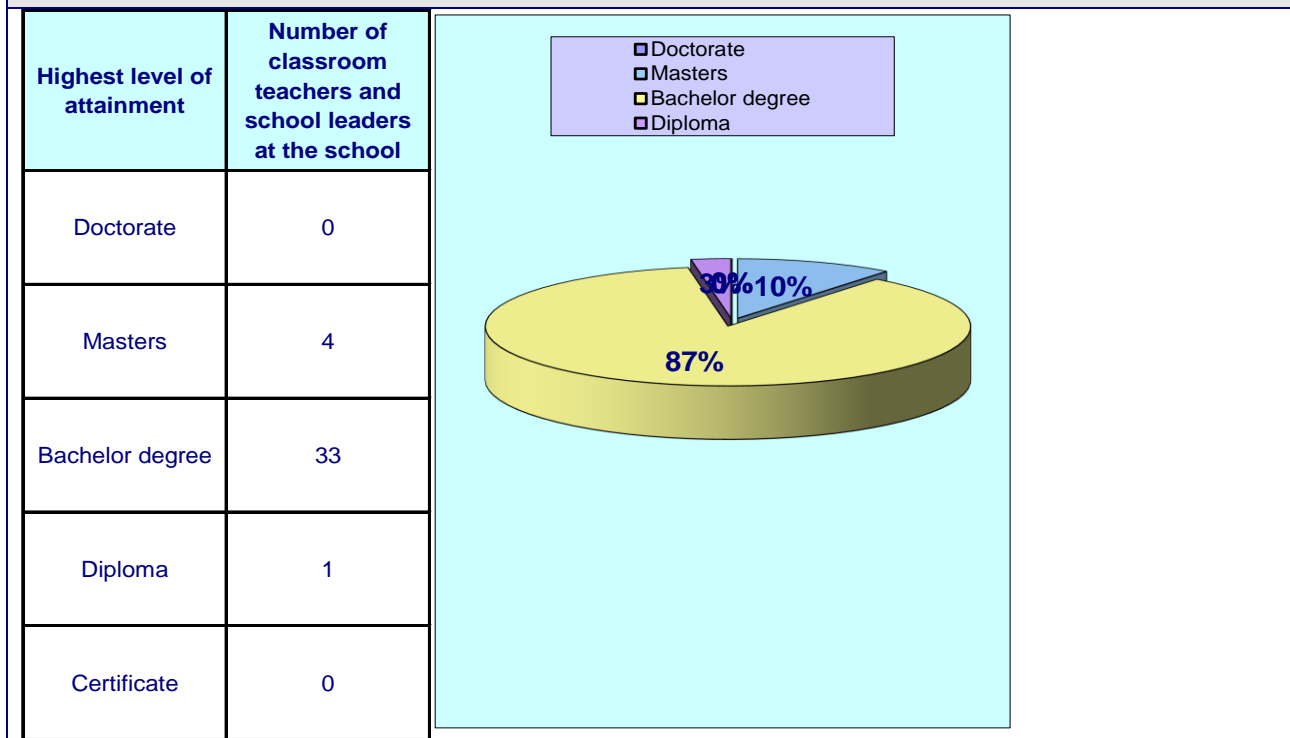
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity kWh	WaterKL	GasMJ
2010	\$61,703	\$26,517	\$0	\$4,673	\$2,006	\$10,445	\$18,062	124,494	996	0
2009	\$61,034	\$23,051	\$0	\$0	\$964	\$16,405	\$20,614	138,196	723	0
% change 2009 - 2010	1%	15%	N/A	N/A	108%	-36%	-12%	-10%	38%	N/A

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	38	47	0
Full-time equivalents	30	31	0

Performance of our students

Qualifications of all teachers



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$29 422.  
 The major professional development initiatives are as follows:  
 Professional Development costs-\$16 849, SECC Membership \$1500, TRS used for PD- 0.1 FTE(\$11 073) Membership of SECC (Special Education Curriculum Cluster)-participation in Pre-Intentional Project, Blueprint Project and attendance at conference and administrator's conference.  
 Major student- free-day activities for whole staff included,- workplace health and safety , 2 day MOVE training, 2 day Non Violent Crisis Intervention training.  
 Teachers attended PODD communication training.  
 Teachers and administrators attended ASEAQ conference.  
 Teachers attended Spectronics ICT Conference.

The involvement of the teaching staff in professional development activities during 2010 was 89.6 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 84%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

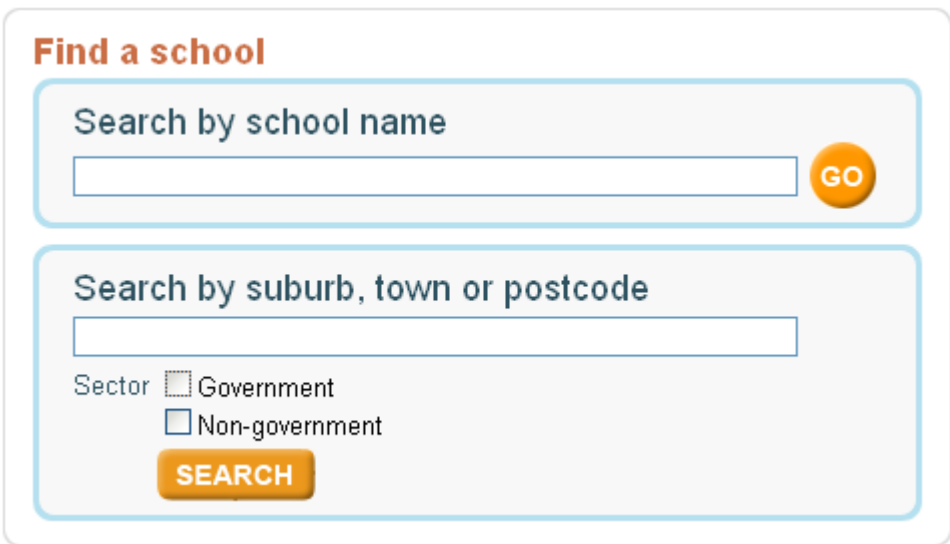
Due to the high incidence of health related issues, poor immune systems, operations, respiratory illness in students at our school, we do have relatively low attendance rates for some students. Many students have long periods of non-attendance when they are hospitalised or recuperating from illness. In some cases, parents are encouraged by their doctor, to have their child stay away from school during periods of illness such as the swine flu as they have extremely poor immune systems. In these cases, teachers would give school work to the family or perhaps lend equipment to be used at home.

Teachers keep in contact with families and share work if the student is well enough to participate. Administration staff follow up long term absences. At WPSS, rolls are marked twice daily by teachers on a paper copy and this information is transferred to electronic marking.

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Students at Woody Point Special all have severe disabilities and no students are undertaking programs at the same level as their age peers. For this reason, our students do not participate in NAPLAN tests and we do not have NAPLAN results on the MySchool website..



**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

As mentioned previously, our school students do not undertake the NAPLAN tests so we do not receive a “Closing the Gap report. All our students are placed in classes where their ability and age are taken into account and all students have an Individual Support Plan. Attendance is more linked to health in our school and attainment is dependent on levels of disability. Retention is not an issue at this school unless individual students have severe health problems that make it impossible to continue school.

Performance of our students
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The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.  
 Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%

Outcomes for our Year 12 cohort of 2010	
Number of students receiving a Senior Statement.	2
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	2
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	0
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0
Number of students awarded an International Baccalaureate Diploma (IBD).	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.	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	N/A

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	0	0	0	0

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
0	0	0
Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.		

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, <i>Next Step – Student Destination Report</i> for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September. Both students leaving school received funding packages from Disability Qld for Post School Support.
Early leavers information
No early leavers.

Communication	Students at Woody Point Special School draw on a wide range of strategies to support their communication needs. Low-tech strategies (e.g. PECS, PODD, symbols, objects, signing etc.) and high tech speech generating devices are used to support students in their development of communication.
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	<p>Training in communication teaching was a major focus in 2010.</p> <p>Woody Point uses two main tools to collect data and measure student progress in relation to communication. These are Brigance and Triple C. 100 % students in 2010 had a completed assessment with one or other tool.</p>
Health and Personal Care Safety	<p><b>Individual Health Care Plans:</b> In 2010, 30 of our students had individual health care plans. Health plans are working documents that outline the total health management plan for an individual student. They generally describe regular specialised health needs management e.g. gastrostomy feeding plans.</p> <p><b>Emergency Action Plans</b> In 2010, 42 'Emergency Action Plans' were developed. Emergency action plans for students serve two main purposes. They identify precisely how to respond in an emergency situation to students' critical health needs as well as identifying warning signs and strategies to avoid emergency medical situations.</p>
Transition Programs	<p>Students beginning at Woody Point: Students moving from Woody Point ECDP to Woody Point School all participated in a formal transition program that allowed them to experience several activities in the junior sector of the school before the beginning of the new school year. Parents and families were also encouraged to attend an information morning tea and one to one meetings with the school admin team to individually plan for a successful start to formal schooling.</p> <p>Students Moving to Redcliffe Special School Students moving from Woody Point to Redcliffe Special School under the partnership agreement were also given the opportunity to participate in structured activities to assist in a smooth transition. Students attended small sessions at Redcliffe special during term 4 and eventually built up to attend the full day This program ensured that the students starting at Redcliffe got off to a flying start.</p> <p>School Leavers In 2010 we had two graduating students. Both students and their families had opportunities to investigate availability of Post School Services from Dept. of Communities.</p>
Positive Behaviour Support.	<p>Many students have a Positive Behaviour Support Plan which includes proactive and reactive strategies to follow with the individual student. Parents, other agencies, doctors may be involved with developing this plan.</p>
Educational Support Plans:	<p>In 2010 4 students from across the school and ECDU received additional support through the development of 'Education Support Plans'. These plans focus on providing additional assistance to students in the areas of participation, academic achievement and wellbeing.</p>
Community Based Learning	<p>In 2010 many classes participated in community based learning activities with older students participating most regularly. Learning is more meaningful within a real-life environment so opportunities for learning in our local community are encouraged. Venues for these activities included:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Redcliffe Library and activities</li> <li><input type="checkbox"/> Sailability at Sandgate</li> <li><input type="checkbox"/> Redcliffe Botanical Gardens</li> <li><input type="checkbox"/> Riding for the Disabled at Burpengary and Redcliffe</li> <li><input type="checkbox"/> Restaurants / Cafés / Coffee Shops</li> <li><input type="checkbox"/> Dolphins Pool</li> <li><input type="checkbox"/> Local Shopping Centres</li> <li><input type="checkbox"/> Cinemas</li> <li><input type="checkbox"/> Ten Pin Bowling</li> </ul>

Performance of our students

	Students have also participated in community based learning activities around particular special events including: <input type="checkbox"/> Woody Point Fun Run
Assessment and Reporting	In 2010 the school reporting processes were- Two X six month ISP periods with face-to-face discussions and reporting Term 1 and 3. Two X six month reporting periods with written reports in Term 2 and 4. Reporting was completed using the "One School" system using a five point rating scale.