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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 2011 and our plans for the future.

School progress towards its goals in 2011

Review curriculum documents, including Curriculum Overview, Literacy and Communication Plan, to align with Australian Curriculum (AC) as it is developed. -Curriculum Overview upgraded to align with completed sections of AC.

Complete School Numeracy Plan to align with Australian Curriculum as developed. -Numeracy Plan completed for trialling in 2012. Two classes participated in SECC Numeracy Unit Trial. Continue with development of Pre-Intentional Project as part of SECC. Link to literacy and numeracy plans and Australian Curriculum as developed. -Participated in SECC project, upgraded forms and processes. AC not completed for "Towards Foundation" learners so this area postponed to 2012. Develop Assessment and Data Map and develop data retrieval system to be implemented across school. -Development well under way for completion and trialling in 2012.

Develop school system for staff support, feedback and sharing. - A system was developed including a range of support systems such as Watching Others Work (WOW), training in Essential skills for Classroom Management, Trained teachers as Profilers, developed 4-domain model for feedback. System to be implemented in 2012.

Future outlook

Implement AC in English, Maths, Science for Foundation and above learners including adjustments to C2C units.

Develop School English Plan to link with current Literacy and Communication Plan. Establish guidelines for Phonics, Spelling, Handwriting and Literacy Blocks.

Review and redevelop existing school planning to AC "towards Foundation" as final versions are developed.

Continue to develop WPSS overall Curriculum Documents linking Towards Foundation, Foundation+ and Kindergarten Curriculum.

Develop role statements for sector leader, committee chair, cost centre manager positions. Review Action Plan documentation.

Complete formal documentation of Support & Feedback Plan, trial and link to Developing Performance Framework

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Early Childhood Development Centre (ECDP) offers Playgroup, Prior to Prep and Prep programs for students birth to Prep with disabilities and suspected disabilities.

Special School offers Years 1-12 for students with verified disabilities including intellectual impairment, Visual, hearing physical impairments or Autism Spectrum Disorder.

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2011 – Nov 2011) |
|-----------------|-------|------|--|
| 94 | 35 | 59 | 81% |

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 at ECDP range from attending one session weekly (in playgroup) to full-time (alternate Prep).

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. Most students live in urban areas such as Brighton, Redcliffe Peninsula, Deception Bay, Rothwell. A few students live outside the school's usual boundaries in areas such as Narangba, North Lakes, Morayfield.

Some students are eligible for and receive Transport Assistance Scheme while others are delivered to school by their families. No students at Woody Point are capable of accessing public transport or walking to school without assistance and supervision. Woody Point has a very small proportion of students who are indigenous, or who have non-english-speaking backgrounds.

Class sizes -Class sizes range from 2-8 depending on the needs of the students.

Class sizes – Proportion of school classes achieving class size targets in 2011

| Phase | Average Class Size |
|-------------------|--------------------|
| Prep – Year 3 | 4-8 |
| Year 4 – Year 10 | 2-7 |
| Year 11 – Year 12 | 2-7 |
| All Classes | 2-8 |

School Disciplinary

| 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 in 2011 was based on the New Basics Curriculum Organisers(see below), however, units of work linked to Australian Curriculum were developed and trialled by some classes.

Life Pathways and Social Futures

Multiliteracies and Communication Technologies

Active Citizenship

Environments and Technologies

In the ECDP, Curriculum is developed around Early Years Guidelines and Kindergarten Curriculum.

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.

Individual Support Plans (ISP's) are undertaken for all students with participation from parents, teachers and other stakeholders.

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

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 parks, ice skating, swimming pools, ARL Gala Day. Individual and group visits to post school service providers.

Swimming and activities in a water environment at school and at local venues.

Special Events days held at our school, other schools and in the community.

Senior, intermediate 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 2011 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.
- . Increasing the interactive whiteboards across the school by 6 so that a range of classes could use this tool to improve and motivate learning.
- . Purchasing 24 iPads to introduce this technology for students. Assisting parents to apply for funding to purchase iPads for their child to use at home as well as at school.

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 2011 school Opinion Surveys indicate the following :
 93.1 % of parents are satisfied or very satisfied that their child is happy to go to this school
 89.3 % of parents are satisfied or very satisfied about the behaviour of students at this school
 92.6 % of parents are satisfied or very satisfied with students discipline in this school
 100% of parents are satisfied or very satisfied that their child is safe at this school
 100 % of parents are satisfied or very satisfied that their child is treated fairly at this school

Continuation of a Chaplaincy Program has been a feature of 2011. Our chaplain works with the school community in a range of ways including supporting students, families, and she organises the Mytime Playgroup.

All of our children at Woody Point Special have disabilities or suspected disabilities. Some of these children have not yet learned to manage their own behaviour and many have disabilities where behaviour issues are part of their diagnosis. Some of these children can be aggressive towards staff or students but this could not be characterised as bullying.

We undertake individual management plans for some students. These are similar to ISP's and include input from parents and staff and may have input from GO's, psychologists or medical practitioners.

Parent, student and teacher satisfaction with the school

| Performance measure | Result 2011 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 100% |
| 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 | 93% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 78% |
| Percentage of staff members satisfied with morale in the school | 85% |

DW – Data withheld

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.

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. Although newsletters are generally printed in black, during 2011 a trial was done for sending colour newsletters home to classes where their students featured in articles. This was a well accepted upgrade.

During 2011 a Colour Magazine was continued 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 2012.

A large electronic photo frame is positioned in the school reception. During 2011, this was used regularly to display photos of school activities, excursions etc. This was a very popular addition to parent involvement.

Results from the 2010 school Opinion Surveys indicate the following:

100 % of parents are satisfied or very satisfied that staff are approachable when they wish to talk about their child

86.2% of parents are satisfied or very satisfied that they have opportunities to participate in the life of the school

82.1 % of parents are satisfied or very satisfied that they have opportunities to participate in school decision making.

93.1 % of parents are satisfied or very satisfied that the school makes them feel welcome.

89.7 % of parents are satisfied or very satisfied that the school communicates well with them.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2011, several changes were continued to reduce the school's environmental footprint.

Solar panels were installed on the pool roof to lessen electricity usage.

A major working bee takes place annually 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. Tank water is used to top up school pool.

Hosing has been reduced by cleaners, and cleaning is often done using high pressure, low output sprays.

Environmental footprint indicators, 2010-2011

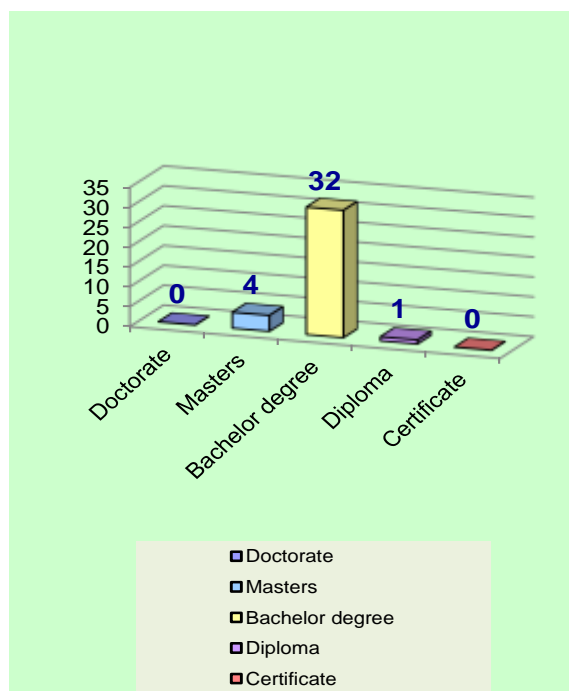
| | Electricity KwH | Water KL |
|------------------|--------------------|-------------|
| 2011 | 133,756 | 617 |
| 2010 | 124,494 | 996 |
| % change 10 - 11 | 7% | -38% |

Staff composition, including Indigenous staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 37 | 55 | 0 |
| Full-time equivalents | 30 | 33 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 4 |
| Bachelor degree | 32 |
| Diploma | 1 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$21 238. The major professional development initiatives are as follows:

SECC Membership \$1500,

Membership of SECC (Special Education Curriculum Cluster)-participation in Pre-Intentional Project, AC Mathematics Project and attendance at conference and administrator’s conference.

Major student- free-day activities for whole staff included,- workplace health and safety , 2 day Non Violent Crisis Intervention training, Difficult Conversations, Essential Skills for Classroom Management, CARA, Asbestos Awareness .

Teachers and administrators attended ASEAQ conference.

Teachers attended Spectronics ICT Conference.

The proportion of the teaching staff involved in professional development activities during 2011 was 100 %. All permanent and contract teaching staff participate in student-free-day professional development activities. Other professional development is accessed by application or through recognition by developing performance framework.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at 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

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 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 given access to the school’s My School entry web page. School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Students at Woody Point Special School and ECDP all undertake the individual education planning processes. This way school, family and other stakeholders are involved in the individual’s learning. Information from these processes are shared with parents through a formal report. School students receive One School reports in Term two and four. Families of Prep students receive the Early Learning Record at the end of the Prep year.

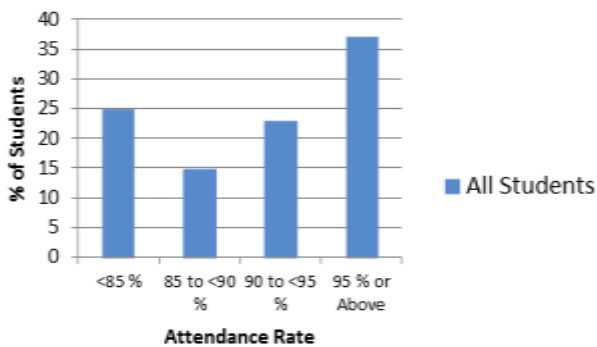
Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%. The overall attendance rate for all Queensland state Special schools over the same period was 89%.

Student attendance rate for each year level

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 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 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

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..

To access our NAPLAN results, 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

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. Our school has a very small number of indigenous students so their data is not printed for privacy reasons.

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 2011

| | |
|---|---|
| Number of students receiving a Senior Statement. | 3 |
| Number of students awarded a Queensland Certificate Individual Achievement. | 3 |

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

No early leavers.