

# Woody Point Special School (3042)

## Queensland State School Reporting

### 2012 School Annual Report



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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 2012 and our plans for the future.

### School progress towards its goals in 2012

**Implement Australian Curriculum English, Maths, Science-** Implemented, adjusted and reported with students working at Foundation and above levels. Teachers working together on implementing, moderating.

**Review and redevelop school documentation for students working Towards Foundation Level-** Australian Curriculum at Towards Foundation level was changed during 2012. School responded to trial documents. Goal continued into 2013.

**Continue development of overall curriculum documents.-** Documents completed for Foundation and above, continue into 2013 for Towards Foundation due to late completion of Australian Curriculum.

**Role Statements for Sector Leaders upgraded-** PD provided in finances, requisitions, coaching established.

**Support and Feedback Plan** completed and trialled.- WOW(Watching Others Work) established. Processes already in place to be linked into ASOT (Art and Science of Teaching) in 2013.

### Future outlook

- Introduce the concept of upper primary and junior secondary to school community
- Provide PD in PATH process for middle /senior secondary teachers, EPO.
- Establish guidelines for implementing PATH process including links to, and awareness raising for families and community agencies.

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- Implement Australian Curriculum in English, Maths, Science, History for all students working at Foundation Level and above.
- Develop procedures and links to pedagogy for students Working Towards Foundation Level. Review Numeracy Plan and School Curriculum Plan to align with Australian Curriculum General Capabilities.
- Complete Literacy Plan using SECC template and including Reading Plans linking to First Steps. Expand “Role Play” Indicators, and link to expanded General Capabilities to support Working Towards Foundation Learners.
- Train Admin team in Phase Cart and Science of Teaching( ASOT) through North Coast Region.
- Develop pedagogical framework and ASOT Action PLaN
- Develop and implement Action Plan from 2012 T & L Audit to link into 2013 Quadrennial School Review
- Develop procedures for data collection and sharing from DPF and link to PD Committee and school planning.
- Increase ICT resources, interfaces, software and APPS to enable students to further access iPads, IWB, and specialist ICT and provide PD to teachers and teacher aides.
- Increase school capacity by providing professional development, coaching and leadership in specialist ICT usage.
- Provide PD for teachers/teacher aides in First Steps Reading, plus coaching, modelling.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Early Childhood Development Program (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	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	83	27	56	94%
2011	94	35	59	91%
2012	91	33	58	88%

Student counts are based on the Census (August) enrolment collection.

### 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 North Coast Regional personnel. Students at ECDP range from attending one session weekly (in playgroup) to full-time (alternate Prep). Some students who attend the ECDP will continue at Woody Point Special School for their schooling while others will transition to local primary schools.

Students in the school must have a verified Intellectual Impairment and may have other disabilities such as autistic spectrum disorder (ASD), 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.

## Average Class Sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	6	6	6
Year 4 – Year 10	5	5	5
Year 11 – Year 12	5	5	5

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days			1
Long Suspensions - 6 to 20 days			
Exclusions			
Cancellations of Enrolment			

## Curriculum offerings

### Our distinctive curriculum offerings

In the ECDP, Curriculum is developed around Early Years Guidelines and Kindergarten Curriculum. In the Special School, Curriculum is organized using Australian Curriculum Learning Areas.

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.

Linking learning to real life situations is a distinctive feature at Woody Point Special. For some classes,

## Our school at a glance

this includes learning at real-life and life-like community venues such as Pine Rivers Special School Café, Cascades Centre, local Council Library.

### 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, Riding for the Disabled.

Leisure activities are organized on the school campus using community organisations- such as karate, ARL, soccer.

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 2012 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 3 so that a range of classes could use this tool to improve and motivate learning.

.Receiving 20 iPads from Qld Government . Assisting parents to apply for funding to purchase iPads for their child to use at home as well as at school. Receiving 6 iPads from NSSCF. Purchasing APPS and providing Professional Development to staff in iPad use and APPS.

Purchasing interfaces to trial interactions between switching and IWB's.

### 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

## Our school at a glance

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

Continuation of a Chaplaincy Program has been a feature of 2012. 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 staff satisfaction with the school

Parents are generally very supportive of our school as seen by the School Opinion Survey results –See below. Classes are small and teachers and parents generally have a close working relationship.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	96.7%
they can talk to their child's teachers about their concerns*	96.8%
this school works with them to support their child's learning*	96.8%

## Our school at a glance

this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

**Performance measure** Students at Woody Point Special School do not have the required literacy skills to complete the student survey.

they are getting a good education at school
they like being at their school*
they feel safe at their school*
their teachers motivate them to learn*
their teachers expect them to do their best*
their teachers provide them with useful feedback about their school work*
teachers treat students fairly at their school*
they can talk to their teachers about their concerns*
their school takes students' opinions seriously*
student behaviour is well managed at their school*
their school looks for ways to improve*
their school is well maintained*
their school gives them opportunities to do interesting things*

**Performance measure** (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	93.0%
with the individual staff morale items	92.8%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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 (including Prep) sends home fortnightly newsletters and often sends extra information to parents about upcoming events. Although newsletters are generally printed in black, colour newsletters are sent home to classes where their students feature in articles. .

During 2012 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 2013.

A large electronic photo frame is positioned in the school reception. During 2012, this was used regularly to display photos of school activities, excursions etc. This was a very popular addition to parent involvement.

Late in 2012, the school website was upgraded so that it can be managed by school staff. This means that the website will be able to include newsletters, more photos and current information from 2013.

## Reducing the school's environmental footprint

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

Several changes have been 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 outdoor cleaning is often done using high pressure, low output sprays.

In 2012, Senior Students collected food scraps to feed the worm farm and then were involved in fertilizing gardens

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	124,494	996
2010-2011	133,756	617
2011-2012	140,472	855

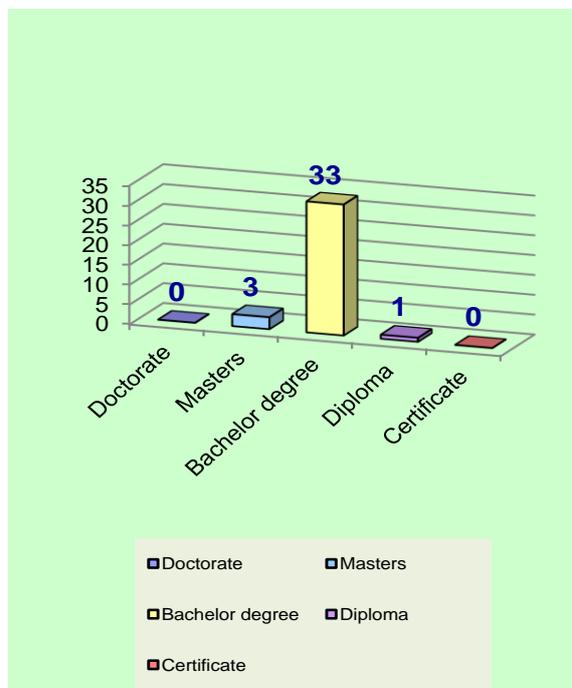
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	37	50	0
Full-time equivalents	29.9	32.3	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	33
Diploma	1
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$23,086.

The major professional development initiatives are as follows:

### SECC Membership

Membership of SECC (Special Education Curriculum Cluster)-participation in Pre-Intentional Project, support for intensive interaction, Literacy Plan Project and attendance at conference and administrator's conference.

Major student- free-day activities for whole staff included,- workplace health and safety , CARA, Asbestos Awareness, CPR training, Australian Curriculum History, Numicon, iPads and IWB's, PECS and visual

## Our staff profile

strategies, Manual Handling .

Teachers and administrators attended QASEL conference.

Teachers attended Spectronics ICT Conference.

The proportion of the teaching staff involved in professional development activities during 2012 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	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	96.6%	95.3%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96.7% of staff was retained by the school for the entire 2012 school year.

### School income broken down by funding source

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

#### Net recurrent income 2011

Australian Government recurrent funding	\$177 667
State Government recurrent funding	\$5 417 691
Fees, charges & parent contributions	\$2 063
Other private sources	\$73 668
<b>Total gross income</b>	<b>\$5 671 090</b>

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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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.

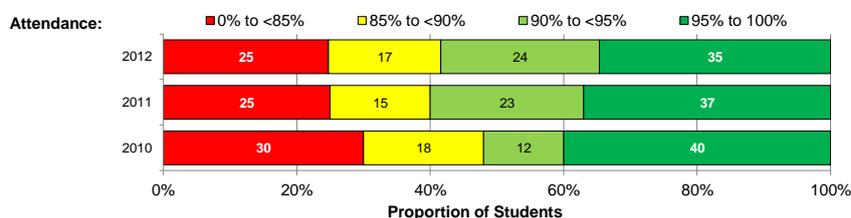
School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	84%	87%	87%
The overall attendance rate in 2012 for all Queensland state Special schools was 90%.			

### 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. Some students attend the Hospital School during longer stays in hospital. Teachers keep in contact with families and share work if the student is well enough to participate. The school lends resource materials to families so that programs can continue during recuperation at home. 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..

# Performance of our students

## 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.

### Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%

### Outcomes for our Year 12 cohorts

	2010	2011	2012
Number of students receiving a Senior Statement.	2	3	2
Number of students awarded a Queensland Certificate Individual Achievement.	2	3	2

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

We have had no early leavers during 2012 .