

# Woody Point Special School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address	PO Box 44 Woody Point 4019
Phone	(07) 3480 4333
Fax	(07) 3480 4300
Email	the.principal@woodpoinspecs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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 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 2013 and our plans for the future.

### School progress towards its goals in 2013

- Introduce PATH process - Training undertaken with three staff to implement PATH Process for students nearing the end of schooling. PATH process trialled and found to be very effective by staff and parents.
- Implement the Australian Curriculum- Australian Curriculum (English, Maths, Science) were implemented across school. Major adjustments and modifications implemented.
- Development of Reading Plans across campus- Professional development in "First Steps Reading" undertaken with all teachers and teacher aides. Reading Plans following First Steps Model introduced.

- Develop and enact a pedagogical framework based on ASOT or other approved framework.- Training in ASOT undertaken by team of Principal, DP, HOSES and teacher rep. ASOT introduced to teachers, teacher aides. Discussions and feedback undertaken regarding pedagogical framework. Framework to be finalised 2014.
- Implement Developing Performance for all staff-Framework format upgraded. All staff involved in process with range of staff taking mentor and mentee roles.
- Increase school capacity in ICT Provisions- ICT coordinator(part-time) maintained. ICT training increased with range of different training styles. Ipad app, IWB, ICT in curriculum planning training were major focus. Continued focus on ICT provision and management in 2014.
- Increase school capacity in supporting reading development for all students- Reading was a focus in 2013. Work done on reading aspect of Literacy Plan, Literacy committee in place, First Steps reading was a focus. Completion of Reading section of Literacy Plan to be continued into 2014.

## Future outlook

### **Implement Australian Curriculum-English, Maths, Science, History**

Prioritize Literacy and Numeracy and moderate units of work

Differentiation Strategies- Introduce ILP formats

Developing Performance Framework-Link to AITSL Standards

Develop and enact a Pedagogical Framework.-Continue with development of framework and implement using ASOT strategies.

Develop a Parent and Community Engagement Framework

Implement strategies from QSR and T & L Audit

Prioritize student health and wellbeing.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Preschool - Secondary Special

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	94	35	59	91%
2012	91	33	58	88%
2013	92	33	59	95%

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

Early Childhood Development Program (ECDP) offered Playgroup, Prior to Prep and Prep programs for students birth to Prep with disabilities and suspected disabilities during 2013.

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

### 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. A system-wide change will be made to ECDP eligibility in 2014 with Prep being offered at regular schools and special school but no longer at ECDP.

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 3-8 depending on the needs of the students.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3		8	5
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## 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 School. For some classes, 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 2013 were

- Offering numerous professional development opportunities to teachers and teacher aides to continue to develop their skills
- .Encouraging teacher leaders to upskill through attending specialist training then supporting other staff.
- 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 teacher leaders and a range of therapists from EQ and other agencies.
- .Partnering with CPLeague to provide several student workshops for clients in common.
- Increasing the interactive whiteboards, and trialling use of interactive panels across the school so that a range of classes could use this tool to improve and motivate learning.
- .Managing the purchase and use of Apps so that they can be used effectively for particular students.
- .Training staff in use of iPads, managing photos, and use of apps.
- . Purchasing interfaces to trial interactions between switches and IWB's and large screen TV'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.

# Our staff profile

## 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

Continuation of a Chaplaincy Program has been a feature of 2013. Our original chaplain resigned during 2013. She worked with the school community in a range of ways including supporting students, families, and she organised the Mytime Playgroup. In second semester, we have had a new Chaplain who works with students and families.

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.

Woody Point Special School has had no examples of cyber 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, staff and students are generally happy with their relationship with Woody Point Special School. In 2013 we undertook a Quadrennial School Review. Part of this process involved a range of surveys, which allowed staff and families to give information and suggestions about the running and future plans for the school.

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

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	96%
teachers at this school treat students fairly* (S2008)	97%	96%

## Our staff profile

they can talk to their child's teachers about their concerns* (S2009)	97%	93%
this school works with them to support their child's learning* (S2010)	97%	93%
this school takes parents' opinions seriously* (S2011)	100%	93%
student behaviour is well managed at this school* (S2012)	100%	93%
this school looks for ways to improve* (S2013)	100%	93%
this school is well maintained* (S2014)	100%	100%

*Woody Point Special School does not take part in the Student Survey as all our students have significant disabilities. Students do not have sufficient literacy skills to understand or respond to the survey.*

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	92%
they receive useful feedback about their work at their school (S2071)	86%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	79%
their school takes staff opinions seriously (S2076)	81%
their school looks for ways to improve (S2077)	94%
their school is well maintained (S2078)	90%
their school gives them opportunities to do interesting things (S2079)	92%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 were held every six months during 2013. 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 2013 a twice-yearly Colour Magazine was continued with photos of all school students and a range of activities depicted. This is a popular magazine for parents and will be continued in 2014.

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

## Reducing the school's environmental footprint

Several changes have been continued to reduce the school's environmental footprint.

Solar panels have been 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 is not in use. Tank water is used to top up school pool. School administration have been in conversation with facilities personnel about replacing the pool heating equipment with heat pump technology. This upgrade is proposed for 2014.

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

In 2013, Senior Students collected food scraps to feed the worm farm and then were involved in fertilizing gardens.

During 2013 we had an unusually high water bill. We investigated, and checked meters and usage. The following bill was significantly lower and we were unable to pinpoint the previous problem. We did , however, question staff and encourage them to act sparingly with this resource.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	133,756	617
2011-2012	140,472	855
2012-2013	138,366	969

# Our staff profile

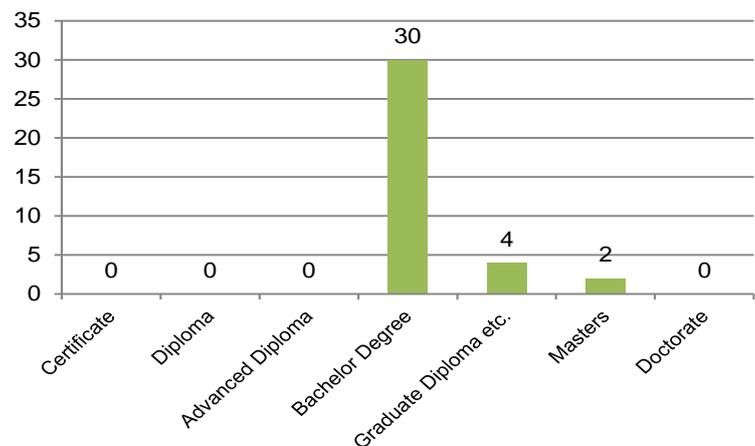
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	36	50	<5
Full-time equivalents	29	31	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	30
Graduate Diploma etc.	4
Masters	2
Doctorate	0
<b>Total</b>	<b>36</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$33,095.57. The major professional development initiatives are as follows:

Membership of SECC (Special Education Curriculum Cluster)-participation in curriculum projects, 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, First Steps Reading (full day-teachers and teacher aides), ICT and iPad Framework, iPad apps, Proloquo2go, ICT displays, ASOT DQ6.

Teachers and administrators attended QASEL conference.

Teachers attended Spectronics ICT Conference.

Administration and teacher rep trained in ASOT leadership and led the introduction to ASOT to all staff.

In 2013, allocation of a whole day in January Pupil-Free Days to mandatory and on-line training was trialled. This gave staff an option of undertaking on-line training in their own time, individually or in small groups, or joining in a group session to undertake the training. This proved to be a successful way to ensure the training was done and will be repeated for 2014.

The proportion of the teaching staff involved in professional development activities during 2013 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	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	97%

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

From the end of the previous school year, 86% of staff was retained by the school for the entire 2013 school year.

At the end of 2013, a significant change took place as Prep programs were no longer to be offered by ECDP's. This meant that several staff, previously employed in ECDP either transferred to WPSS or to other schools.

### 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**.

## GRANT PAYMENT HISTORY 2013

AAEP	\$26,756
Cleaning Wages	\$2,533
Education Support Funding Program	\$4375
Grounds Equipment Replacement	\$700
ICT's for Learning	\$11,697
Indigenous Education Services	\$3,247
Learning and Development	\$6,794
Literacy and Numeracy	\$2,113
Minor Works	\$9482
National Partnerships	\$1,240
National Secondary Schools Computer Fund	\$4,600
Pool Chemicals and Cleaning	\$3,604
Regional Allocated Special Support Staff Resource	\$37,751
School Community Capital Improvement Grant	\$1,361
School Grant	\$81,180
School Based Itinerant Staff	\$3758
Special Transport Grant	\$4,105
Teacher Relief Scheme	\$51,911
Teacher Relief Scheme – Converted FTE	\$30,092
Textbook and Resource Allowance	\$2,541
Utilities – Facilities	\$75,250
Utilities – Telecommunications	\$7,716
Vocational Education Allocations	\$195
<b>TOTAL</b>	<b>\$373,076</b>

# Our staff profile

**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.

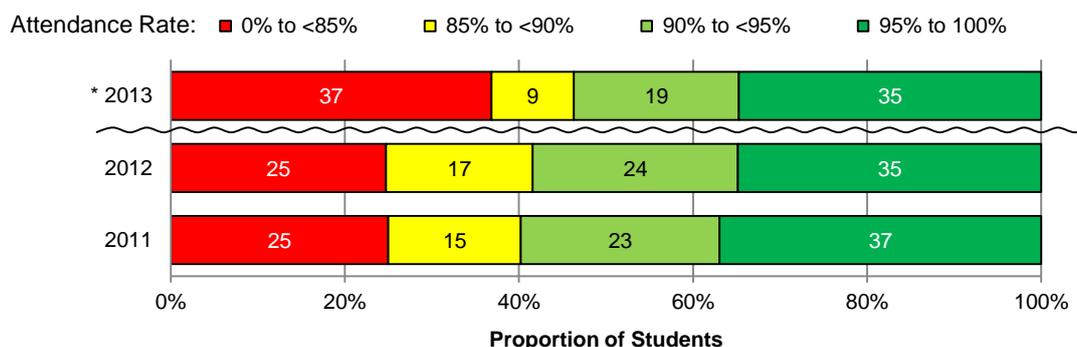
School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	87%	84%
The overall attendance rate in 2013 for all Queensland state Special schools was 89%.			

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### 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.

Regular attendance is encouraged through newsletter articles and individual conversations between administrators and families

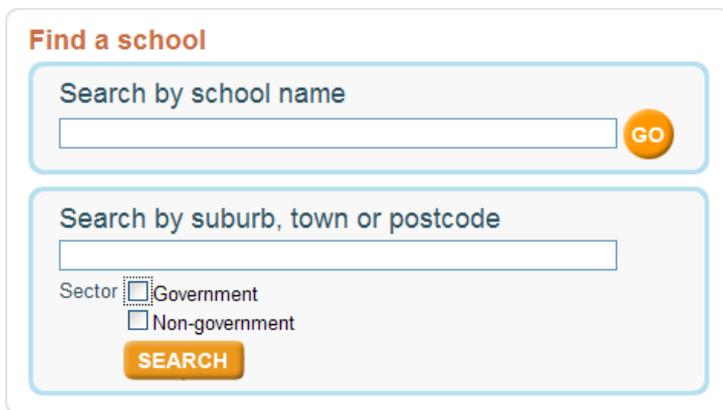
## Performance of our students

### 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..

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and a yellow "SEARCH" button.

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.

# Performance of our students

## Apparent retention rates Year 10 to Year 12

2011 2012 2013

Year 12 student enrolment as a percentage of the Year 10 student cohort.

## Outcomes for our Year 12 cohorts

2011 2012 2013

Number of students receiving a Senior Statement.	3	2	2
Number of students awarded a Queensland Certificate Individual Achievement.	3	2	2
Number of students receiving an Overall Position (OP).	0	0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	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%	0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 5 May 2014. The above values exclude VISA students.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website 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 2013.