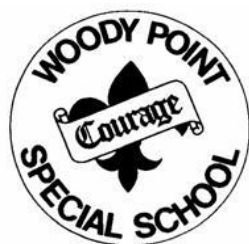


Woody Point Special School

Queensland State School Reporting

2015 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 disability 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 specialised 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 all students.

Our school not only provides educational programs for students from Prep to Year 12 but also features an Early Childhood Development Program (ECDP). We also work closely in partnership with Redcliffe Special School to ensure that all students in our shared catchment achieve great results.

This report outlines the progress of the school during 2015 and our plans for the future.

School progress towards its goals in 2015

Teams

- ✓ Differentiated coaching has been provided to teaching teams and school leaders.
- ✓ Professional learning communities have been introduced to improve teaching practice. (Harris and Jones model).
- ✓ Supervisory processes have been implemented in consultation with the new Regional and State-wide ARD model.
- ✓ Developing leadership program has been introduced to develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.
- ✓ Sector Leadership model has been fully implemented and roles and responsibilities reviewed and developed.
- ✓ Leadership team has been consolidated, incorporating new positions (e.g. HOC, Master Teacher) and personnel.
- ✓ Continued development toward a Head of Teaching and Learning position has been planned for 2016.
- ✓ Whole school improvement agenda has been shared with all in the school community, and overtly and rigorously enacted.
- ✓ Close collaboration continues with Redcliffe Special School through the Master Planning process and facilities development.
- ✓ Joint activities to build student, staff and community relationships between Woody Point and Redcliffe Special Schools have been implemented and continue.
- ✓ The agreed *Woody Point Collaborative Norms* are enacted at all formal and informal meetings.
- ✓ Realigned committee structures now align to school priorities.
- ✓ Multiple communication channels to communicate with parents have been introduced (SMS, Q schools app) with further planning to introduce social media for 2016.
- ✓ Parent training programs and opportunities for parents to build their capacity to support their child's learning have been provided.

Pedagogy

- ✓ English, Mathematics, Science, History & Geography (Australian Curriculum) have been fully introduced ensuring alignment with community expectations.
- ✓ A whole school curriculum plan continues to be refined to address student learning needs.
- ✓ Staff have been provided opportunities to develop ICT knowledge and skills across the school, to improve student outcomes.
- ✓ Intensive Interaction has been embedded as a pedagogical approach for developing the fundamentals on communication across the school.
- ✓ An Intensive Interaction coach has been appointed to support staff (0.2 FTE).
- ✓ Teachers within the ECDP and Early Years sectors have taken opportunities for peer observation and feedback.
- ✓ Master Teacher has worked alongside teachers to improve reading outcomes for students.
- ✓ A range of whole school assessment tools are in place (diagnostic, formative and summative) to support quality teaching and reporting.
- ✓ All staff (teaching and non-teaching) have a current DPF plan aligned to school improvement priorities and individual needs.
- ✓ Teachers' Performance Plans align with AITSL: Australian Professional Standards for Teachers.

School-wide Positive Behaviour Support (SWPBS)

- ✓ Tier 1 of Schoolwide Positive Behaviour Support (SWPBS) with a focus on the analysis of student behaviour data has continued to be implemented.
- ✓ The school Mascot (Pel-I-can) has been successfully introduced.
- ✓ Teachers continue to directly teach school expectations in a differentiated way.
- ✓ Positive student behaviour is acknowledged at a whole school level during fortnightly assemblies.
- ✓ Team-Teach training has been introduced to support staff with appropriate strategies to manage and de-escalate challenging behaviours.
- ✓ The school leadership team continues to work with other special school leaders in the region to develop school guidelines on the use of physical contact as an appendix to the *Responsible Behaviour Plan for Students*.

Data

- ✓ Consistent data collection tools are in place across the school for communication and literacy.
- ✓ Training and resources have been provided to teachers in the use of these tools.
- ✓ The school continues to investigate a whole school numeracy data collection tool.
- ✓ Student learning data is stored on OneSchool and a whole school data wall is in place to support the analysis of student data.
- ✓ Teachers and the school leadership team continue to develop data literacy skills to inform effective teaching and learning.

Future outlook**2016 priority goals as identified in the school annual implementation plan:****Successful Learners: Analysis and discussion of data**

Implementation of systemic collection of a range of student outcome data.

- ✓ Identify and implement a relevant whole school numeracy data collection tool
- ✓ Develop whole school expectations and timelines regarding data collection, storage and analysis.

Use data to build a culture of self-evaluation and reflection across the school.

- ✓ Address issues of accessibility to student learning data.

Develop data literacy skills of teacher and school leaders.

- ✓ Engage external departmental personnel to develop teacher and school leader expertise in data analysis to inform effective teaching and learning.
- ✓ Implement and engage in regular, scheduled data discussions to inform improvement, guide teaching and prompt early intervention.

Engaged Partners: School Community Partnerships

Parent and Community Engagement

- ✓ Engage parents as genuine partners in their child's learning and acknowledge and support each family's preferred communication method.
- ✓ Provide programs and opportunities for parents to build their capacity to support their child's learning.
- ✓ Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, website, newsletter.
- ✓ Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement

Partnership Agreement with Redcliffe Special School

- ✓ Investigate cross over programs between the two schools (e.g. work experience, reading, senior schooling and school events).
- ✓ Work through regional and departmental protocols to review existing partnership agreement between the two schools.

Staff engagement

- ✓ Restructure teacher aide meeting schedule with a focus on operations, sector and professional development.
- ✓ Establish a targeted professional development plan for Non-Teaching staff, linked to school priorities. (e.g. Literacy, PBL).

Great People: Effective Pedagogical Practices

Positive Behaviour for Learning

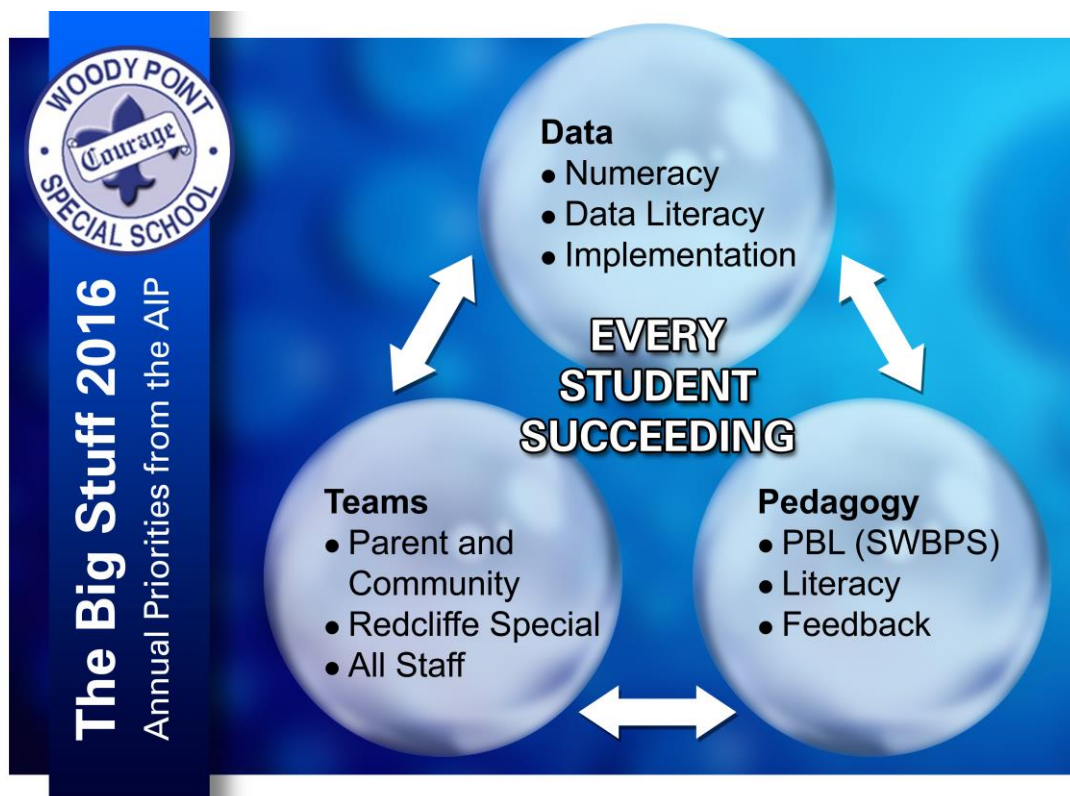
- ✓ Promote the explicit teaching of behaviour expectation in line with PBL focus areas.
- ✓ Implement and engage in regular, scheduled behaviour data discussions to inform improvement, guide teaching and prompt intervention.

Literacy

- ✓ Establish literacy and communication groups within the junior primary sector aligned to the gradual release of responsibility model.
- ✓ Develop whole school approach to teaching literacy.
- ✓ Collaborate with RSS to align literacy plans and groups to ensure a seamless approach for students transitioning.

Feedback

- ✓ Intensive Interaction feedback processes in place.
- ✓ Continue to make classroom profiling opportunities available to teachers
- ✓ Use peer observations, feedback, differentiated coaching and professional learning communities to improve teaching practices.



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	92	33	59	2	95%
2014	91	33	58	5	99%
2015	90	32	58	5	94%

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 Region. 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 Disability and may have other disabilities such as autistic spectrum disorder (ASD), physical, hearing or vision impairment. Our students travel from several surrounding suburbs, mainly within the 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. Woody Point has a very small proportion of students who are indigenous, or who have non-english-speaking backgrounds.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	4-7	4-7	4-7
Year 4 – Year 7 Primary	4-7	4-7	4-7
Year 7 Secondary – Year 10	4-7	4-7	4-7
Year 11 – Year 12	4-7	4-7	4-7

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	5	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

During 2015, Woody Point Special School provided specialised educational programs for students with a range of disabilities. This school seeks to provide a happy, safe, supportive and effective learning environment that creates a feeling of trust and security for students and their families and leads to the development of each student's individual potential.

- ✓ All students at Woody Point Special School have access to the Australian curriculum.
- ✓ Communication programs run across all areas of the school and a range of communication strategies are implemented including; Key Word Signing, Picture Exchange, Speech Generating Devices and Intensive Interaction.
- ✓ In the ECDP, Curriculum is developed around the Early Years Learning Framework.
- ✓ Across the campus all students' programs are developed by teachers in conjunction with parents, therapists and other stakeholders. Programs are individualised and adjusted to suit the needs of our diverse student population. Units of work are linked to students' ICP, SET or curriculum goals.
- ✓ Communication is a strong focus for all students at Woody Point and linking learning to real life situations is a distinctive feature of the School.
- ✓ Our HPE program, which incorporates swimming, is delivered by the school's specialist PE teacher.

Extra curricula activities

The school offers a range of activities that in many schools would be considered as extra-curricular. 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, ten-pin bowling, swimming pools and horse riding.
- ✓ 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.
- ✓ Peninsula Fun Run.
- ✓ Multi-sensory programs are delivered in the school's multisensory room.
- ✓ Selected Arts Council programs each year are accessed by students.

How Information and Communication Technologies are used to improve learning

A range of ICTs are used to support students to access the school curriculum, and encourage student engagement. Speech Generating Devices (SGD), Interactive Whiteboards, iPads, touch screens, switches and a range of adapted hardware and software are utilized by classroom teachers.

Social Climate

Woody Point Special School is a place where every child, parent and staff member is valued. Diversity is celebrated. The school provides a positive learning environment for all students during all 'on' campus and community based curriculum offerings.

The School Chaplain provides support to parents, students and staff of the ECDP and the school. The partnerships the chaplain has developed with local churches, businesses and community organisations provides a network of local support and assistance when needed. The school is fortunate to employ an *Educational Program Officer* who supports a Volunteer Program and seeks and maintains links with community organisations. Strong links exist between the school and other community groups including; local service groups (e.g. Lions, Rotary).

Our school is a *Positive Behaviour for Learning* school. Our three school expectations guide students' interactions across the campus:

- ✓ I can be Safe.
- ✓ I can be a Learner.
- ✓ I can be Respectful.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	97%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	96%	100%	100%
teachers at this school treat students fairly (S2008)	96%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	93%	100%	100%
this school works with them to support their child's learning (S2010)	93%	100%	100%
this school takes parents' opinions seriously (S2011)	93%	100%	100%
student behaviour is well managed at this school (S2012)	93%	100%	100%
this school looks for ways to improve (S2013)	93%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they like being at their school (S2036)	N.A.	N.A.	100%
they feel safe at their school (S2037)	N.A.	N.A.	94.7%
teachers treat students fairly at their school (S2041)	N.A.	N.A.	100%
their school gives them opportunities to do interesting things (S2047)	N.A.	N.A.	100%
they are getting a good education at school (S2048)	N.A.	N.A.	100%
they can access computers and other technologies at their school for learning (S2052)	N.A.	N.A.	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers encourage them to do their best (S2059)	N.A.	N.A.	100%
teachers care about them (S2063)	N.A.	N.A.	100%
they are encouraged to participate in school activities (S2064)	N.A.	N.A.	94.7%
this is a good school (S2068)	N.A.	N.A.	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	92%	95%	91%
they receive useful feedback about their work at their school (S2071)	86%	98%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	100%	88%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	98%	98%	98%
student behaviour is well managed at their school (S2074)	94%	95%	95%
staff are well supported at their school (S2075)	79%	91%	89%
their school takes staff opinions seriously (S2076)	81%	90%	84%
their school looks for ways to improve (S2077)	94%	95%	100%
their school is well maintained (S2078)	90%	93%	77%
their school gives them opportunities to do interesting things (S2079)	92%	95%	93%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Parents work as close partners with our teachers. Most teachers communicate daily with parents directly or via the students' communication books. Formal ICP meetings were held every six months during 2015. Parents are welcome in classrooms and regularly participate in activities and celebrations at school. The Parents and Citizens (P&C) Association meets monthly.

Reducing the school's environmental footprint

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. Tank water is used to top up school pool. The pool's heating and filtration system is energy efficient. Plans are underway to introduce a whole school recycling program for 2016.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	138,366	969
2013-2014	142,269	807
2014-2015	169,324	91

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

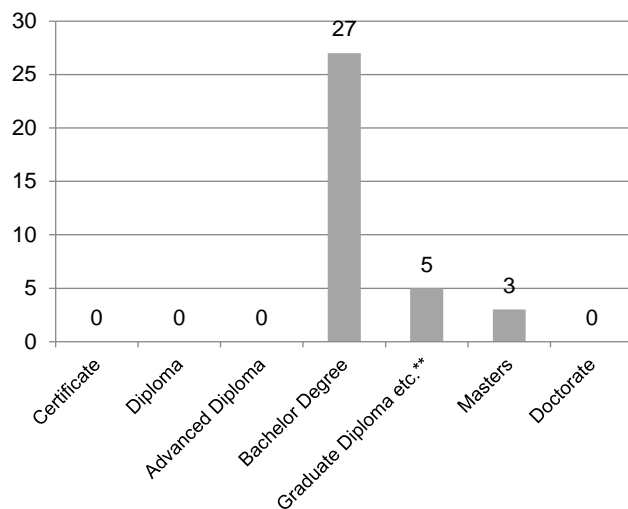
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	48	0
Full-time equivalents	26	32	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.**	5
Masters	3
Doctorate	0
Total	35



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 74 988

The major professional development initiatives are as follows:

- ✓ Membership of SECC (Special Education Curriculum Cluster) and participation in curriculum projects.
- ✓ Whole staff, student free day activities.
- ✓ Twilight professional development sessions.
- ✓ Queensland Association of Special Education Leaders (QASEL) conference.
- ✓ Online training modules.
- ✓ Peer Coaching.
- ✓ Engaging professional consultants.
- ✓ Developing Performance Framework.
- ✓ Mentoring Beginning Teachers Program.

Key focus areas for professional learning included:

- ✓ Mandatory training requirements (e.g. Student Protection, Code of Conduct, Workplace Health & Safety).
- ✓ Intensive Interaction.
- ✓ Literacy and Numeracy.
- ✓ Teaching reading.
- ✓ Collaborative practices.
- ✓ Disability specific training.
- ✓ Specialised health and emergency action plan management.
- ✓ Developing leadership density.
- ✓ Australian Curriculum implementation
- ✓ Data Literacy
- ✓ Digital Differentiation (iPad implementation, Proloquo2go, Tap to Talk).
- ✓ Positive Behaviour for Learning
- ✓ Team Teach

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	84%	84%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	89%	84%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Special schools was 89%.

Student attendance rate for each year level (shown as a percentage)

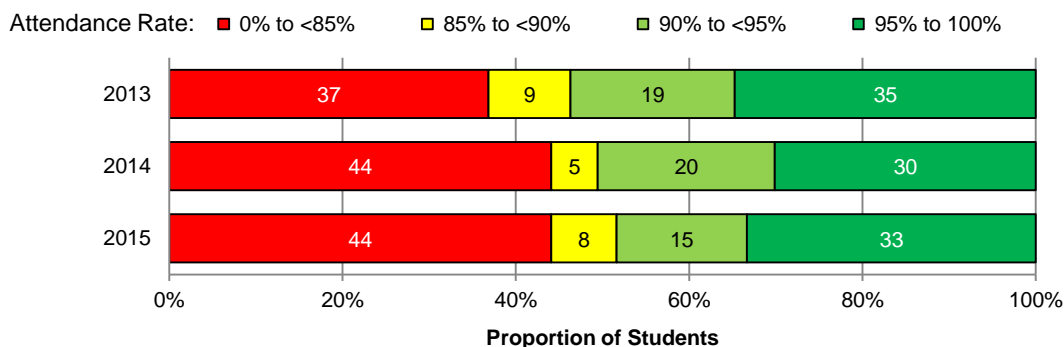
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	84%	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2014	87%	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2015	84%	88%	85%	85%	DW	DW	DW	DW	DW	DW	DW	DW	DW

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Parents are asked to telephone the school to leave a message advising the school of student absences with an explanation. If students are absent for more than three days without explanation, the school will contact the parent to check the welfare of the child.

It is understood that in some cases, the child's medical conditions limit the ability to attend school regularly. It is important that the school community recognises that student health can be compromised by minor childhood illnesses. The school philosophy is to work closely with families. At times individual case meetings are held to support student attendance.

Class rolls are marked daily. All parents/caregivers who remove a student from the school during the day must do so through the administration office.

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.

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.

Find a school

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	2	3	3
Number of students awarded a Queensland Certificate of Individual Achievement.	2	3	3
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			
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

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
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 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	0	0	0	0	0
2014	0	0	0	0	0
2015	0	0	0	0	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	0	0	0
2014	0	0	0
2015	0	0	0

As at 16 February 2016. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 school leavers information

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

During 2015, there were no early school leaver in Years 10, 11 or 12.