Background:
Woody Point is a state special school situated on the Redcliffe Peninsula. Students at Woody Point SS must have a significant diagnosed or suspected disability in the areas of intellectual, physical, hearing, vision or speech language impairment. The school caters from prior to Prep - Year 12. Approximately 170 students attend the school.

Commendations:
- The school has developed a wide array of assessment instruments to monitor and evaluate student progress in communication, cognitive development, fine and gross motor skills, literacy, numeracy and student progress is documented.
- ‘Watching Others Work’ (WOW) has provided a professional practice of observing and sharing practice across the school where teachers elect to learn from the practice of colleagues in their area of choice.
- Team Leaders meet with teachers and teacher aides in developing performance plans in line with school priorities.
- The school’s alignment with the Australian Curriculum in the junior team shows staff commitment to the improvement agenda of the school, by developing the key learning areas, with assessment tasks and guides to making judgements.
- The school has a complex curriculum framework to meet the needs of its students from pre-intentional learners to intentional learners at different phases, for example, Early Childhood Development Program (ECDP), Junior, Intermediate and Senior. The framework is aligned and endeavours to meet the P-12 Curriculum Framework.
- The school has a wide portfolio of pedagogies that it can access to meet the needs of its diverse learners.
- The tone of the school reflects caring and respectful relationships and a school wide commitment to successful learning for students.

Affirmations:
- The ECDP teaching program is exceptional, well planned, individual, aligned and shows a variety of pedagogies used to teach students with a wide range of abilities.
- Physical education program is seeking out community support in providing community group involvement in developing student use of community sport and leisure groups.

Recommendations:
- Continue to develop teachers’ self-reflective culture focused on improving classroom teaching, including mentoring, coaching, modelling, evaluating and providing feedback on classroom teaching.
- Continue with team building and collaborative planning, delivering and reviewing the effectiveness of lessons and explicit teaching of skills.
- Build and embed common assessment and moderation practices across the school.
- Continue to align and embed school curriculum framework with Australian Curriculum and develop a strong alignment between the curriculum delivery plan, term and unit plans, classroom teaching and assessment. Planning needs to show how the different needs of students are addressed.
- Develop a pedagogical framework that encompasses the curriculum framework and professional learning plan so pedagogical practices can be embedded within the classroom.