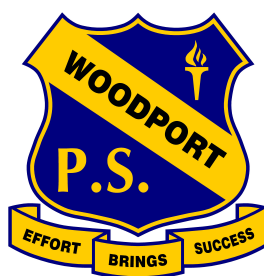


Woodport Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Woodport Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Judy Boland

Relieving Principal

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School background

School vision statement

Woodport Public School is committed to nurture productive and successful citizens of the future through the provision of a safe and stimulating learning environment. We are committed to creating an environment where students value learning and respect the rights of themselves and others.

School context

Woodport Public School is a comprehensive primary school with 400 students including 20 Aboriginal & Torres Strait Islander students (5%) and 49 students with English as an Additional Language (EALD) (12%). It is located on the Central Coast Highway, with Erina High School directly opposite. The school has strong links to Erina High School and each school within the Erina Learning Community (ELC).

The school population comes from a diverse range of socio-economic backgrounds. The school receives additional socio-economic and Aboriginal funding through the Resource Allocation Model (RAM) and implements a number of teaching programs including Language, Learning and Literacy (L3) and Focus on Reading (FoR). The school enjoys a strong partnership with our very supportive P&C, the Tjudibaring Local AECG and the community is actively involved in supporting a wide range of school programs and events. With a focus on the 'whole child', Woodport Public School offers a range of extra curricula activities such as the student representative council, band, dance, choir, sporting programs, public speaking and drama which are valued by our school community through their active involvement and support.

Woodport Public School values and develops links between academic achievement, students' wellbeing and emotional and physical programs such as Positive Behaviour for Learning (PBL) and You Can Do It. We aim to provide high quality educational opportunities for each and every child with a strong focus on literacy and numeracy whilst integrating meaningful technology to support learning.

The school ensures staff has access to a broad range of resources and professional development opportunities to build teacher skills so they can provide a stimulating and challenging learning environment for all students.

We celebrate students' strengths and reinforce our school motto on a daily basis that *Effort Brings Success*.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

As part of the review process each team mapped the processes from their strategic direction against the domains of learning, teaching and leading from the School Excellence Framework. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts align with these high level expectations to continually improve the delivery of educational outcomes for our students.

In the domain of Learning our efforts have continued to build upon the achievements of last year in the areas of Learning Culture, Wellbeing and Curriculum and Learning. This year there has been an increased focus around the element of Assessment and Reporting. All staff has been involved in deep analysis of internal (PLAN) and external (NAPLAN) data to monitor and track student achievement. Identified students with individual learning needs have had targeted, explicit intervention. Differentiation of lesson implementation is evident in all teaching and learning programs. The school has been sharing ongoing data with parents (K–4) which has been positively received and will be extended into stage 3 next year. The Positive Behaviour for Learning (PBL) program was evaluated and the opinion of staff and students was sought. As a result of the findings the PBL committee introduced a new positive reward system with clear behaviour expectations. These expectations are explicitly taught across the school to ensure consistent implementation by all staff. Data identifies the areas of need in regard to behaviour and all staff have engaged in professional learning in PBL and demonstrate a responsibility for the implementation of the program.

In the domain of Teaching, Data Skills and Use has continued to be a focus with all teachers ensuring their teaching

programs are based upon the learning needs of the individual students. This year the staff has engaged in Collaborative Practice. They have shared their expertise in various areas such as technology. Staff capability has been developed particularly in the use of software such as Excel spread sheets and coding. All staff has participated in classroom observations and through constructive feedback have reflected upon their classroom practice to build upon areas of strength and identify areas for development. Staff now reflect upon the school priorities when developing their Performance and Development Plans (PDPs) and there is an increased commitment to the achievement of the school's goals. PDP's are now also aligned to the Australian Professional Teaching Standards. Continued support was provided for early career teachers and staff shared expertise willingly and worked collaboratively to improve performance.

In the domain of Leading our priorities has been on Leadership and School Resources. A strong ethos of leadership capacity building is central to the school culture and enhances progress to achieving school excellence. Opportunities for purposeful leadership roles has resulted in a wide spread commitment to distributed leadership for staff. This year the school has committed funds to improve the physical learning spaces such as the school hall, the Heritage listed building and numerous classrooms. Future focused furniture has been provided to allow the implementation of 21st century learning. The school grounds have been upgraded which has resulted in a welcoming and pleasant school environment which promotes school pride.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Motivated, reflective, successful learners

Purpose

To ensure learning is individual, engaging, stimulating and challenging.

Overall summary of progress

The school is prioritising embedding evidence-based teaching practice and teachers are using data to inform programming and reflect on practice. Last year staff were trained in data analysis. This year there was a greater emphasis on the interpretation of this data and the impact this understanding has on classroom teaching and learning. Data was collected against L3, NAPLAN and PLAN and programs were developed to explicitly identify areas of need to ensure differentiation. As a result teachers designed and delivered engaging, teaching experiences that incorporated technology and enquiry based learning. Focus on Reading strategies are now evident in teaching and learning programs, student work samples and the classroom environment. PLAN data was sent home to parents to further develop connections between home and school and strengthen parent's understanding of their child's learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN data indicates all students show improvement.	Targeted students were identified as a result of NAPLAN analysis. These students were then provided with explicit instruction with the aim of moving students into higher bands. There is evidence that the school reviews and revises teaching and learning programs and regularly collects data from a range of data to reflect on student performance.	\$22 000
An increased percentage of students in Year 3 and Year 5 are in the top two bands (proficient) – NAPLAN	The percentage of students in Year 3 and Year 5 both in reading and numeracy aspects of NAPLAN have increased since 2015. In 2016 65% of Year 3 students were in the top two skill bands in reading compared with 48% in 2015. In Year 5 36% were in the top two skill bands, an increase from 14% in 2015. The percentage of students in Year 3 achieving proficiency in numeracy increased from 36% to 46% and increased from 34% to 36% for the Year 5 cohorts.	\$5 000
Students express satisfaction with the school and engagement with their learning via Tell Them From Me Survey	143 Year 4–6 students participated in the TTFM survey. Results indicated 86% of students try hard to succeed in their learning. 84% of students stated that they are not disruptive within the school environment indicating engagement in learning. 79% feel accepted by their peers and others in the school.	

Next Steps

Continue training teachers in the L3 and FoR pedagogy with a focus on student growth, in particular maintaining Year 3 and increasing the number of students in Years 5 and 7 into the top two bands in NAPLAN.

Engage the whole staff in data collection and tracking systems. Data will be used to discuss the cycles of learning on grade planning days.

Identify individual students through analysis of data and ensure teaching programs are differentiated to provide challenging, engaging and stimulating learning tasks.

Strategic Direction 2

Quality, reflective, collaborative students

Purpose

To ensure excellence in every classroom and equity for every child.

Overall summary of progress

Staff had extensive training in the Geography syllabus. Opportunities were provided both within the school and the Erina Learning Community. Training was focused on developing a deep knowledge of the curriculum to ensure all staff were motivated and committed towards preparing quality and engaging teaching units. All teachers K – 6, implemented a Geography unit of work with full implementation in 2017.

All staff have a Performance and Development Plan (PDP), they reflect upon the school priorities and the Australian Professional Teaching Standards when developing their goals. Peer observations and constructive feedback from peers was an important element of this process. Teachers are committed to their ongoing development.

Continued professional development was provided to all teachers on the use of PLAN software with an emphasis on understanding where students are in their learning, to identify starting points for teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Development of student profiles and Individualised Education Plans (IEP) by all teaching staff for identified students	All teachers have developed adjustment and individual education plans, in consultation with the Learning Support Team and parents/carers, for students with additional needs.	\$1 000
Tell Them From Me Survey indicates greater satisfaction and participation in school learning programs	70% of students at this school have a high rate of participation in sports. 46% of the students have a high rate of participation in extra-curricular activities. Other data is available in Strategic Direction 1, progress achieved this year.	
All staff utilise the new syllabus documents	All teacher programs reflect the new syllabus outcomes as evidenced during teacher supervision processes.	\$8 000
All teachers develop Personal Development Plan (PDP)	100% of teachers at Woodport Public School have developed a Professional Development Plan incorporating the Australian Professional Standards for Teachers.	\$4 700

Next Steps

Development of whole school Science and Technology, History and Geography scope and sequence to ensure all units are implemented over a two-year cycle.

Continued professional training to ensure all teachers are incorporating enquiry based learning into their teaching and learning programs.

Continued professional development on the use of PLAN software to ensure data drives programs in both literacy and numeracy.

Improve the skills of teachers to recognise where children are placed on the learning continuums to ensure all students have access to the curriculum.

Strategic Direction 3

Inclusive, connected community

Purpose

To create a connected environment that fosters community spirit, involvement and a sense of belonging. Promoting a safe, responsible, supportive learning community.

Overall summary of progress

Continued implementation of Positive Behaviour for Learning (PBL). Lessons were implemented from the onset of the year and data was collected to monitor and track progress. The PBL committee introduced a new positive reward system with clear behaviour expectations. These expectations are explicitly taught across the school to ensure consistent implementation by all staff. Behaviours were categorised as major and minor which ensured a proactive approach and minimised the escalation of behaviours. Some teachers have really embraced the program and implemented it to a high degree as other teachers become more aware of the strategies we would expect to see implementation embedded in the school culture. Data identifies the areas of need in regard to behaviour and all staff have engaged in professional learning in PBL and demonstrate a responsibility for the implementation of the program. Next year we would expect the data to demonstrate a shift in thinking and behaviour.

Parent input has been sought in various ways over the year. An increased percentage of parents have responded to the online survey Tell Them From Me (TTFM). High responses were evident in relation to questions about – how welcome parents feel; how the school supports learning, positive behaviour and safety at school. The Skoolbag App has proved to be a useful and well used tool for communication, doubling our usage from 2015. The opinions of the P&C are sought on a regular basis. Feedback was given on building community identity, communicating and connecting learning at home and school. These responses have been collated and analysed and will provide us with directions for 2017. We work closely with our community of schools (Erina Learning Community). This year we combined for one of our school development days and shared professional learning around enquiry based learning and implementation of the new Geography syllabus. Participation in network groups Tjudibaring Local Aboriginal Education Consultative Group (AECG) ensures strong links and the sharing of expertise and resources. We continue to implement programs to assist in the smooth transition of preschoolers into Kindergarten and students moving from Year 6 to 7. This year we invited parents of preschoolers to attend an Open Night. We showcased what the school could offer and provided them with information about the programs that are on offer at the school. Response to this night was overwhelmingly positive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff, students and community are supporting and implementing Positive Behaviour for Learning (PBL)	A series of playground lessons were developed and implemented to ensure consistency K–6. Major and minor behaviours were identified and new systems and processes were developed. Team leaders were trained in strategies for the classroom in readiness for professional learning and implementation for next year.	\$8500
Increased parent satisfaction in communication and contribution to school life	<p>In 2016 48 parents/carers engaged in the Tell Them From Me survey compared to 14 people in 2015. The survey results indicated that 100% of parents/carers valued formal and informal meetings with emails being the least valued form of communication. 80% of parents/carers indicated that they had engaged with a teacher two or more times between February and October in 2016.</p> <p>Of the parents/carers who responded to the survey 12% stated they had assisted in the canteen, 18% had assisted with school sport, 35% had engaged in classroom activities and 22% had assisted teachers and students in some other way across the school during 2016.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Aboriginal students achieve Personal Learning Plan (PLP) goals	All 20 Aboriginal students had a Personal Learning Plan devised in 2016. Set goals were monitored and evaluated, with all students making personal, academic and cultural gains.	
Representation of Woodport Staff in all network and partnership groups	During 2016 Woodport Public School staff engaged in all network and partnership groups, including; the Erina Learning Community, the Aboriginal Education Consultative Group and various community groups.	

Next Steps

Continue with the implementation of PBL focusing on implementation in the classroom. Review data and adjust lessons to ensure reduced number of playground and classroom incidents.

Continue to develop and improve relationships and communication channels within the school and wider community. Provide parents with information on how they can assist their child at home by holding forums and ensuring useful content is available on the school website.

Through the Aboriginal and Environment Committee, embed high quality practices for Aboriginal students and continue to extend links with the Tjudibaring Local AECG.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Identified staff attended a three-day Engoori Leadership Program to build staff capacity of aspiring leaders about key issues in Aboriginal Education in readiness to lead staff in 2017. Additional support was provided to Aboriginal students which led to all students making progress as measured against the continuum. Funding was provided for students to attend an Aboriginal cultural awareness day. Additional support was provided to support Aboriginal students.	\$10, 795
English language proficiency	Additional support was provided for students in areas of literacy and numeracy for identified students. All students demonstrated increased confidence and were able to engage in the curriculum. All students moved along the continuum as a result.	\$21, 737
Low level adjustment for disability	Additional support was allocated to those children with identified needs. A speech therapist was employed to assess students' language and vocabulary development. She also provided professional learning for teachers to build their capacity in the area of language.	\$24, 255 + 0.6 staffing allocation
Quality Teaching, Successful Students (QTSS)	Staff were released to lead projects and engage in constructive conversations around pedagogy which led to improved teaching practice and a greater focus on reflective thinking.	\$15 303
Socio-economic background	A newly appointed Kindergarten teacher was trained in L3 and ongoing training was provided for those teachers who started the program in 2015. L3 was extended into Year 1 and professional learning was provided for teachers to ensure strategies are extended into this grade. Students demonstrated improved reading and writing outcomes.	\$22, 576
Support for beginning teachers	The teacher was given additional release time, professional learning in identified areas of need and mentor support. As a result the beginning teacher has indicated greater confidence and increased capacity to managed expectations.	\$13, 378

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	198	203	208	195
Girls	207	203	198	200

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	96.1	96.1	93.9
1	94.7	94.9	94.9	96.2
2	94.7	94.9	94	97
3	93.9	94.7	93.3	94.8
4	92.9	94.5	94.5	95.4
5	93.7	94.7	93.6	94.2
6	94.4	94	93.8	93.7
All Years	94	94.8	94.4	95
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is closely monitored with daily attendance recorded and a weekly report of students who are frequently absent, arrive late or leave early checked by Assistant Principals. Staff make contact with families if reasons for absences are not provided so records can be accurately maintained. On occasion the Home School Liaison Officer may be contacted to support families presenting with high absenteeism. Woodport Public School's attendance data continues to exceed State DoE attendance data.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	14.37
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration & Support Staff	3.32
Other Positions	0.15

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

During the 2016 school year there was one Aboriginal member of staff employed at Woodport Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

All teachers are provided with ongoing professional learning support to ensure that quality teaching practice is maintained and strategic directions are achieved. They have all been engaged in a combination of in school, out of school and online professional learning across a range of areas to continue to increase the effectiveness of their teaching and student outcomes.

Professional learning in 2016 focused on:–

- the implementation of the Geography Syllabus and inquiry based learning,
- developing a better understanding of the literacy and numeracy continuum and planning for differentiation
- data analysis
- intensive training in Learning Management and Business Reform (LMBR) for the Principal and

two SASS staff in readiness to implement the new HR, payroll, finance and student administration system in May.

- Language, Learning & Literacy (L3) training for three Kindergarten teachers who participated in ongoing professional learning (OPL) and three Stage One teachers who commenced the course.
- Positive Behaviour for Learning (PBL) to ensure consistent implementation.
- Upskilling teachers in ICT – coding, Excel

All teachers were involved in Professional Development Plans and all staff completed the mandatory compliance training including Child Protection, anaphylaxis, e-emergency care, asthma and CPR.

One beginning teacher worked towards accreditation at proficient level while seven staff members worked towards maintaining accreditation at proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	263 502.36
Global funds	113 847.04
Tied funds	97 852.91
School & community sources	64 777.24
Interest	2 090.65
Trust receipts	12 677.00
Canteen	0.00
Total income	554 747.20
Expenditure	
Teaching & learning	
Key learning areas	40 157.48
Excursions	5 990.29
Extracurricular dissections	46 152.60
Library	5 809.10
Training & development	496.96
Tied funds	47 894.42
Short term relief	28 349.51
Administration & office	24 677.54
School-operated canteen	0.00
Utilities	24 287.42
Maintenance	33 032.32
Trust accounts	115 805.04
Capital programs	0.00
Total expenditure	372 652.68
Balance carried forward	182 094.52

The information provided in the financial summary includes reporting from 16 May, 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	522 180.98
(2a) Appropriation	424 437.95
(2b) Sale of Goods and Services	20 491.69
(2c) Grants and Contributions	75 920.62
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 330.72
Expenses	-386 189.42
Recurrent Expenses	-386 189.42
(3a) Employee Related	-194 480.04
(3b) Operating Expenses	-191 709.38
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	135 991.56
Balance Carried Forward	135 991.56

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

During 2016 Woodport Public School operated under two financial systems, OASIS and SAP/SALM. As a result the above financial tables indicate revenue and expenses in both systems.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 574 472.66
Base Per Capita	21 807.44
Base Location	0.00
Other Base	2 552 665.21
Equity Total	140 306.85
Equity Aboriginal	10 795.34
Equity Socio economic	22 576.02
Equity Language	21 736.97
Equity Disability	85 198.53
Targeted Total	41 670.00
Other Total	280 139.39
Grand Total	3 036 588.90

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

As a result of the implementation of Focus on Reading we have seen 85% of students showing growth in the area of reading from Years 3 to 5. As a result of programs implemented in Early Stage One and Stage One students have achieved above state and department averages in all areas of Literacy.

In Year 3 and Year 5 our school is performing above state and department averages in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

Policy requirements

Aboriginal education

Woodport Public School is committed to working with our Aboriginal community and their children to celebrate our shared Aboriginal culture and to enhance learning outcomes for all Aboriginal students. Our school had an enrolment of 20 Aboriginal and Torres Strait Islander students during 2016.

All staff ensured through their learning and teaching programs that Aboriginal perspectives were integrated across key learning areas. These units highlighted an awareness of Aboriginal Culture and focused on expanding students' understanding of Aboriginal history and contemporary issues.

The school had visiting performers from Jollybops who presented a science show with an Aboriginal perspective focusing on sustainability, flight and sound. Aboriginal students also worked collaboratively to design and create a wall mural at the entrance of the school, reflecting connections to land.

The Erina Learning Community (ELC) held a series of NAIDOC activities where Woodport students joined with other ELC schools and members of the Aboriginal community for a series of workshops run by Aboriginal students from Erina High School with a focus on leadership and culture. All students K–6 engaged in Aboriginal history lessons throughout NAIDOC Week as well.

Woodport Public School maintained strong links and actively engaged with our local Aboriginal Education Consultative Group – Tjudibaring Local AECG throughout the year and regularly attended meetings.

All Aboriginal families were invited to develop Personalised Learning Programs (PLPs) in conjunction with staff. Educational, cultural and social goals were discussed and set with parents, students and teachers working together to achieve goals and support students.

Multicultural and anti-racism education

Our school continues to maintain a focus on multicultural education across the curriculum by providing programs that develop the knowledge, skills and attitudes required to live successfully in a culturally diverse society.

The school celebrated Harmony Day with the central message being that 'everyone belongs' reinforcing the importance of inclusiveness to all Australians. We held an Olympathon and multi-cultural day involving cooperation and collaboration with staff, parents, Woosh and the broader community. Students from sixteen nations participated in sporting and cultural events raising awareness of the different cultures from various countries around the world.

Students are encouraged to develop attitudes of

The percentage of Year 3 and Year 5 students in the top two bands has increased for reading and numeracy since 2015. The percentage of students in Year 3 and Year 5 both in reading and numeracy aspects of NAPLAN have increased since 2015. In 2016 65% of Year 3 students were in the top two skill bands in reading compared with 48% in 2015. In Year 5 36% were in the top two skill bands, an increase from 14% in 2015. The percentage of students in Year 3 achieving proficiency in numeracy increased from 36% to 46% and increased from 34% to 36% for the Year 5 cohorts.

Another reporting requirement from the **State priorities: Better services – Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

The Aboriginal student cohort of Year 3 and Year 5 students at Woodport Public School was less than 10 and therefore statistically invalid and therefore is not reported upon.

Parent/caregiver, student, teacher satisfaction

Students in Years 4–6 from Woodport Public School completed the Tell Them From Me Survey which included nine measures of student engagement. A summary of their responses is provided below.

- 79% of students had a high sense of belonging
- 88% of students had positive relationships
- 92% valued school outcomes
- 44% had positive homework behaviours
- 84% of students had positive behaviour
- 66% were interested and motivated
- 86% tried hard to succeed in their learning

They rated effective classroom learning time as 8.2 out of 10 and relevance of classroom instruction to their everyday lives as 7.7 out of 10

Parents from Woodport Public School completed the Partners in Learning Survey, a comprehensive questionnaire covering several aspects of parents' perceptions of the children's experiences at home and school. The survey was open to all parents. 48 parents completed the survey. A summary of their responses is provided below.

- 82% of parents feel welcome at the school
- 77% say they are informed
- 71% of parents at Woodport support learning at home
- 80% believe the school supports student learning
- 83% indicated the school supports positive behaviour
- 80% said their children were safe at school
- 78% indicated Woodport is an inclusive school

respect and inclusiveness. Multicultural perspectives are embedded in the teaching and learning programs.

Two staff members are trained as anti-racism contact officers (ARCO) and any forms of racial discrimination are referred for resolution. All complaints were resolved and no further action was required.