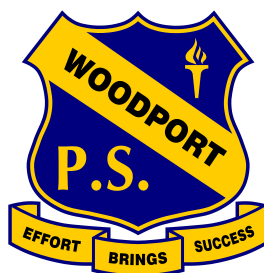


Woodport Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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

Principal

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School background

School vision statement

Woodport Public School's learning community is committed to nurturing productive and successful citizens of the future in a safe and stimulating learning environment. Students at Woodport value learning and respect the rights of themselves and others.

School context

Woodport Public School is a comprehensive primary school with 427 students including 17 Aboriginal & Torres Strait Islander students (4%) and 61 students with English as an Additional Language (EALD) (15%). 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 backgrounds. The school receives School Based Allocation Resource (SBAR) funding for key programs and implements a number of teaching initiatives for early and middle years literacy. 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 (YCDI). 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 (SEF). Staff reflected on the progress being made across the school based on the expectations identified in the SEF. 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 the last three years in the areas of Learning Culture, Wellbeing and Curriculum. Ensuring we cater for individual learning needs has remained a focus throughout the year. Staff have been involved in deep analysis of internal (PLAN) and external (NAPLAN) data to monitor and track student achievement with a particular focus on Mathematics. A team approach is used to design and implement programs to support students with individual learning needs, providing opportunities for them to achieve their personal best. Wellbeing remained a significant focus with behaviour expectations explicitly taught across the whole school to ensure consistent implementation by all staff. Data identified 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. The school has developed strong, positive relationships within the school community and staff work hard to create a positive teaching and learning environment where students have opportunities to connect, succeed and thrive.

In the domain of Teaching, Data Skills and Use, Effective Classroom Practice and Learning and Development has been a focus. Stage teams have had opportunities to engage in collaborative practice by working together throughout the year

to plan and ensure consistency of curriculum delivery, differentiation and programming. All staff 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 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. Continued support was provided for early career teachers and staff shared expertise willingly and worked collaboratively to improve performance. Expertise in staff was identified in various areas and professional learning was provided. Teachers engaged with the Department's Science Technology Engineering and Mathematics (STEM) share kits and trialled innovative teaching in robotics and other STEM areas. The school entered its inaugural team in the LEGO First League Competition and progressed through to the state finals. Commitment by staff and students was high as they worked cooperatively and collaboratively to devise a plan and construct an autonomous robot that they coded so it could complete a series of missions. All staff completed training in Google applications to support the purchase of class sets of Chromebooks. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

In the domain of Leading, our priorities have been on Educational 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 have resulted in a wide spread commitment to distribute leadership for staff. Monitoring, evaluation and review practices have been embedded to allow the effective implementation of the school plan and support continuous improvement in student learning. The effectiveness of the leadership team has resulted in the successful implementation of our key strategic directions. School finances have been allocated to employ administrative staff to enable teachers and executive to focus on their core business of teaching and learning. Funds were used to purchase STEM resources and three class sets of Chromebooks so technology could support learning. Staff professional learning will continue next year to maximise student engagement and staff confidence.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in Literacy and Numeracy

Purpose

The school has a quality learning culture in which staff are delivering effective, evidence based teaching practices to ensure the students' educational needs are supported and enriched.

Overall summary of progress

Staff continued to implement and embed high quality literacy practices across the curriculum. Data was collected and analysed and programs were developed to explicitly identify areas of need to ensure differentiation. Teachers delivered engaging lessons with an emphasis on developing inquiry based teaching strategies and creative and critical thinking.

In numeracy, we continued to develop, implement and embed high quality practices. All staff completed online modules in Building Blocks for Numeracy. The program focused on pedagogy, the teaching and learning cycle, the numeracy continuum and the Mathematics syllabus. Staff monitored student progress using diagnostic assessments, including SENA. Results were recorded in new data collection books and on PLAN to ensure differentiated teaching and learning occurred throughout the year.

PLAN data was also 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)	Funds Expended (Resources)	Progress achieved this year
90% of students will be reading at the following levels; Kinder – 8, Year 1 – 18 and Year 2 – 26.	\$11,000 reading resources Teacher Professional Learning	<ul style="list-style-type: none">• 90% or more of students in Kindergarten reached a reading level of 8 or higher• 90% or more of students in Year 1 reached a reading level of 18 or higher• 81% of students in Year 2 reached a reading level of 26 or higher
Increase Year 3, 5 and 7 students in the top two skill bands for NAPLAN Reading by 2020 by 10% to 51%, 45% and 40% respectively. Increase Year 3, 5 and 7 students in the top two skill bands for NAPLAN Numeracy by 2020 by 10% to 60%, 41% and 33% respectively (Baseline three year rolling average 2015–2017).	\$8,500 Stage collaborative planning time and professional learning.	<p>The three year rolling average from 2016 to 2018, of students in the top two bands for NAPLAN Reading was 56% for Year 3, 41% for Year 5 and 27% for Year 7. This was an increase of 6%, 10% and 10% respectively from the 2015–2017 three year rolling average.</p> <p>The rolling average from 2016 to 2018, of students in the top two bands for NAPLAN Numeracy was 46% for Year 3, 25% for Year 5 and 30% for Year 7. This was an increase of 5% for Year 3, a decrease of 10% for Year 5 and remained the same for Year 7 from the 2015 to 2017 three year rolling average.</p>
Increase Year 3, 5 and 7 Aboriginal students in the top two skill bands for NAPLAN Reading and Numeracy by 2020 to match or exceed the broader population (Baseline three year rolling average 2015–2017, not significant for Year 3 and 7, Year 5 27% and 18% Reading and Numeracy).		In 2018, there were less than 10 students in each cohort and therefore the data is not reportable.

Next Steps

Continue teacher training in early and middle years literacy pedagogy with a focus on data collection and student growth. Introduce a new spelling program Years 1–6 and a greater focus on synthetic phonics K–2. Staff will analyse, deconstruct and explore the new Learning Progressions and PLAN2 (with a focus on spelling and grammar) to ensure teaching programs are differentiated and provide challenging, engaging and stimulating learning tasks.

In Numeracy, design consistent lesson plans K–6 that include ignition activities, core learning, support, extension, reflection and formative assessment, with an emphasis on inquiry based learning. Improve numeracy skills of all students. Professional learning will focus on improving pedagogy and refining the Mathematics scope and continuum.

PAT tests (Progressive Achievement Tests) will be introduced to track student growth in literacy and numeracy.

Strategic Direction 2

Wellbeing of All

Purpose

The school has an inclusive framework to support the wellbeing of all students and staff, enabling them to connect, succeed, thrive and become confident lifelong learners.

Overall summary of progress

Quality teaching practices are informed by the Australian Professional Teaching Standards which are embedded in every staff members Personalised Development Plans (PDP). Peer observations promoted professional dialogue among staff and determined future directions. All non-teaching staff developed a PDP and were provided mentoring and professional learning. Teachers within each stage continue to collaboratively work towards providing a safe and nurturing environment, that is inclusive, reflective, promotes excellence and rewards students' efforts.

We continued with the implementation of Positive Behaviour for Learning (PBL) by introducing classroom systems. Whole school classroom rules were developed and explicitly taught across the school to ensure consistency and reduce negative incidences. The community circle was initiated K–6 to equip students with an emotional toolbox so they have the social and emotional competencies and interpersonal skills to peacefully solve problems and conflicts when they arise. Staff and students worked together to promote a safe, respectful learning environment. Data continues to identify the areas of need in regards to behaviour and all staff are informed through regular updates. The PBL rewards days have been refined and are very successful resulting in students clearly seeing that their positive approach towards school is valued by the school community.

Surveys indicate students, staff and the school community are aware of the expectations and use a common language to create a positive school culture promoting optimal learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in student growth from Year 3 to Year 5 to 60% and Year 5 and Year 7 to 70% in Reading. (Baseline 3 year rolling average 2015– 2017 44.7% and 59.2% respectively) An increase in student growth from Year 3 to Year 5 to 70% and Year 5 and Year 7 to 70% in Numeracy. (Baseline 3 year rolling average 2015– 2017 64.4% and 63% respectively)	\$10,000 PBL Universal lesson planning , data analysis, professional development, signage and rewards days.	The Year 3–5 Average Scaled Growth in Reading exceeded the baseline data. The Year 3– 5 Average Scaled Growth in Numeracy was comparable.
NAPLAN Value Added across Years 3–5 increases to Sustaining and Growing and Years 5–7 maintained at Sustaining and Growing		Year 3 – 5 Value Added data remains at Delivering and Year 5 – 7 Value Added data continues to be Sustaining and Growing.
Students exceed the NSW Government Norm with Positive Sense of Belonging (Baseline – 81% for School and State in 2017 Tell Them From Me, Student Engagement survey)		86% of students have positive relationships at school and 87% of students display positive behaviour. Students feeling bullied is well below NSW Govt Norm. Whole school classroom rules and the community circle have been important elements in promoting a positive culture in all classrooms.

Next Steps

Continue to unpack the Australian Professional Teaching Standards and the Quality Teaching framework to ensure teachers are striving to create quality, differentiated learning experiences. Introduce the Instructional Leader role to mentor and provide support for all staff. Promote kindness and respect within the school community.

Strategic Direction 3

Future Focused Learning

Purpose

To ensure optimum learning takes place with teachers displaying contemporary content knowledge and employing innovative teaching practices. To support a culture of high expectations and the pursuit of excellence.

Overall summary of progress

An emphasis on future-focused classrooms led to a greater integration of collaborative and inquiry-based learning across a number of areas, particularly Science and Technology. Teachers adapted units of work across the school to reflect student-led activities with a shift towards real-world applications. Systematic lessons in coding from 3–6 led to a team of students participating at state in the First Lego League competition. Staff implemented STEMshare lessons, mentored colleagues which built staff capacity. All staff made changes and began incorporating Google applications.

Connections were established and built upon with members of our Erina Learning Community (ELC). Years 3–6 participated in the Rumbalara Biodiversity Project (Stage 2) and the Bright Sparks unit (Stage 3) to ensure collaborative learning through problem solving and real-life local solutions to identified school issues. K–2 experimented with science groups and Ozobots (coded robots).

Over 90% of students showed a marked increase in interest and motivation through the many future-focused initiatives undertaken across the school this year. 64% of students preferred working in groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Eight Drivers of Learning Technology increases to meet the NSW Government Norm (Baseline – 5.7 for School compared to 6.7 for State on the 2017 TTFM teacher survey)	\$3 000 subscription to Double Helix STEM magazine for reading group activities in Stages 2 & 3 and Bluebots coding robots for Stage 1	80% of classes integrating critical & creative thinking (CCT) as evidenced by teacher slides on Google Drive and program adjustments to reflect inquiry-based learning across History, Geography and Science. TTFM teacher survey indicated that students had opportunities to use computers or other interactive technology.
Students meet the NSW Government Norm with Interest and Motivation (Baseline – School 70% and State 78% in 2017 Tell Them From Me, Student Engagement survey)	<p>\$24,000 interactive screens</p> <p>\$30,000 Chromebooks (30 for each stage) for use in 2019</p> <p>\$5,000 professional development in robotics and STEM, planning days and First Lego League Competition.</p>	<p>Staff survey indicates a substantial uptake in collaborative inquiry-based learning, CCT and design tasks. Student survey reflects increased engagement and interest through Robotics initiatives, STEM tasks and coding courses.</p> <p>94% felt more interested and motivated when lessons were hands-on and led by students.</p> <p>91% indicated greater engagement when working with technology.</p> <p>91% indicated increased motivation and competence when solving problems and completing design tasks. survey reflects increased engagement and interest through Robotics.</p>

Next Steps

Provide professional learning on integrating inquiry based skills in Science and Technology, Geography and History syllabus with a focus on digital technologies.

Practical hands-on authentic professional development and mentoring for staff aimed at integrating technology into regular classroom practice. Further training on Google Suite/Classroom to facilitate an increase in research and design tasks, webquests, real-time digital collaborative learning, digital assessments, inquiry-based activities and student-led

units of work. Multi grade initiatives to solve real-life issues in the school, e.g. energy conservation. Class placement has been planned for maximum opportunities for team teaching, collaboration and student-led learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17,859	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. Construction of an Aboriginal garden and a sandstone Yarning Circle for all students to use. Professional learning for staff to attend 'Connecting to Country' and 'Incorporating Aboriginal Perspective in History and Geography'.
English language proficiency	\$30,015	Employed a teacher to provide additional support 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.
Low level adjustment for disability	\$33,956 plus 0.7 staffing allocation	Additional support was allocated to those students 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 phonemic awareness. The speech therapist liaised with families to provide information about supporting children at home as well as access to external agencies.
Quality Teaching, Successful Students (QTSS)	\$71,630	Assistant Principals provided mentoring, coaching and additional assistance for classroom teachers by providing professional development, in-class and whole school support.
Socio-economic background	\$33,956	Two stage one staff members commenced L3 training while another three completed OPL that was commenced in 2017. Students demonstrated improved reading and writing outcomes. New staff members have completed phase 1 Focus on Reading training. SLSO assistance was provided for students requiring additional support.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	208	195	197	195
Girls	198	200	211	227

Woodport Public School has increased enrolments over the past three years and it is anticipated to continue to grow as a new housing development is established within the school intake zone.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	93.9	94.8	95
1	94.9	96.2	95.6	94.5
2	94	97	95.5	95
3	93.3	94.8	95.8	95.5
4	94.5	95.4	95.3	94.4
5	93.6	94.2	95.3	94.3
6	93.8	93.7	94.1	94.4
All Years	94.4	95	95.2	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.1
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.32

*Full Time Equivalent

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

During the 2018 school year there were two Aboriginal members 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	60
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 2018 focused on

- Mathematics – developing a deeper understanding of the syllabus and differentiation
- Data analysis & tracking students
- Filmpond
- Anti-Bullying
- Aboriginal Education. One staff member attended Connecting to Country and Incorporating Aboriginal Perspective in History and Geography.

- Learning Support procedures
- Self care
- Phonemic Awareness
- Making Adjustments
- Up skilling of teachers in ICT – Google Applications
- PDHPE familiarisation
- Training in the new SAPHR tool Principal and the SAM.
- Language, Learning & Literacy (L3) training for three Stage One teachers who participated in ongoing professional learning (OPL) and two Stage One teachers who commenced the course.
- Focus on Reading (Phase 1) for three staff members
- Positive Behaviour for Learning (PBL) tier 1 for new PBL committee to ensure consistent implementation.
- Progressions – in readiness to up skill staff in 2019
- Science Syllabus familiarisation in readiness for 2019 implementation
- Personal Development Plans for non teaching staff
- NAPLAN online training for two staff
- SCOUT training for new executive
- STEM
- Beginning teacher attended outside courses
- Oliver online training for the new librarian
- Autism training for interested staff

All staff were involved in Professional Development Plans and all staff completed the mandatory compliance training including Child Protection, anaphylaxis, e–emergency care, and CPR. Two beginning teachers worked towards accreditation at proficient level while eleven staff members worked towards maintaining accreditation at proficient level.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	177,821
Revenue	3,913,136
Appropriation	3,643,288
Sale of Goods and Services	56,683
Grants and Contributions	207,619
Gain and Loss	0
Other Revenue	1,500
Investment Income	4,046
Expenses	-3,541,880
Recurrent Expenses	-3,541,880
Employee Related	-3,059,839
Operating Expenses	-482,041
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	371,256
Balance Carried Forward	549,077

Careful financial planning is exercised to allow the best outcomes for students and staff as well as maintaining the physical buildings and grounds. Our school currently holds funds in School and Community as we continue to work with the Asset Management Unit to improve the school environment. We received the salary allocation for an Assistant Principal, based at our school in 2019, at the conclusion of 2018 which is reflected in our carry over balance. We also received a budget adjustment for integration funding support and SFLM adjustment late in the year.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,832,997
Base Per Capita	78,895
Base Location	0
Other Base	2,754,103
Equity Total	201,184
Equity Aboriginal	17,859
Equity Socio economic	46,475
Equity Language	30,015
Equity Disability	106,835
Targeted Total	94,072
Other Total	75,128
Grand Total	3,203,381

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Year 3 Reading 86.3% of students were in the top three bands compared to state 69.4% and statistically similar school groups (SSSG) 72.1%, with 65.1% of those students in the top two bands. The school had no children in band 1.

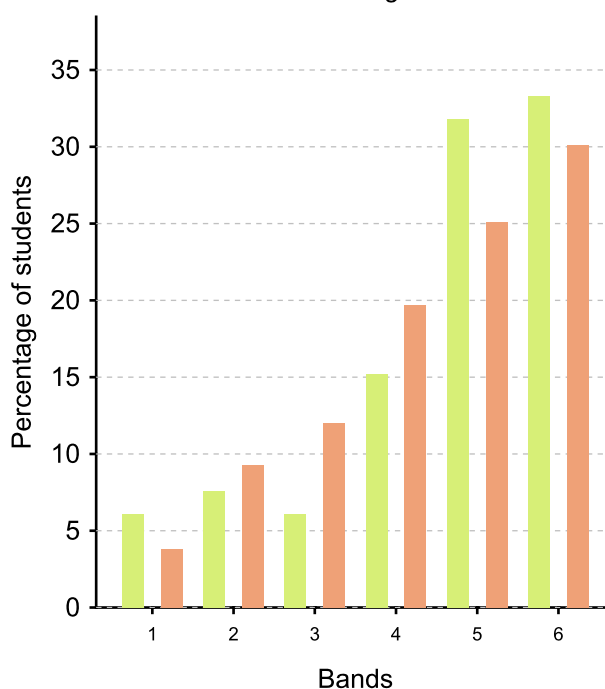
In Year 5 Reading 69.6% of students were in the top three bands compared to state 47.9% and statistically similar school groups (SSSG) 60.5%, with 33.9% of

those students in the top two bands. The school had two children in band 3.

In Year 7 Reading 60.9% of students were in the top three bands compared to state 51% and statistically similar school groups (SSSG) 62.9%, with 25% of those students in the top two bands. The school had two children in band 4.

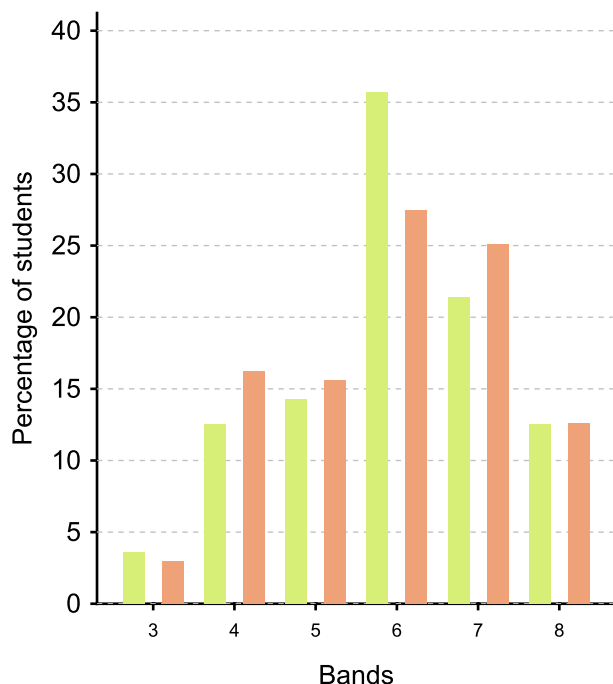
The school is performing above state average as a result of programs implemented K–6.

Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

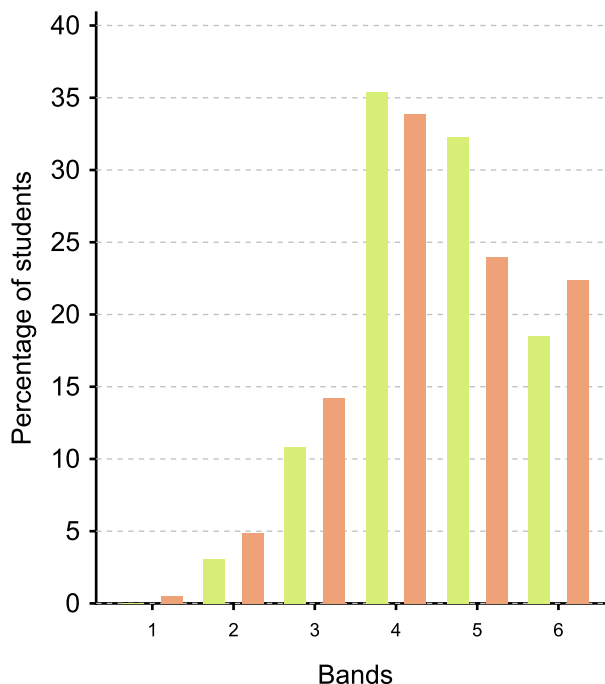
In Year 3 Numeracy 86.2% of students were in the top three bands compared to state 65.9% and statistically similar school groups (SSSG) 68.7%, with 50.8% of those students in the top two bands. The school had no children in band 1.

In Year 5 Numeracy 62.5% of students were in the top three bands compared to state 53.6% and statistically similar school groups (SSSG) 54.5%, with 28.6% of those students in the top two bands. The school had one child in band 3.

In Year 7 Numeracy 67.1% of students were in the top three bands compared to state 53% and statistically similar school groups (SSSG) 70.2% with 28% of those students in the top two bands. The school had one child in band 4

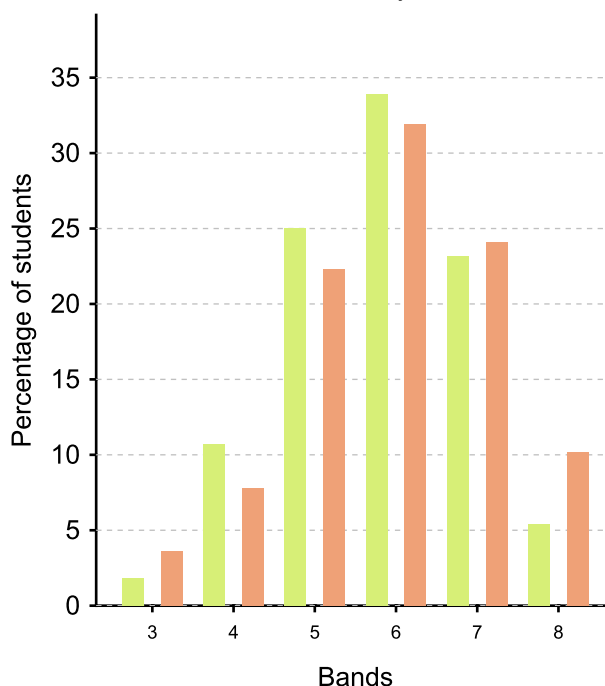
The school is performing above state and department averages in Numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In line with the mandatory reporting requirements, in accordance with the *Premier's Priorities: Improving*

education results and State Priorities: Better services – Improving Aboriginal education outcomes, Woodport Public School is unable to report on Aboriginal student performance in the top two NAPLAN bands due to the small cohort of students in Years 3 and 5.

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.

- 71% of students had a high sense of belonging
- 86% of students had positive relationships
- 93% valued schooling
- 87% of students had positive behaviour at school
- 91% responded that they received quality instruction
- 87% tried hard to succeed in their learning

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. 70 parents completed the survey. A summary of their responses is provided below.

- Parents feel welcome at the school 7.8 out of 10
- Are informed 7.8 out of 10
- The school's administrative staff are helpful 8.6
- Progress reports are written in terms they understand 8.0
- Parents support learning at home 6.7 out of 10
- The school supports student learning 7.6 out of 10
- School supports positive behaviour 8.4 out of 10
- Children were safe at school 7.8 out of 10
- Woodport PS is an inclusive school 7.2 out of 10

Staff from Woodport Public School completed the Focus on Learning Survey. It focused on the eight drivers of student learning examining the effectiveness of classroom and school practices. A summary of their responses is provided below.

- School leaders support staff and provide guidance 7.8
- Staff work collaboratively 8.0
- Effective learning culture 8.2
- Data informs practice 8.0
- Effective teaching strategies used 8.3
- Technology is integrated into learning environment 5.8
- Inclusive school 8.2
- Staff encourage parent involvement and regularly inform them about their child's progress 7.6

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 educational outcomes for all Aboriginal students. Our school had an enrolment of 17 Aboriginal and Torres Strait Islander students during 2018.

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.

All Aboriginal families were invited to develop Personalised Learning Pathways (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.

Students were involved in many initiatives within the school and wider community to learn about and celebrate their rich culture and historical roots. Students were involved in painting rocks that were incorporated into the Aboriginal Bush Tucker garden, whilst being a symbol of inclusion in our celebration of 125 years of education at Woodport PS. They were also inspired by storytelling, painting images of known Dreaming stories on pavers within the garden area. The garden was developed and planted out with guidance and expert advice given by a parent who specialised in bush regeneration and is familiar with native species. The space is now visually appealing, is sensory in nature and will continue to provide for further educational opportunities in environment and sustainability.

A sandstone Yarning Circle was constructed on playground three, promoting inclusion and providing an outdoor learning space for all. This area supports our in-class community circles where students demonstrate respectful talk, active listening and encouragement of others.

To celebrate NAIDOC week, all students K–6 engaged, in Aboriginal inspired activities in conjunction with our PBL Rewards Day. Students were involved in bush tucker cooking, weaving, art and craft, Indigenous games, face painting, drama and storytelling. Students redeemed their reward points for chosen activities.

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. The school participated in the AECG Awards, recognising student achievement and teacher contribution. The school also participated in the 5 Land's Walk again, proudly showcasing student photography in the community. Students were involved in a photographic workshop at school where they learned about angle, foreground, background, light, shadow and subject.

One student was selected to represent the school in the NAISDA Dance Group through the audition process to perform at the Central Coast Dance Festival and Showcase. The Erina Learning Community (ELC) held a series of NAIDOC activities where Woodport Stage 3

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.

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.

Anti-racism education remains a focus. Multicultural perspectives are embedded in the teaching and learning programs. Staff continue to increase students' understanding of racism and discrimination and its impact on others through teaching and learning programs. Students are encouraged to develop attitudes of respect and inclusiveness.

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.