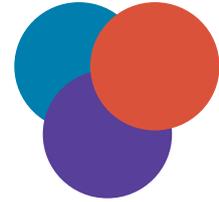


Woodberry Learning Centre Annual Report



2015



5764

Introduction

The Annual Report for 2015 is provided to the community of **Woodberry Learning Centre** 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.

School contact details:

Woodberry Learning Centre
Cnr Lawson Ave & Woodberry Rd
Woodberry 2322
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4964 1473



Message from the Principal

It's hard to imagine we have reached the end of another year yet alone that we are at the end of our 9th year of operation! We still remember our first students way back in 2007. This year one of our past students, Brodie Cook, achieved her Higher School Certificate – the first person in her family to do so and the first person from WLC to do so. We are so proud of her. It just goes to show that if you can dream it and are willing to put in the effort, there is very little you can't achieve. It also shows that who we are, how smart we are, the kind of person we are - is not fixed in stone but capable of magnificent change if that is what we want. All you believe is all you'll get! – so have beliefs that enable you to be the person you want to be. The trouble with beliefs is that we act as though they are truths and they are not. They are simply a feeling of certainty that something is so, they are not truths. What is important about our beliefs is not whether they are right or wrong but whether they help or limit us. We need to get rid of limiting beliefs and replace them with those that will help us to be who we want to be and to feel the success we want to feel in whatever endeavour we undertake. Our students always arrive at WLC with very limiting and fixed beliefs and they behave in accordance with these usually negative and limiting beliefs about themselves. Part of our job is to believe in them until they believe in themselves and recognize the potential that lies inside each one of them. A positive fixed mindset can be as restricting as a negative one. If I have a fixed mindset that I always get everything right, then I will be less likely to take on anything challenging in case I might fail. We know the feeling you guys as parents and carers must have as you see your child gain more and more control over their emotions and behaviour. We feel the same. We try to live by the Golden Rule – Treat others as you would like to be treated. The hardest hurdle for our students to overcome is to accept responsibility for their behavioural choices – for what they say, think, feel and choose to do.....that others just behave and then we decide what we will do in response to the information we have received. The support we get from you, the parents/carers, is crucial to the success our students achieve in the program. We thank you for your support in helping us help your child to be the person they were born to be - loving, connected, capable, competent, fun-loving and responsible for themselves.

Nancy Snow

Principal



School Background

School Vision Statement

Our vision statement is “Sense of self, Sense of direction” as our students tend to arrive at WLC with a negative, fragile sense of self and no real sense of direction for their lives. It is our job to create a caring, safe learning environment where we believe in our students and what they can achieve until they believe in themselves. Our students do not care what we know until they know we care and we put in a huge amount of time and energy building trust and positive relationships with each student so that we can have influence to help them learn new skills and make better choices about their learning and behaviour.

School Information

Woodberry Learning Centre is a DEC NSW designated Behaviour School. It was established in 2007 and is located at Woodberry, near Maitland in the Hunter Valley. We take a maximum of 21 students at any one time who participate in approximately a 40 week program.

The students range in age from 10 – 14 years and have been referred by their home school after consultation with their parent/carer(s). At WLC we use a positive internal control psychology – Choice Theory, as the behaviourist practices in their home schools have not worked in helping these students to learn socially acceptable and more appropriate ways of behaving. We, at WLC, believe that you cannot mandate values and change, that both of these require an environment of choice and the evaluation that what we are doing isn't working. None of us changes unless we perceive a need to change and then we need the skills and strategies to use, to bring about what we want through that change. Our students have very limited knowledge and skills to use in order to change their behavioural patterns. Our students all come from low socio-economic backgrounds. We only have our students for a limited time and so need to use our time, and limited resources wisely. Our students have deeply ingrained “failure identities” as they have not had a successful time during their schooling. We provide our students with opportunities to have success and to see that they are not their behaviours but worthy individuals deserving help to make their lives better and to realize that although they are products of their pasts, they can be designers of their futures as their futures are spotless. We work with our students' home schools with regular weekly contact to plan and assist a successful transition for each student back to their home school at the end of the program.



Self Assessment and School Achievements

Self-assessment using the School Excellence Framework

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

LEARNING

Learning Culture

Over the years we have established a culture of learning in an environment where we care for each other, where we all feel safe, have fun, are respectful of each other, accept responsibility for our behavioural choices and value personal freedom to take risks and try new ideas - **Excelling**

Wellbeing

Staff and student wellbeing is paramount at WLC. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment - **Sustaining & Growing**

Curriculum & Learning

Our programs and teaching practices effectively develop the knowledge, skills and understandings of all students through the use of innovative, evidence-based teaching methods - **Excelling**

Assessment & Reporting

The school has developed explicit processes to collect, analyse and report internal student academic and behavioural data - **Sustaining & Growing**

Student Performance Measures

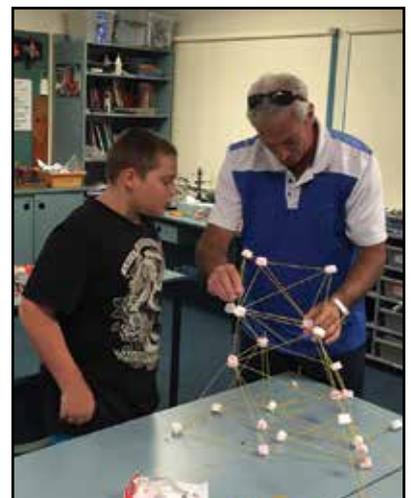
Student performance measures show improvement over the 40 week program both academically and on targeted behaviours - **Excelling**

Achievements in 2015

- Social skills program initiated following parent and student surveys
- Collaborative planning and programming by teaching staff
- New assessment and reporting proforma designed
- High staff, parent and student satisfaction rate from informal face to face or phone surveys
- More effective collection of data and evidence for assessment

Areas for further focus in 2016

- F.O.R. fully embedded into WLC
- Review transition proformas and first LST meeting expectations with mainstream schools
- Development of academic and behavioural rubrics to assist with students' self-evaluation



TEACHING

Effective classroom practice

Quality Teaching practices are demonstrated through differentiated learning programs, adjustments and accommodations. Teachers use student feedback to evaluate effectiveness of their own teaching practices

- **Sustaining & Growing**

Data skills and use

Assessment instruments are used regularly to help monitor a student's learning progress and to identify skill gaps for improvement

- **Sustaining & Growing**

Collaborative practice

Teachers work together to improve teaching and learning and believe in continuous improvement through self- and co-evaluation with their peers

- **Sustaining & Growing**

Learning & development

Professional learning is aligned with the school plan and evaluated for its effectiveness

- **Excelling**

Professional standards

The school promotes and maintains an environment reflective of its positive beliefs and high expectations for all students and staff. Regular feedback between stakeholders and personal responsibility maintain professional standards

- **Excelling**



Achievements in 2015

- Staff training in Focus on Reading
- Lisa Townley enrolls in Focus on Reading (F.O.R.) Train the Trainer and introduces the modules to other teaching staff
- Improvement in student engagement as evidenced in progress notes
- Daily feedback and self-evaluation by students and staff
- High staff workplace satisfaction
- Staff maintenance of accreditation
- Professional learning opportunities

Areas for further focus in 2016

- Improve ways to ascertain student and parent satisfaction
- Classroom practice observations by peers



LEADING

Leadership

There is an emphasis on school capacity building through Professional Learning in Leadership development - **Sustaining & Growing**

School planning, implementation and reporting

School staff are committed to and can articulate the purpose of each Strategic Direction in the school plan - **Sustaining & Growing**

School resources

Succession planning is designed to aid whole-school improvement and to deeply embed our philosophy so we can have continued success. With the RAM funding we have been able to provide resources to best meet our students' needs - **Excelling**

Management practices and processes

Formal and informal opportunities exist for our parents and students to provide constructive feedback on school practices and policies so influencing ongoing school improvement - **Sustaining & Growing**

Achievements in 2015:

- School plan and milestones used throughout the year to assess movement towards targets
- All milestones achieved except for one.
- Assistant Principal undertook Art of Leadership program
- Two more "Supporting staff who work with students with challenging behaviours" programs run with fantastic MyPL evaluations. 148 people from 38 schools (secondary & primary) have undertaken the program and continue to recommend it to colleagues
- Professional learning around new finance systems
- School budget used effectively to meet school needs

Areas for further focus in 2016:

- Continue professional development of Assistant Principal through mentoring with a Principal colleague from another school
- Continue undertaking further learning around school finances
- Continue to run our Behaviour Management program
- Offer training in Choice Theory/Reality Therapy/Lead Management to people who have done the Behaviour Management training and the Art of Leadership program
- Revise policies/procedures in line with new BOSTES accreditation and expectations
- Ensure policies and procedures are updated and ready for external validation



Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Increasing student motivation, re-engagement and learning

Purpose

To increase student motivation and re-engagement through Quality Teaching, authentic feedback, and rubrics which are aligned to personalised and differentiated learning and behavioural needs of our students.

Overall summary of progress

During 2015 teaching staff received 2 days intensive training from Gai Chambers in Focus on Reading (F.O.R.) – a program where students are taught the strategies that good readers use. Lisa Townley is doing the Train the Trainer FOR program and will teach the different modules to staff and become a F.O.R. Trainer. This program has been impactful with our students as they realize they can read but use different strategies to how reading is generally taught.

We continued with our Healthy Lifestyle program and incorporated sporting activities. Our students are inclined to eat too much fat and sugar and not exercise enough. In our cooking elective our students surprise themselves at just how easily they can cook healthy, tasty meals.

We only have our students for approx. 40 weeks and we need them here every day so we can help them to be able to return successfully to their mainstream schools at the end of the program. Fortunately, most of our students connect with us really quickly and for the first time in a long time, love coming to school and do what they haven't done in ages – attend every day!

From our school review we redesigned our school reports to better reflect DEC policy and have developed better ways of collecting evidence that is both quantitative and qualitative. Much of the evidence consists of photos showing our students achieving their academic and behavioural outcomes.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Sustained student attendance where approximately 73% of students have an 80 – 100% daily attendance rate.	Student attendance rate was achieved. There were a couple of students whose attendance was erratic and there were HSLO referrals for them. Generally there is a large jump in attendance when compared with their mainstream school where there have been suspensions and refusal to attend following their challenging behaviours.	
Quality professional learning aligned to school learning goals; system requirements; and professional career aspirations	Teaching staff have had 2 intensive days of training in Focus on Reading and Lisa Townley has continued on with Train the trainer program. The Principal, SAM and AP have attended workshops on the new financial system. The AP completed the Art of Leadership training and continues to co-facilitate our Behaviour Management program	FoR \$1000 AoL \$3000
Student exit measurements show improvement in literacy of at least or better than one year level per year based on Neale Analysis	Considering most of our students are well below grade average as they have missed so much school through suspensions, being out of class and poor attendance, we believe that if they can improve their literacy and numeracy by at least one year level, they are doing well.	
Progress notes show improved and sustained engagement in tasks.	Data is added daily to each student's progress notes. Targeted behaviours are measured by frequency, intensity and duration. All students show varying degrees of decrease in these criteria over time and improved behaviour. Often achieving engagement with some of our students is very difficult as they have a very negative attitude towards school work and school generally when they first arrive. Through persistence in building positive, caring relationships with each student, each one starts to engage in the interesting and relevant activities.	

Next Steps

At WLC, we only have our students for approximately 40 weeks and so we try to achieve as much as we can with each student in the time that we have them. If a program seems particularly successful, we will continue to use it with the next lot of students. As our students are so diverse and unique, what works for one cohort may not work so well for another. We continually adjust our practices and programs to suit the current students. In 2016 we will continue with those programs that engage the students and produce positive results.

- Focus on Reading
- Social Skills Training
- Healthy Lifestyle program
- Explicit teaching of Choice Theory to our students
- The Electives Program
- Transition Program
- Succession Program
- School staff skills-based training program in Behaviour management



Strategic Direction 2

Building student responsibility for behaviour through Choice Theory

Purpose

To promote and build student responsibility for their behaviour through the use of Choice Theory methodology, which is aligned to the development and delivery of thoughtful, fun, relevant, interesting, and age appropriate programs.

Overall summary of progress

At WLC we believe we are helping students change their inappropriate and antisocial behaviours to those that will give them greater success back in their mainstream school and in life. This change is measured by collecting daily progress data on particular target behaviours. Some students make huge improvements over time while others struggle to accept responsibility for their behavioural choices and continue to blame anyone or anything else.

Once our students feel connected to staff at WLC, their attendance improves out of sight. Some students have been out of school for long periods through suspension, negotiated attendance or out of class due to their challenging behaviour. Most students attend daily while there is usually one or two students for whom getting up and getting to school poses difficulties. Many and varied strategies are used to get these students to school.

We need to refine our social skills program and to complete a self-assessment rubric for students to complete. There is still the difficulty of generalizing the skills learnt to real life situations. In 2016 we intend to provide more of these real life situations in which to practise these skills.

Our behaviour management training program has been a fantastic success – far better than we had imagined. The evaluations on MyPL have been continually outstanding and a follow-up of participants 6 months after completing the program show that the skills learnt have been fully integrated and used daily. It is because of the success and assistance it has given teachers and school staff that we continue to run the program which is now registered!

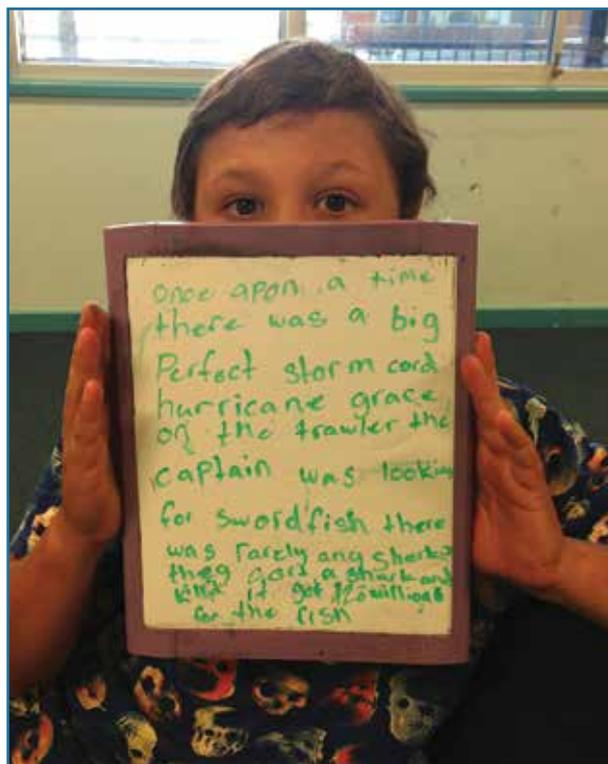


On the downside, only 66% of students from the previous year were still enrolled and attending their mainstream school or another special education facility. Unfortunately this particular cohort had some extremely challenging students who while at WLC never really perceived a need to change. Unfortunately, their parents/carers either did not perceive a need for them to change either or they too were struggling with their children who were seemingly “drunk” on their own power. Hopefully, somewhere down the track, these students will reflect on their time at WLC and how the staff cared about them and only wanted the best for them and realize it is never too late to change but that they are only ones who have the key to the lock for change.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Sustained student enrolment and attendance rates (70 – 80%) in their home school or another educational setting 12 months after exiting WLC -currently approximately 80%.	<p>This percentage can vary according to the particular cohort. When checking on our students who exited 12 months ago, 66% of them are currently enrolled and attending school. We were disappointed with this result as we are usually around 75% . We had particularly challenging students in that cohort and as no-one changes until they perceive a need to change, we had a higher percentage of students who saw no need to change.</p> <p>We held semester review meetings this year.</p> <p>Established LST meeting protocols for mainstream schools so there was a better understanding of what was expected from WLC and the home school during transition.</p>	
Sustained achievement of, or movement towards achievement of, behavioural targets demonstrated in Behaviour Data.	<p>Very few of our students fail to show improvement in targeted behaviours over time as indicated in their progress notes while at WLC. As students begin to realize through the explicit teaching of Choice Theory that the only person they can really control is themselves, that there is always a choice and that all behaviour is purposeful, we begin to see big improvements in their behaviour.</p> <p>It is when they return to their home school that there can be a regression in their behaviour. To help avoid this, WLC offers 16 hours of training to school staff twice a year to help with students displaying challenging behaviours and every student is supported by a staff member when they start transitioning.</p>	
Improvement in students' social skills demonstrated through parent and student survey; video recording of students showing positive social skills and students' self-assessment on the Social Skills rubric.	<p>Students participated in the social skills program and learnt specific skills through role plays and discussion. Even though the students can discuss and demonstrate the social skill, they still often have problems when generalizing these skills in another situation.</p> <p>Rubric for self-evaluation of the social skills taught was not completed.</p>	
<p>Continued maximum participation rates and excellent MyPL evaluations of training offered by WLC</p> <p>Post program feedback indicative of success of the program</p> <p>Enabled quality professional learning in Behaviour Management of Students with Challenging behaviours through a skills-based program of 16 hours based on Choice Theory to interested school staff wide and on-going provision of teaching and learning opportunities within and beyond local schools.</p>	<p>Many school staff from secondary and primary schools around the Hunter have participated in the WLC Behaviour management program. The maximum number of participants is always reached and there is often a waiting list for the next time the program is run. MyPL evaluations at the end of the program have been outstanding. The six month follow-ups of participants showed by far the majority have continued to use the skills and knowledge learnt and have stated that the program had a huge positive impact on their teaching and managing of challenging students.</p> <p>We have not been able to get enough participants to run the Basic Intensive Training in Choice Theory/Reality Therapy & Lead Management. This is possibly due to the cost of relief for 3 of the 4 days; the fact that quite a few Principals and executive have enrolled in the quite expensive Art of Leadership course which is based on Choice Theory; most schools use the Positive Behaviour for Learning Program which is based on a belief in external control and does not fit with Choice Theory which is based on a belief in internal control. PBL could easily be based on Choice Theory.</p>	\$1000

Next Steps

- Since no-one changes until they perceive a need to change, learning the strategy of self-evaluation is critical to the change process. In 2016, we will revisit staff self-evaluation and provide a self-evaluation rubric for staff.
- Continue to explicitly teach Choice Theory to our students.
- Investigate ways to teach it to new students while providing input to the lessons by students previously taught Choice Theory enabling the sharing of knowledge and understanding.
- The self-assessment rubric for the Social skills program to be designed and used during the Social Skills program to provide ongoing assessment through self-evaluation.
- In 2016, we will design an academic rubric so that students can self-evaluate where they are on the rubric, where they want to be and what they need to be able to learn to achieve this.
- Provide opportunities when on excursions for the students to practise the skills learnt at school in real life situations.
- Revisit the transition program to see how we and home school staff can better help our students to attend and successfully participate at their home school once transition support has finished.
- Strongly suggest that at least one member of staff from a student's home school attend the WLC Behaviour Management Program.
- Continue to run the WLC program: "Supporting school staff who work with students with challenging behaviours" twice a year.
- Offer Intensive Training in Choice Theory/Reality Therapy & Lead Management later in the year and consider various options such as 2 weekends a couple of weeks apart; a Thursday, Friday, Saturday & Sunday; 2 SDDs and a weekend or in school break time.



Key initiatives and other school focus areas

In 2015 Woodberry Learning Centre received additional funding to support our students through the Resource Allocation Model (RAM). The summary below highlights some of the school's progress and achievements through the additional funding program.

Key Initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding Employment of an Aboriginal SLSO three days per week.	Provision of a positive role model for our Indigenous students; greater interest in their culture shown by our Indigenous students; greater acceptance of our Indigenous students by non-Indigenous students; greater Aboriginal cultural awareness by staff and students; NAIDOC Day and participation in the Connecting to Country program.	\$6878
Other school focus areas	Impact achieved this year	Resources (annual)
Electives	It is through the electives programs that students most readily become engaged. The program is very hands-on which suits our highly kinaesthetic students. WLC offers fishing, woodworking, art and cooking. These electives are used to teach across KLAs and involve Maths, Literacy, HSIE, Science etc.	\$7000
The Gateway Local Management Group (LMG)	WLC is part of the Gateway LMG and participates in LMG activities such as The Australian Curriculum – English and Science workshops; Restorative Practice strategies, PL by WLC staff to LMG executives and schools. The Gateway LMG provides continuity and collegiality for school principals and aids partnerships with other agencies and organizations such as AECG. LMG funds are held at Francis Greenway HS	
Professional learning and teacher accreditation	Staff undertook mandatory and other Professional Learning activities. These included Child Protection Awareness Training, CPR, e-First Aid, Focus on Reading, Art of Leadership, SASS Conference, SEPLA conference, Focus on Reading - Train the Trainer, Connecting to Country, Behaviour Management Training, ConnectEd Principals' Conference, AP upskilled in new teacher "sign off" procedures, Teaching staff Professional Development Plans, WLC Self-assessment using the School Excellence Framework, LMBR Training Principal & SAM, Maintenance of accreditation for Sean Mussett.	



Mandatory and optional reporting requirements

- It is preferable that mandatory items are integrated as evidence of achievements when reporting on progress in Section 2 of the Annual Report: Self-assessment and school achievements.
- Section 3 of the Annual Report must then include information not already reported that is mandated as part of the Australian Education Regulation 2013 and Departmental requirements. Schools may report on the list of optional items as appropriate.
- Further information regarding the Australian Education Regulation 2013: http://www.austlii.edu.au/au/legis/cth/num_reg/aer2013n195o2013384/s60.html

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

In 2015 WLC had a stable enrolment. While a number of students have moved on to their mainstream school or another special education setting, the cyclic nature of our program means new students have commenced as the year progressed.

Student attendance profile

No data available. We are generally pleased with attendance at WLC. Students' attendance picks up dramatically once they start at WLC. There are always a couple of students whose attendance is not acceptable and this results in HSLO referrals. Generally most students came every day except for sickness or occasional leave.

Class sizes

At WLC there are three classes with a maximum number of 7 students in each class.

Structure of classes

Class structure can vary from one placement meeting to the next. Generally we have a class of the physically smaller children in together. These students tend to be younger but the bulk of our students in 2015 were in year 6. We try to place students as compatibly as possible.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	
Assistant Principal(s)	1.0
Head Teacher(s)	
Classroom Teacher(s)	2.0
Teacher of Reading Recovery	
Learning and Support Teacher(s)	
Teacher Librarian	0.168
Teacher of ESL	
School Counsellor	
School Administrative & Support Staff	4.176
Other positions	0.61
Total	8.94

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

There is one Aboriginal School Learning Support Officer currently working at WLC.

Workforce retention

Half way through 2015 one of our class teachers, Angus Draffan, was successful in his application for the position of Assistant principal at Kotara SSP. Otherwise WLC has retained the same staff since 2011.

Teacher qualifications (mandatory)

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

Qualifications	% of Staff
Undergraduate degree or diploma	100%
Postgraduate degree	60%

Professional learning and teacher accreditation

Staff undertook mandatory and other Professional Learning activities. These included Child Protection Awareness Training, CPR, e-First Aid, Focus on Reading, Art of Leadership, SASS Conference, SEPLA conference, Focus on Reading - Train the Trainer

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	
	\$
Balance brought forward	205519.27
Global funds	54908.36
Tied funds	80094.65
School & community sources	900.00
Interest	5285.79
Trust receipts	0.00
Canteen	0.00
Total income	<u>346708.07</u>
Expenditure	
Teaching & learning	
Key learning areas	5933.19
Excursions	3924.02
Extracurricular dissections	63.63
Library	624.09
Training & development	1046.32
Tied funds	61012.01
Casual relief teachers	1717.61
Administration & office	9649.67
School-operated canteen	0.00
Utilities	5905.63
Maintenance	9882.56
Trust accounts	0.00
Capital programs	0.00
Total expenditure	<u>99758.73</u>
Balance carried forward	0.00

Policy requirements

Aboriginal education

Woodberry Learning Centre has continued in its commitment to Aboriginal Education and celebrating the history and achievements of Indigenous people – past and present.

Highlights in 2015 include:

- Having 4 staff members participate in the local Aboriginal Educational Consultative Group's 'Connecting to Country' program. The program runs over 3 days and enables participants to better understand the customs and history of the local Wonnarua people and their land. Both Principal Nancy Snow and SLSO Pauline Mitchell continue to be involved in the organizing committee for the 'CTC' program.
- Teaching staff accessing the considerable knowledge of Pauline Mitchell to present an Indigenous perspective across academic and social programs.
- The provision of an Indigenous role model while offering students the opportunity to ask questions and gain a deeper understanding of local and broader Aboriginal perspectives and issues.
- WLC's Annual NAIDOC Day celebration included a smoking ceremony, BBQ and camp oven stew cooked on an open fire, Aboriginal Art lessons by Sherie Newman and a performance by Michael Heitmeyer and the Aboriginal Dancers from Rutherford technology HS
- Regular staff attendance at local AECG meetings.

School Performance

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

100% of parent(s)/carer(s) said they were happy that their child was at WLC and was for the first time, in a long time, happy to be going to school. All our students bar one, said they were happy at WLC, felt being at WLC was helping them to change and be able to return to their mainstream school. All staff said they were very happy to be working at WLC and felt they were respected, had the freedom to voice their opinions and felt included in the decision-making process.



Multicultural Education and Anti-racism

Currently at WLC there are only Anglo-Saxon background and Aboriginal students. Multicultural perspectives are taught through stories, games, movies and discussions.

All staff have an understanding of what constitutes racism and are always aware of what students are saying to each other and quickly respond to any racist comments.

Other school programs

Sporting Schools Program:

The school accesses Federal funding through the Sporting Schools program. This allows WLC students to participate in a range of sports both in and out of school that many of them had never had to opportunity to engage in previously. During these sessions the staff emphasizes the physical and mental benefits of regular exercise and skill building. This program also helps to promote the possibility of lifelong interest and participation in some form or sporting activity.

Woodberry Community Garden:

There is a community garden in the grounds of Woodberry PS. Some of our students last year helped with the construction of the garden beds, moving soil and picking fruit and vegetables. It is hoped that our students will be involved again with the garden and that the skills learnt will extend to building a garden at WLC to grow vegetables for our cooking elective.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.



Nancy Snow	Principal
Geoff Stevenson	Assistant Principal
Sean Mussett	Teacher
Joanne Smith	Teacher
Lisa Townley	Teacher (0.3)
Maureen Sansom	School Admin Manager
Mark Williams	SLSO
Darren Mitchell	SLSO
Tony Wilks	SLSO
Pauline Mitchell	SLSO
Mark Williams	General Assistant
Alicia Fay	School Counsellor

School contact information

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Parents can find out more information about School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

