Introduction

The Annual Report for 2015 is provided to the community of Westport 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.

Tony Johnston
Relieving Principal

School contact details:
Westport Public School
Widderson Street
Port Macquarie, NSW, 2444
www.westport-p.schools.nsw.edu.au
westport-p.schools@det.nsw.edu.au
Phone: 02 65832944

School Background

School vision statement

Westport is committed to providing a high quality learning environment through a structured pedagogical and well-being focus.

School context

Westport Public School is situated in the Hastings School Education Area of the North Coast. The school receives funding under the Resource Allocation Model.

Currently there are 310 students enrolled from Kinder to Year 6 across 12 classes. 10 classes are multi graded with two straight kinder classes. There is a strong emphasis on Literacy, Numeracy and Pastoral Care at Westport Public School with many strategies being embedded across all areas of school life.

Westport Public School has a small number of students from a variety of cultural and language backgrounds including 22% Aboriginal and Torres Strait Islander.

There is a wonderful sense of school spirit within the community and parents are supportive of the current direction of the school. The school prides itself on supporting students through quality teaching programs, student welfare initiatives, cultural, sporting and arts programs and a variety of education programs and pursuits. Our school expectations are based on four social skills: Be Cooperative, Be Fair, Be Polite and Be Safe. These core principals underpin our ‘Getting Along With Others’ school policy.

Westport Public School encourages an inter-agency approach and there is a large focus on strategies to improve Literacy and Numeracy, Leadership and Management, Curriculum and Assessment, Aboriginal Education and Engagement and Connections. The school has strong links with Hastings Valley Community of Schools including Port Macquarie PS, Hastings PS, Tacking Point PS, Westport HS and Port Macquarie HS.
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. The staff were given a general overview of the School Excellence Framework during our weekly staff meetings. We examined each of the three domains: Learning, Teaching and Leadership and a description of what they were about.

Staff then examined the elements under each domain and how they related to what we do at Westport Public School. We then discuss evidence to support whether we were delivering in each of these elements. Staff were broken up into Stage groups and given one Domain to focus on. We attempted to provide three clear pieces of evidence to support each element.

Next Steps:

- Identify areas where we may not be Delivering.
- Identify areas where we may be Sustaining & Growing.
- Identify areas where we may be Excelling. Embed & relate the School Excellence Framework into all we do.

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

Strong school wide instructional practices.

Purpose

The purpose of this direction is to strengthen school wide instructional practices that directly impact continuous school improvement and better student outcomes. Analysis of school data indicates that classroom interventions for behaviour continue to negate learning intentions and disproportionately lower academic achievement. It is important we confront the realities and challenges associated with teaching and the classroom environment. It is imperative that teachers continue to learn and experience the joy of inspired teaching through a structured improvement process.

Overall summary of progress

This section describes the school’s ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

During 2015 Westport PS examined how we could better manage our learning spaces within our school. We discussed what improvements could be made and at what cost. It was determined that an examination of a school that had implemented open learning spaces was necessary. We researched different schools and chose Maryland’s East PS that had open learning spaces operating. A executive team then travelled to Maryland’s East PS to view their systems and classrooms.

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating effective learning in our classrooms.</td>
<td>2015 Implementing and evaluating effective learning</td>
<td>$4 000.00</td>
</tr>
<tr>
<td></td>
<td>spaces.</td>
<td></td>
</tr>
<tr>
<td>Stage leaders collectively challenge/critique classroom</td>
<td>2015 Teachers regularly conduct mentoring sessions with</td>
<td>$45 000.00</td>
</tr>
<tr>
<td>teaching and learning.</td>
<td>Assistant Principals identifying areas of focus and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>improvement.</td>
<td></td>
</tr>
</tbody>
</table>

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented?

- After visiting Maryland’s East PS it was determined that we could adopted some of their systems but physical alterations to our classrooms would be too expensive at this stage. Further research into this area is required and will be conducted during 2016.

- Focus areas in the Strategic Direction for 2016 will be effectiveness of AEO and Aboriginal Education.
Strategic Direction 2
High quality teaching and learning programs.

Purpose

The purpose of this direction is to deliver high quality teaching and learning programs to support the necessary skills to be successful 21st century learners. There is a growing recognition that 21st century knowledge and skills not only build upon core content curricula but also information and communication skills, thinking and problem solving skills, interpersonal skills and skills in communication technologies. Teacher quality together with high expectations including accountability for teaching and learning will form the framework for delivering a rigorous and exciting school based curricula.

Overall summary of progress

This section describes the school’s ongoing self-assessment, reflection processes and progress for Strategic Direction 2 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

All teachers have received ongoing mentoring during 2015. This will continue in 2016 with the addition of planned observation and feedback of teachers in their classrooms to evaluate their teaching and identify areas of improvement. Beginning teachers also have additional RFF and Professional development opportunities. Systems associated with the functioning of the Learning & Support Team and Learning & Support Teacher will be examined over the next three years. During 2015 regular meetings of the L&ST were conducted. An audit of systems and procedures was also conducted by the leader of the L&ST. Processes were examined and areas of improvement identified and new processes put in place for 2016.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development &amp; mentoring</td>
<td>All permanent staff will have regular fortnightly mentoring sessions. Identification of students requiring accommodations. PLP’s developed with stage APs.</td>
<td>$45 000.00</td>
</tr>
<tr>
<td>SLSOs Support. Learning &amp; Support Team.</td>
<td>SLSO Classroom support &amp; High Functioning Learning and Support Team. Systems improvements in place. Regular Learning and Support Team Meetings.</td>
<td>Other $143 000.00  RAM $120 000.00</td>
</tr>
</tbody>
</table>

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- Examination of SLSO support required for 2017 based upon RAM funding.
- Evaluate the effectiveness of current programs and whether they are improving student outcomes.
- Include key focus/strategies to be undertaken in 2016 include continued mentoring and examination of classroom practice.
Strategic Direction 3

Quality student well-being initiatives.

Purpose

The purpose of this direction is to deliver quality well-being initiatives to support student learning and engagement within the school and broader school community.

The achievement and success of every student is supported through excellence in teaching and learning. Programs to support good teaching and learning are crucial, not only encompassing a wide range of support services but also ensuring that diverse learning needs of students are supported in their classrooms and school settings.

The capacity to support student needs requires continued understanding of differences in learning and finding better and innovative ways of meeting these challenges.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the School plan. Did we do what we planned? Did it have the planned impact?

In 2015 our school began the process of evaluating our Positive Behaviour for Learning (PBL) program. Christian Pettitt our Stage 2 coordinator and Assistant Principal has been managing this process. A school Audit was conducted and staff were surveyed. Strengths and weaknesses were identified. A PBL team committee was formed and discussions on monitoring and implementation begun.

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Behaviour for Learning re-evaluated and rebooted Phase 1.</td>
<td>Staff Meeting conducted and PBL program examined. School Audit conducted. Roles statement clarified. AP as lead. Staff surveyed. Strengths &amp; weaknesses identified. Changes required identified.</td>
<td>$4800.00</td>
</tr>
<tr>
<td>iCan Room</td>
<td>Continued support for classroom teachers and students with autism. The iCan Room acts as a circuit breaker for students that are not coping in the classroom. Students utilise the iCan Room to complete their work and return to their class.</td>
<td>$100 000.00</td>
</tr>
</tbody>
</table>

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

− Continued operation of the iCan Room to support students and teachers.
− Phase 2 of the PBL reboot to take place during 2016 as stated in Rebooting Positive Behaviour for Learning – Phase 2 Milestone.
# Key initiatives and other school focus areas

This section includes:
- Key initiatives.
- Policy requirements.
- Initiatives and other school focus areas which may not have been included in the school plan.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Aboriginal background funding | • Aboriginal Education Officer. Employed to liaise between staff, community & school.  
• Two Aboriginal SLSOs employed to work with Aboriginal students to help close the gap. | $61 587.00 |
| Socio-economic funding | • iCan Room Teacher. The iCan Room is a unique feature of our school. It acts as a “circuit breaker” for autistic students & students displaying challenging behaviours. 
• Additional SLSO classroom support. 
• Teacher Professional Learning. 
• Student Assistance. 
• Teacher Mentoring Program. | $353 838.00 |
| Low level adjustment for disability funding | • Learning & support team. 
• Learning & support teacher. 
• SLSO additional aid time. 
• Mentoring. 
• Teacher Professional Learning. | $212 207.00 |
| Support for beginning teachers | Two staff were classed as beginning teachers in 2015. Funds were used for: 
• Professional Learning activities & courses. 
• Extra relief time for planning & assessment. 
• Teacher Mentoring. | $21 805.00 |
| Other school focus areas | Impact achieved this year | Resources (annual) |
| Norta Norta | Norta Norta Funding. Aboriginal SLSO working with targeted Aboriginal students. | $2 768.00 |
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

- Enrolments for each year from 2009 to 2015 are shown, with separate bars for male and female students.

Student attendance profile

- Data for each year from 2010 to 2015, showing attendance percentages for different year levels.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Primary Teacher(s)</td>
<td>9.0</td>
</tr>
<tr>
<td>Primary Part time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.504</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary District Guidance Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Aboriginal Education Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.222</td>
</tr>
<tr>
<td>Primary Priority Schools Funding Scheme</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary Teacher of Students OOHC</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary AP Learning and Support</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>23.851</td>
</tr>
</tbody>
</table>

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

Westport employs Aboriginal and non-Aboriginal staff. During the course of 2015 eight Aboriginal staff and support staff were employed.

Workforce retention

One staff member retired at the end of 2015.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>20%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

- There are two Teachers working towards accreditation at Proficient level.
- There are 23 teachers maintaining accreditation at proficient level.
- There is one teacher working towards accreditation at highly accomplished or lead level.
Professional Development

<table>
<thead>
<tr>
<th>Professional Learning Activity</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protections Update Staff Development Day</td>
<td>All staff</td>
</tr>
<tr>
<td>Sue Larkey – Autism Staff Development Day</td>
<td>All staff</td>
</tr>
<tr>
<td>Term 4</td>
<td></td>
</tr>
<tr>
<td>Greg Nickolau – Trauma Staff Development Day</td>
<td>All staff</td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
</tr>
<tr>
<td>Staff Mentoring – every second Monday</td>
<td>All staff</td>
</tr>
<tr>
<td>School Excellence Framework</td>
<td>Staff Meetings. All staff</td>
</tr>
<tr>
<td>Anaphylaxis Training</td>
<td>All staff</td>
</tr>
<tr>
<td>Schools &amp; the Law</td>
<td>Nicki Osborne</td>
</tr>
<tr>
<td>Positive Behaviour for Learning. Universal</td>
<td>Christian Pettitt</td>
</tr>
<tr>
<td>training tear 1</td>
<td></td>
</tr>
<tr>
<td>Merrylands East PS Visit. Open learning</td>
<td>Executive</td>
</tr>
<tr>
<td>teaching</td>
<td></td>
</tr>
<tr>
<td>Tube Feeding Workshop</td>
<td>Sue Winship</td>
</tr>
<tr>
<td>PLASST Tool</td>
<td>Learning and support teacher</td>
</tr>
<tr>
<td>Milestone Planning</td>
<td>Executive</td>
</tr>
<tr>
<td>Technology In-servicing</td>
<td>Amy Harland</td>
</tr>
<tr>
<td>Online Learning Courses. Language &amp; Behaviour.</td>
<td>Six staff members</td>
</tr>
<tr>
<td>Conducted by Pam Smith</td>
<td></td>
</tr>
<tr>
<td>APLAS</td>
<td></td>
</tr>
<tr>
<td><strong>Expenditure Professional Learning Per Teacher</strong></td>
<td>$1 273</td>
</tr>
<tr>
<td><strong>Total Beginning Teacher Funds Provided</strong></td>
<td>$16 709</td>
</tr>
<tr>
<td><strong>Total Professional Learning Funds Provided</strong></td>
<td>$21 656</td>
</tr>
<tr>
<td><strong>Total Professional Learning Expenditure</strong></td>
<td>$28 390</td>
</tr>
</tbody>
</table>

Mrs Jenkins outside our iCan Room

Working in the school vegetable garden.
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.

A full copy of the school’s 2015 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>477914.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>258073.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>626666.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>87258.85</td>
</tr>
<tr>
<td>Interest</td>
<td>13302.32</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7165.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1470381.12</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: 36483.33
- Excursions: 47976.05
- Extracurricular dissections: 22410.80
- Library: 10063.02
- Training & development: 26473.90
- Tied funds: 677676.92
- Casual relief teachers: 68520.38
- Administration & office: 79633.46
- School-operated canteen: 0.00
- Utilities: 46988.21
- Maintenance: 30493.02
- Trust accounts: 9067.16
- Capital programs: 0.00
- **Total expenditure**: 1055786.25

**Balance carried forward**: 414594.87

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.
Mrs Lenord working with Jamie.

Mrs Burton interacting with a infants class.
Receiving a certificate of appreciation at the opening of our new Fire Station.

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.

Parents and carers were surveyed on enrolment of their child and 100% indicated that their first impressions of the school were excellent. They were very impressed with the size of the school and the excellent facilities. All commented positively.
on how pleased they were to take the time to physically look through the school, as they could not tell how lovely it is from the highway.

100% of visiting new parents were very impressed with the iCan room and the systems in place to help students stay engaged in the classroom.

Eighty-five per cent of new families had someone in our community recommend our school to them.

Staff were unanimous in their belief that the mentoring sessions were a valuable tool for improving teaching practice and hence student outcomes. All staff wanted to continue the process in 2016. Lesson observations would be included in 2016 to further improve the professional learning effectiveness.

**Policy requirements**

**Aboriginal education**

Westport Public School has an aboriginal enrolment of approximately 27%. The Aboriginal Culture is an important part of a school ethos and is valued by students and staff. During 2015 we acknowledged and celebrated many important Aboriginal events. These include NAIDOC Week, National Sorry Day, Reconciliation Week, Aboriginal Afternoon Teas and various Aboriginal performances.

**Other school programs**

**Chess**

With twelve years of past successes behind the Chess Program once again the next line of players were asked to emulate the achievements of those who have been before them. Some of the major highlights of the year were:

- 1st at the Sydney Academy of Chess Semi-Final in Newcastle.
- Competed in the State Finals.
- Competed NSW One Day tournament.
- Competed NSW Junior Chess League.
- 1st in the Regional Qualifier.
- Runner up in the NSW Country Champions.
- 12th in NSW One Day Tiles.
- State Quarter Finals in the Interschool Challenge competing against over 1000 entries.

Our award winning Chess team.

The ongoing success of this program can be squarely attributed to the time, effort and dedication of the students to ongoing improvement and overall excellence.

**Reading Recovery**

Reading Recovery is an early literacy intervention program designed for children who are clearly at risk in literacy learning after a year of good classroom instruction. The main outcomes of the program were as follows:

- 25% students in the year 1 cohort received a Reading Recovery Program this year.
- 5 students successfully completed the program at an average reading level of 19.
- 25% of students that completed the Reading Recovery Program identified as Aboriginal.
- Current research suggests that to achieve the full benefit from the Reading Recovery

---

**Multicultural Education and Anti-racism**

Westport Public School celebrates its diversity in many ways and students and teachers are proud to share their backgrounds with others. Westport ensures inclusive teaching practices which recognise and value the backgrounds and cultures of all students. An open and accepting attitude towards different cultures, religions and world views are promoted throughout the school. Participation in Harmony and Multicultural Days were celebrated during the year. We have encouraged community involvement and participation in many aspects of school life.
Program 15-20% of the year 1 cohort should access the program.

Our school attained 25% of the cohort accessing the Reading Recovery Program which is a good result.

Science

Fleur Eichler liaised with Ian Mavin Head Teacher Science – Hastings Secondary College Westport Campus to organise a fantastic science day for the students in K-2. This day was held during Science Week in August at Westport Public School. A group of high school students attended to help run the many interesting and engaging science activities. This project was also seen as a great transition opportunity between our two close schools. The students from both schools loved the day and the activities and are very keen to continue the partnership next year.

Garden & Chickens

Our school maintained a very healthy vegetable garden throughout 2015. Teachers and students worked hard to keep the garden in great shape. Produce from the garden went to the canteen to support our healthy canteen menu.

The school and P&C jointly costed and implemented a new chicken pen. After much hard work the pen was completed and ten young chickens were acquired. Even though the pen is quite large we decided to only keep ten chickens to allow them plenty of space to roam and feed. The chickens are now providing eggs which are sold to the canteen and staff. Students love to feed and hold the chickens.

Splendor in the Hall

Again the school and student talents were showcased at our annual Splendour in the Hall. The tickets were completely sold out and it was standing room only. Students had the opportunity to display their many talents. Performances from specific classes and dance groups were included as were amazing singing from our school Choir. This event continues to be a major highlight of the year.

Dance

Students from across the school again performed in Westport’s Dance Group led by teachers Toni Lawes, Amy Harland and Lisa Burton. The students were keen, enthusiastic participants who contributed to the routines choreography and used their lunchtimes to practise the dance steps and routine. The groups had a number of opportunities to perform, including at the “Southern District Network Dance Festival” at Kempsey, the “CAPA Night” for Westport High School and our own CAPA Night “Westport - Splendour in the Hall”. The children rose to each occasion and performed energetically and enthusiastically.

Choir & The Sydney Opera House

The Senior Choir from 2014 auditioned for a spot in the highly contested 2015 ‘Festival of Choral Music’ held at the Sydney Opera House. Our team consisted of Mrs Benson and Mrs Youngblutt who kept rolls and helped with organisational issues, Mrs Eichler who led the Sopranos and the Altos. An excited Mr
Johnston also joined 25 enthusiastic choral members on the journey to Sydney. Our Opera House choir were resplendent in their specially designed T-shirts. They joined over 800 other students from schools all over NSW to perform in the Concert Hall of the Sydney Opera House. As well as performing, the Choir was able to enjoy extra cultural activities i.e. exploring the rocks and Darling Harbour. It was an amazing experience for our students.

Assembly of Excellence
At the end of each term the school recognises the excellent work or our students. 100% attendance is also recognised and rewarded.

Canberra Excursion
The students were very excited to pack up and head off to our Nations Capital. Some of the fantastic venues they visited included: Parliament House, Old Parliament House, The Mint, The War Memorial, National Museum, Mt Ainsley Lookout and Questacon. Travelling to Canberra allows the students to experience so much about our fantastic country and to learn more about each other and cement life long friendships. This was just a excellent activity for all.

Highlight for the Senior Choir in 2015:
- Education Week Assembly
- Assemblies of Excellence
- Westport High School C.A.P.A night
- A special performance at the opening of the new Firestation.
- Cluster Rehearsals for the Opera House with other local schools
- Performing at ‘Splendour in the Hall’
- Carols beside the Vines
- Legacy Christmas Concert.

Thank you also to the strong parent contingent who travelled to Sydney to support our Choir!

Canberra Excursion
The students were very excited to pack up and head off to our Nations Capital. Some of the fantastic venues they visited included: Parliament House, Old Parliament House, The Mint, The War Memorial, National Museum, Mt Ainsley Lookout and Questacon. Travelling to Canberra allows the students to experience so much about our fantastic country and to learn more about each other and cement life long friendships. This was just a excellent activity for all.

Sport
During 2015 the school was involved in a large range of sports. These included swimming, athletics, rugby league, rugby union, rugby 7’s soccer, netball, cricket, cross country running, and surfing. This is in addition to our weekly physical education program.

Westport Public School - 2015 Annual Report: Page 14