

# SCHOOL CONTEXT STATEMENT

**School number: 1056**

**School name: Woodend Primary School**

## 1. General information Part A

School name: Woodend Primary School  
School No. 1056  
Principal: Steve Freeman  
Postal Address: Edward Beck Drive, Sheidow Park, 5158  
Location Address: Edward Beck Drive, Sheidow Park, 5158  
Region: Southern Adelaide: Marion Coast  
Road distance from GPO: 22 km  
CPC attached : NO

Courier: Adelaide South

Phone No: 08 8322 6422 Fax No: 08 8322 7100

International: +61 8 8322 6422 +61 8 8322 7100

February FTE Enrolment: 653 2018 2017 2016 2015

### Primary

Reception	87	95	74	78
Year 1	90	69	78	91
Year 2	69	76	89	94
Year 3	75	90	90	85
Year 4	89	82	81	103
Year 5	82	78	95	71
Year 6	76	92	55	70
Year 7	85	52	69	65

### TOTAL

February total (2018) FTE Enrolment: 653  
Male FTE 319  
Female FTE 312  
July School Card (2017) (Persons) 75  
NESB Total (Persons) 43  
Aboriginal FTE Enrolment 3

## Part B

- Deputy Principal: Jane-Ann Natar
- School e-mail address: [dl.1056\\_info@schools.sa.edu.au](mailto:dl.1056_info@schools.sa.edu.au)
- School website address: [www.woodendps.sa.edu.au](http://www.woodendps.sa.edu.au)

- Staffing numbers

February 2017: 59 full and part time staff. Of these, 49 are female and 10 are male.

Leadership: Principal, Deputy Principal and 2 Senior Leaders GSE: 38 hours per week; SSOs 177 hours per week. Teachers 24 classes.

Specialist teachers: Japanese 1.8, Performing Arts 0.8, PE 1.0, Design Technology 1.3, Special Ed 1.4, Library / Inquiry: 1.5 (FTE) & library SSO (30hrs)

Kitchen and Garden specialists (2 at 0.4 FTE each)

- OSHC:

An OSHC service (110 places) operates at Woodend Primary before school and after school. Vacation Care is available every holidays.

- Enrolment trends:

The school has grown from 57 in 1995 to 653 students in April 2018. We expect to maintain peak enrolments between 600 and 660 for the next 7 years at least.

- Special arrangements:

Woodend Primary is part of the Marion Coast Partnership.

Woodend PS opened in January 1995 at a “holding site” at Sheidow Park PS and moved to the newly completed buildings to begin Term 2, 1995. In 1995 the school had students in the R-3 levels of schooling only. This was extended to R-7 in 1996.

To restrict enrolment numbers from rising too high, Woodend implemented a zone of right in 2012. This continues to be implemented and preference is given to families living within the zone. Families have to provide evidence of residence within the zone. There continues to be restrictions due to availability of space.

- Public transport access:

Access by Southlink bus numbers 680 or 682. These services link to the Hallett Cove and Brighton Railway Stations and also incorporate ‘roam zones’.

## 2. Students (and their welfare)

- General characteristics:  
We expect 12% on School Card and 8.0% are EALD. Aboriginal FTE Enrolment = 6.0 students.
- (Pastoral) Care programs:

Play is the Way and Habits of Mind where the focus is on developing dispositions and attitudes which promote students actively reflecting on their learning and behaviour and includes persistence, collaboration, excellence, respect and resilience. A highly valued cross-age buddy program supports the social interaction across R-7. Restorative practices are encouraged to be used for resolution of conflicts and behaviour management. It enables students to develop an understanding and an opportunity to develop the skills to engage in positive social and team behaviour.

A Pastoral Care Worker is employed for one day per week, on behalf of the local combined Christian community, employed by Schools Ministry Group (SMG).

The aim of this service is to offer pastoral support to students, staff and the school community.

### **Our Pastoral Care Worker supports our community in the following ways:**

- Working closely and in partnership with leadership and other wellbeing staff in the school to provide pastoral care and practical support to students, families and staff as requested.
- Being well positioned to work across the whole school to 'build a sense of' community, harmony and cohesion
- Being trained and equipped to provide our school with a unique dimension of social, emotional support in line with the Department for Education wellbeing framework.

### **Other facts about the SMG Chaplaincy Service in SA Government Schools:**

- The Pastoral Care Worker job description does not include provision of Religious Education, and proselytising is explicitly prohibited.
- Pastoral Care Workers appointed are required to have a minimum qualification of Cert 1V in Youth Work (or equivalent), and to undertake relevant, ongoing Professional Development.
- All Pastoral Care Workers have a DCSI child related employment screening check and are DECD trained mandated notifiers.

- Access to the Pastoral Care Worker by students is voluntary and parents must give written approval for the Pastoral Care Worker to provide ongoing personal support.
- Support offered:
 

The Student Support Team (Principal, Deputy Principal, Special Education Teacher, SSO rep) manages support for students with learning difficulties. This staff committee analyses and monitors student progress as gathered from student achievement data provided by class teachers, school literacy testing, NAPLAN test results, speech pathologists and Education Psychologists. Support is provided through allocating SSO hours direct to students (rather than to teachers) and through purchase of additional teacher and SSO time. The Special Education Manager has a leadership role in providing PD / influencing good practice for SSO's and teachers. Significant and regular joint planning time is provided for SSOs and teachers to ensure that support is well coordinated and targeted. An SSO coordinates the gross and fine motor skills programs. The school has an Early Assistance Plan outlining screening tests and procedures, which complements our Early Years Literacy Plan.
- Student Management:
 

The Behaviour Education Policy and procedures are reviewed annually. School and class values underpin class rules and consequences. Bullying and grievance procedures are in place. A bullying audit is conducted twice a year and data collected is acted upon. The data collected from this audit enabled the school to target groups of students who were identified at risk with the school's social skills intervention programs. Data collected from the Time Out information, Anti-bullying Survey and teacher survey indicates that the social skills program is making a difference for these students. The anti-bullying/friendship survey and the comparative data provide us with the information about the level of success of the social skills program and the modifications required for continued success. This is reported twice yearly to Governing Council.
- Student Representative Council
 

2 reps from each class plus a 7 member Executive Leadership Team form the R-7 SRC. This is a group of about 50 students. A designated Senior Leader is the current SRC mentor. This mentor responsibility is shared by other leadership staff on occasions. The SRC is invited to attend Governing Council and committee meetings to address issues as they see fit. They are also connected with the Student Voice in Learning program being led by the Deputy Principal.

The main role of SRC is to focus on improvements in learning. Time is spent on the personal development of all SRC members. We work with all SRC reps

to better understand democratic decision making and communication processes

Specific goals for SRC include:

- SRC reps being able to strongly model, in their classrooms, good listening for understanding, stretch thinking, questioning.
- SRC to be about helping students have more influence on how their peers think about learning.
- SRC members to be taught about how to ask questions about their learning and give feedback to teachers about their learning.
- SRC blog to be an interactive and engaging space to grow ideas and interests and express their views.

□ Special programs

**Jump:** *High Velocity* is the Woodend PS Jump Rope for Heart team. This team performs at public events and at other schools.

**Music:** around 100 students attend instrumental music lessons each week. All students also participate in the NIT Performing Arts program. Nearly 100 students participate in two choirs: Year 3/4 and Years 5,6 and7 (Festival of Music). We have two rock bands.

**Japanese:** Our Japanese program is an integral and valued part of our learning program and is also supported with an Engaging with Asia focus in all classrooms. We have a Bi-annual whole school Asia focus.

International Students: Since 2016 the school has engaged in the Department for Education International Education Program, hosting annual study tours by Japanese students from Myojo Gakuen in Tokyo (year 4-7 mainly).

Since 2012 Woodend has engaged in biennial study tour to Myojo. In 2018 there are 16 students and three teachers engaged in the school's fourth visit.

**Student Leadership program:** many specific leadership opportunities are provided for senior students. These include roles of: canteen assistant, front office assistant, traffic monitor, library support team, SRC leadership team, Digital Leaders team, Be Active committee, Memento project and Valedictory speaker roles. In addition senior students are expected to make an intellectual and practical contribution to the school community through class generated special projects.

**Buddy classes:** All classes are buddied up to allow for cross age tutoring and more supportive relationships between older and younger students.

**Stephanie Alexander Kitchen Garden Program:** The school was one of the first schools in South Australia to be accepted into the Stephanie Alexander Kitchen Garden National Program in 2009. Students from year 3- 5 participate in this program where the focus is on students growing, harvesting, preparing and sharing

their produce. The program is supported with a Kitchen Specialist and a Garden Specialist and many adult volunteers. The program commenced in Term 4, 2009. We have an extensive vegetable garden and a kitchen dining room with facilities for 30 students to have hands on gardening, cooking and food sharing experiences each week.

### **3. Key School Policies Vision**

Through powerful partnerships we will nurture and grow capabilities and dispositions in each student which empower them to:

- § Learn with passion and curiosity; anytime, anywhere
- § Think and reason effectively and creatively
- § Create, innovate and add value
- § Understand that effort matters
- § Demonstrate team working proficiency
- § Know how to learn and improve
- § Demonstrate strength of character
- § Be good citizens
- § Interpret and communicate effectively in any media

We will work together as a community to develop the collective strategies and mindsets to achieve this vision for every student.

#### **Contextual Influences**

Woodend Primary School is characterised by:

- *A strong sense of community.* Parents have played an active role in setting up the school from its inception and have a high level of ownership. Productive partnerships between parents and staff are valued. We are all very proud of our school.
- *A skilled and committed staff.* Staff are committed to providing energetic and diverse learning experiences and support a high level of parent involvement. There is strong staff morale and a team approach that takes account of individual teaching skills and styles.
- *Growth.* New housing developments in the immediate area has resulted in rapid growth in the number of students attending Woodend. To restrict enrolment growth the school has now a zone in place.
- *Being Active:* Ample large spaces allow for greater opportunity for students to develop performance skills. Our staff and community expertise enable performance to be a strong part of our culture. Sport and Physical activity are highly valued and are supported through a specialist PE program.
- *Digital Technologies:* We are seeking to have students be greater creators and collaborators. We want students to be using technology to improve their effort and products.

## Core Business

Our purpose as a school is to provide learning that offers enjoyment, opportunities, success, challenge and support. Woodend Primary School provides an education that caters for a wide range of student abilities. We are committed to organising a broad and rich curriculum for all students across the 8 areas of study that caters for a wide range of student abilities, interests and learning styles. This is supported through the general classroom curriculum as well as a range of programs for students with high intellectual potential, special interests and/or special needs..

Through an integrated, learner-centred curriculum, Woodend Primary provides for:

- The attainment of literacy and numeracy skills as central to its education program. This includes the attainment of basic skills as well as the development of higher order thinking skills and learning strategies.
- A safe, caring and challenging learning environment. By learning skills in communication and social interaction students develop a sense of personal identity and build and sustain positive relationships with a range of adults and peers. This is supported by the school's policies of behaviour management, anti-bullying and student participation.

## Learning Improvement Plan 2018 to 2020

Our vision for Woodend learners underpins this plan. The three key directions are closely interrelated and have equal value.

1. ***Ensure that all students make expected or greater than expected progress.***
  - Tracking and Monitoring student progress – installation of a student data management system- Sentral – designed to allow student learning data to be collated and analysed to further our approaches to employing effective learning strategies for all learners R-7.
2. ***Increase the proportion of students achieving high proficiency bands.***
  - Maintain a focus on those areas determined through comprehensive data analysis. This will include developing further our whole school approach to writing and reading.
  - Learning Design and Moderation which is closely allied with the Marion Coast Partnership directions. This will allow all teachers to link curriculum with the Teaching for Effective Learning document and the APST's.
  - Reading includes a comprehensive assessment of phonic and phonemic awareness attainment. The Jolly Phonics and Jolly Grammar program is extending through Reception to Year 3. The CAFÉ Menu and Daily Five will be implemented and the Big 6 (phonological awareness, phonics, fluency, vocabulary and comprehension) form the framework for all our planning and delivery regarding reading.

3. ***Ensure engagement, growth mindset and intellectual stretch is consistently evident in learning tasks.***

- Working closely with the Marion Coast Partnership of schools and preschools, we are ensuring continued growth in the development of positive learning dispositions across the school community. The project that we are directly involved in and leading are;

- R-9 Student Voice In Learning
- R-9 Numeracy Project
- Learning Design of tasks

***Summary***

An emphasis in this plan is on improved team efforts to enable staff, students and parents to work more effectively towards developing powerful learners who are able to achieve high quality learning improvements.

These improvements will be enabled by the provision of learning opportunities that students feel have relevance and connection to them that emphasise creating content as well responding to it that are about real life problem solving and inquiry

**Subject offerings**

A general curriculum is offered in 8 areas of study according to DECD guidelines and as described in the Australian Curriculum and SACSA Framework. Specialist subject areas are Japanese, Physical Education, Performing Arts and Design and Technology.

The specialist teaching areas are described here;

Instrumental music tuition is offered in guitar, keyboard, violin / viola, sax and clarinet, brass and percussion, during school hours via private providers. Choirs operate during school hours. Drums and Rock band operate after school hours.

EALD students are supported by an EALD teacher.

The library staff plan and work cooperatively with classroom teachers to support inquiry based learning and literature studies.

There is a strong focus on the effective use of digital technologies for learning. Our recently upgraded network supports a range of technologies including desktop computers and a significant wireless network to allow for a large number of mobile devices as a part of our BYOD program. All classrooms have interactive whiteboards or large screen TVs. Our work in this area is supported by a Senior Leader role.



## **Special needs**

Significant support is offered to students with learning disabilities and difficulties. Around 36 students have NEPs or ILP's. Support programmes include Year 2 Literacy program, Fine and Gross motor coordination programmes, targeted SSO support, and 1.5 Special Education teacher support. A student support team works with teachers and SSOs to review student progress and allocate support. Significant joint planning time is provided for teachers and SSOs.

## **Special curriculum features**

Classes are a mixture of straight and composite year levels. The construction of class groupings depend on enrolments at each year level and so may change from year to year.

## **Teaching pedagogy**

Teachers use student-centred, integrated pedagogies that encompass a range of teaching strategies. Teachers are encouraged to plan using Learning Design and TfEL, continuing to develop teaching/learning programs, which encourage student initiated learning. Greater focus is placed on inquiry, student voice and students being actively involved in the learning process. Thinking skills have a high priority. Slowing down thinking and explain thinking are a priority. Teachers are helping students to develop their strategies for successfully working through challenging tasks. The use of digital technologies in the classroom supports this learning and encourages students to continue their learning beyond the classroom.

## **Annual testing procedures and reporting**

While teachers use a range of continuous assessment techniques aimed at informing planning and teaching, all students across the school are also tested as follows:

### **Early Literacy Plan:**

After 1 term at school, students fine and gross motor skills are tested using the SAM tests

After 2 terms at school students are tested for phonological awareness

After 4 terms at school, literacy skills are tested using test materials from Marie Clay's Reading Recovery programme.

This process is being reviewed and refined in line with our Early Years Literacy Plan.

### **Literacy monitoring:**

In years 3, 5 and 7 students are undertaking the National Naplan Tests and the PAT-R test is administered annually for year 2-7 students to assess reading comprehension growth.

### **Numeracy monitoring:**

PAT-M test is administered annually for all students.

Many classes utilize George Booker tests as a maths intervention tool.

### **Reporting:**

The school has a firm commitment to maintaining the strong home-school partnership. Reporting includes early Term 1 acquaintance meetings and parent/student/teacher learning conversations at the end of Term 1. Written student reports, which indicate achievement and effort, aligned with the Australian Curriculum, are sent to parents at the end of Terms 2 and 4. Parents are encouraged to find out about their child's learning by keeping in contact with teachers, and by using their child's learning experiences (including bookwork and other products) as a basis for discussion and sharing.

## **5. Sporting Activities**

- Participation in sport is highly valued by our school community. Students compete in school teams in basketball, football, cricket, soccer and netball. These teams are managed and coached by parents. Governing Council's Sports Committee has representatives from each team.
- R-2 students are able to access Aus Kick, Kanga Cricket etc
- The school participates in SAPSASA district meetings and events, including Cross Country and Athletics. All classes participate in Physical Education lessons run by a specialist teacher and a wide range of sport coaching clinics is held within school hours.
- Annual Swimming R-4 and aquatics (5-7).
- A Pedal Prix team represents the school, coordinated and run by parents, with support from staff.

## **6. Other Co-Curricular Activities**

### **General**

Woodend Primary offers a range of extra-curricula activities as lunchtime options. These include: beginners and performance skipping and Healthy Lifestyles initiatives. Senior students participate in Pedal Prix and Year 6-7 students represent the school in Hiragana Challenge, a Japanese language challenge across local schools.

### **Special Activities**

Woodend Primary has an annual calendar of special events, which includes: a Music Night; a Book Week celebration; Sports Day and SAPSASA District Day; sports presentation evenings, Healthy Lifestyle activities, and a School Community Christmas Event.

Each year a class is responsible for organising the major fundraiser for the year. This is usually an “athon”.

Each year staff decides on particular emphases for special activities, which are always promoted in the community.

While Engaging with Asia is an important ongoing requirement in all classes, a special high profile week is celebrated biennially. This usually takes the form of whole-school activities or electives.

## **7. Staff (and their welfare)**

- **Staff profile**

Many staff can teach across the R-7 levels of schooling. Ancillary staff members are deployed as 75 hours administrative support, 38 hours grounds, 30 hours library and around 90 hours in direct student support. A computer technician is employed to allow support and network management across the week.

### **Leadership structure**

The current leadership structure is Principal, Deputy Principal and 2 Senior Leaders.

- **Staff support systems**

Support for staff currently in place includes WHS procedures and harassment grievance procedures and contact persons. Collaboration and collegiate support is enhanced by the physical layout: classes are located in six two-teacher units in one part of the school, nine classrooms located in the Administration building surround a huge common atrium and four classrooms have access to a common space in a transportable building. Regular levels of schooling meetings and learning teams support collegiate sharing. A clear induction procedure is in place, including electronic and hard copy induction information, a series of information & training meetings and a buddy system.

Staff committees that facilitate participatory decision-making include PAC; year level, leadership and student support committees, Learning Plan Groups and an active social committee. It's a great place to work. People work hard and support each other. Collaboration and teamwork are emphasised and highly valued.

The school provides training in school priorities through: joint planning and professional development opportunities with the Leadership Team and other staff members, regular after school site based workshops, staff meetings and training days. Many collaborative planning opportunities for staff to know each others work and influence it.

Each staff member (FTE) receives their full entitlement of 250 minutes NIT each week.

### **Performance Development**

Performance Development processes involve staff in setting goals, developing plans, collecting information, and acknowledging achievements. The process involves regular consultation between staff and the Principal, Deputy Principal, Senior Leaders or Level 3 SSO, and is about providing collaborative support for continuous improvement in each person's work practices and personal development.

All staff members participate in the performance development process, negotiating the process most suited to their current needs. There are a range of Learning Conversations, which vary throughout the year; some individual, some with teaching buddies some with learning teams.

### **Staff utilisation policies**

Staff members, through PAC, are consulted in the allocation of teaching duties and areas, and the formation of classes. A student support team allocates student support. The leadership team manages training and development opportunities and setting the whole school T&D program in consultation with staff.

### **Access to special staff**

The school has regular visits from DECD speech pathology and guidance services and also accesses Interagency Support. The instrumental music instructors are almost all private providers, however, a school policy ensures that they will support class and school events as required.

## **Incentives, support and award conditions for Staff**

There are no special incentives or awards applying to this school, apart from high levels of enjoyment, collaboration and job satisfaction!

## **School Facilities Buildings and grounds**

A major building redevelopment was completed in early 2003, which converted a disused 'shopping centre' into an additional wing of the school. In 2011 a new building was completed. The school is unique, in that the original land and buildings are privately owned and leased by DECD.

The 'shopping centre' redevelopment and the recent new building (BER) are owned by DECD.

There are four styles of classrooms provided: 5 double classroom blocks which are actually houses; a triple DEMAC transportable comprising 3 classrooms and attached undercover wet areas; 9 classrooms are located around a central Atrium

area in the “shopping centre” and four classrooms that have access to a large common space. All classrooms have a wet area.

Shared areas include an Activity Hall, a Gym and a large Atrium. There are currently 2 classrooms provided for the Japanese program and a double room for Performing Arts classes. Our computer room has been decommissioned and a new ‘studio’ space has been developed to better meet the needs of learners in the new Digital Technologies curriculum and STEAM areas. Special Education areas, library and teacher resource areas are centrally located.

The grounds are spread into 5 distinct sections, four of which form the yard duty areas. On the eastern boundary is a Japanese garden, staff courtyard and large under cover spaces. “The Terrace” comprises a plaza, netball court, under cover areas, hard play and lawn. “The Yard” has playground equipment, the canteen, hall access and hard play area. “The Street” is a large hard play area between the 10 classrooms in houses. This area also has decking and themed gardens, a large kitchen garden and basketball court. The oval has a “wetlands” on its eastern boundary, a large creative sand play area, shade structures and playground equipment.

In 2017 the school received a \$5,000,000 grant to replace the transportable building with a multi faceted classroom designed to facilitate the teaching of STEAM (science, technology, engineering, arts and mathematics). The netball court will become a covered outdoor learning area which will be joined to the existing gymnasium.

The school is adjacent to the Woodend Children’s Centre, the local preschool from which most enrolments are drawn.

- **Heating and Cooling**

All areas are heated and air-conditioned. The administration and classroom in the attached atrium area have all received new air-conditioning as of May 2018.

- **Student facilities**

A health promoting school canteen operates daily and has a strong emphasis on supporting our health curriculum and values. A uniform shop, run by parent volunteers, operates from the school three times a week.

- **Staff facilities**

All areas have access to the school’s wireless network. All teachers have macbooks.

The large staff room has a private staff courtyard. A staff shower is provided.

The Library catalogues non-consumable resources and monitors equity of access to resources.

- **Access for students and staff with disabilities**  
The school has access routes for students and staff with disabilities. There are toilets for the disabled and shower facilities.
- **Access to bus transport**  
Southlink bus numbers 680 or 682. Private contractors or parent volunteers also provide transportation for school camps/excursions.

## 10. School Operations

### Decision making structures

Governing Council consists of 16 parents and three staff members. Governing Council has sub-committees in: Finance, Fundraising (in conjunction with student working parties), Grounds, Sport, OSHC, Healthy

Eating, Class Parent Network (includes Parent Education) and a communications task force.

A staff decision-making policy is in place and is reviewed annually.

- **Regular publications**

Woodend Primary is committed to high levels of home-school communication and staff put great effort into nurturing this aspect of the school. Parent surveys indicate that this is highly valued. Class communications are regular and each class has a digital space (including Facebook groups and blogs). Many classes utilize the Seesaw app. To share student learning with parents. The school news published on the school's newsblog as it happens. An enrolment package and school information brochure is provided to new parents. The school web address is: [www.woodendps.sa.edu.au](http://www.woodendps.sa.edu.au).

- **Other communication**

Whole staff and groups meet on a regular basis through weekly whole staff (Tuesday nights) or level of schooling learning team meetings. The staff blog, weekly staff bulletins, electronic daybook and intranet are available for all staff to communicate information. Each class has one or two class parent reps that provide support for the teacher as a link with other parents. These reps meet as a class parent network twice per term and in this capacity fulfil a role as a sounding board / reference group providing feedback and opinion on school activities, processes, plans.

- **School financial position**

The school is in a sound financial position. It has a clear budget development and monitoring process. Woodend has been an EDSAS centre of excellence support school, and has a Level 3 Administration SSO to further improve financial and resource management.

There is almost 100% payment of the Materials and Services Charge.

- **Special funding**

The school is currently a category 7 on the Index of Educational

Disadvantage and therefore does not attract any special funding.

## **11. Local Community**

### **General characteristics**

The school is located between Main South Road and the Lonsdale Highway. It is a clearly defined local community with a strong Residents Association and well-established local communication links.

There are still many families with their first child at school. The school also now has a significant number of well established families with children at high school and both parents working.

### **Parent and community involvement**

Parent participation is an important focus of the school, with a significant number of parents involved either through classroom programmes, resource centre, sports groups or school committees. The Parent Network works very effectively and has a high profile in creating information sessions and opportunities for families to connect, share and influence each other,

while developing their capacity to assist in the learning success of their children.

- **Feeder schools**

The Woodend Children's Centre is the main feeder pre-school. Trott Park Preschool is also a partner. Strong links have been developed with this pre-school, which include shared training and development, resource sharing and some cross-age buddy activities.

- **Other local care and educational facilities**

The Woodend Children's Centre offers occasional care, as well as pre-entry and pre-school programs. Private child care is also available locally.

Students in the Woodend/Trott Park areas are able to attend either Seaview or Hallett Cove secondary schools and a transition program is in place with both schools. About half of our Year 7 students go to the local high schools and the other half choose from a range of schools with special offerings.

- **Commercial/industrial and shopping facilities**

Woodend is close to the Lonsdale industrial area and the Hallett Cove Shopping Centre. A bus service links it to the Marion Shopping Centre.

- **Other local facilities**

Woodend is within walking distance (~3Km) of the Hallett Cove Shopping Centre, which offers library, medical, shopping and banking facilities. A range of sporting facilities is available within driving distance of the school.

- **Local Government body**

Marion City Council, phone 8375 6600. Community Information Service, phone 8375 6695.

## **12. Further Comments**

April 2018