

Wauchope Public School

Annual Report



2016



3404

Introduction

The Annual Report for 2016 is provided to the community of Wauchope 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.

Cameron Osborne

Principal

School contact details

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Message from the Principal

It is with pleasure that I present the Wauchope Public School (WPS) Annual School Report for 2016. Wauchope Public School had a student population of 693 students. The school is set in picturesque grounds and caters for students from a range of backgrounds.

A special education facility services students with special needs. We currently have two enrichment classes catering for gifted and talented students. The school has funded two extra classes so that class sizes have been reduced. The school enjoys a stimulating educational and physical environment in which each child is developed by caring, committed and highly professional staff. A rich curriculum which fosters academic, cultural and sporting pursuits encourages children to achieve their personal best in an area of talent or expertise. The year has seen students experience: positive growth in NAPLAN assessments, school assessments, public speaking, dance festivals, Choral Festivals, Schools Spectacular, Multicultural Perspectives Public Speaking, Premiers Reading Challenge, Premiers Sporting Challenge, Band and Dance Eisteddfods, and also on the sporting field with several North Coast representatives. WPS students have regularly participated in community events, taking part in enjoyable activities while raising money for charities.

Our newsletter continues to be one of the best I have seen, our school website would be better than most Schools Australia wide, we have started a Facebook page and our staff continue to receive large amounts of Professional Learning opportunities. We have continued to increase our technology capabilities throughout the school. Every classroom is now wireless including the library and hall. This year we have experimented with SMS messages for absent students. This has been very well received by the parent body. Thank you to everyone who has been involved with WPS in 2016 – in particular, the committed and dedicated teachers, the executive, our fantastic office and support staff and our very hard working P&C. It is a huge team effort and I appreciate everyone's contribution. Teamwork is paramount to the success of WPS!

Wauchope Public School has a very proud reputation and this continues to develop year by year. WPS takes pride in its vast array of resources, state of the art technology, well trained and prepared teachers, excellent educational programs, beautiful school grounds, well behaved students, friendly atmosphere, academic results, huge range of extracurricular opportunities, many sporting opportunities, committed support staff, and an active parent and community body.

WPS is a great school with a fantastic team. It is an honour to be principal of Wauchope Public School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Cameron Osborne

School background

School vision statement

To provide an inclusive, welcoming and friendly school, where students receive a dynamic education and are provided with opportunities to foster individual talents and interests.

Excellence Opportunity and Success.

School context

Wauchope Public School has an enrolment of 693, including 102 Aboriginal students. We have three Special Education Classes, two literacy/numeracy focus classes, two enrichment classes forming a total of 31 classes. The school is located 20km west of Port Macquarie and is a member of the Bago Community of Schools. As a very proud Public school, we take great pride in our students' achievements whilst ensuring the values and traditions of our families and the wider Wauchope community remain an important part of our school's direction. Our purpose is to provide stimulating programs and experiences which increase both functional and quality basic skills; develop resilience and the values required to engage successfully in society. Wauchope Public School has a caring, inviting, inclusive and positive school culture.

This culture is made possible due to an experienced, enthusiastic, dedicated staff and an active and committed parent body and community. The school is committed to ongoing improvement in all aspects of student learning with an emphasis on literacy, numeracy and information technology. There is a strong commitment to student welfare, student leadership, creative arts, sport, gifted and talented and special needs students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

Wauchope PS is delivering on most aspects in the Learning Domain of the School Excellence Framework except where we are still working towards achieving our student performance measures. We are also delivering on all aspects in the Teaching Domain. In the leading domain, we are sustaining and growing in the area of School Resources and delivering in all other areas.

Learning Domain:

In 2016, Wauchope Public School's focus continued in three areas of the Learning domain – 'Curriculum and Learning', 'Well-Being' and 'Assessment and Reporting'.

'Curriculum and Learning': the provision of curriculum has been enhanced by deep understanding of the new syllabus and by learning alliances with other schools and organisations. We have provided a wide range of extra-curricular offerings for student development and integrated technology, library and information services into curriculum delivery.

We have worked collegially on providing differentiation of the curriculum to meet the needs of individual students.

'Well-Being': we have been working consistently on revising our Positive Behaviour for Learning Program. School expectations are being taught explicitly across the school and WPS students are being taught to accept responsibility for their own behaviours.

'Assessment and Reporting': we have analysed internal and external assessment data to monitor, track and report on student and school performance. The development of new reporting procedures and formats reflect the new NSW curriculum documents and enable us to update parents on the progress of their children.

Teaching Domain:

In the domain of Teaching WPS has had a focus on three distinct areas – ‘Collaborative Practice’, ‘Learning & Development’ and ‘Professional Standards’.

‘Collaborative Practice’: teachers at WPS have collaboratively created effective teaching and learning programs which all reflect the new NSW syllabus documents. Curriculum, stage and team meetings are used to review the curriculum and to revise teaching and learning programs.

‘Learning & Development’: Wauchope PS teachers have participated in professional learning which is targeted to school priorities, the professional needs of teachers and is aligned to their performance and development. The school has processes in place to support beginning and early-career teachers, providing them with targeted support in areas of identified need.

‘Professional Standards’: teachers are implementing the professional teaching standards and curriculum requirements and are supported to pursue higher-level accreditation. Staff attainment of professional learning goals and teaching requirements are part of the school’s performance and development processes. A number of staff (3) gained proficiency in 2016.

Leading Domain:

Our 2016 priorities in the Leading Domain have been to focus on ‘*School Planning, Implementation and Reporting*’ and ‘*School Resources*’.

‘School Planning, Implementation and Reporting’: Wauchope PS’s three-year school plan is focused on achieving improvements, is committed to equity and high expectations for each student and is responsive to changing needs. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

‘School Resources’: WPS staffing processes ensure that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are in place and provide support and direction for all teachers.

The entire team at Wauchope Public School has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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.

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For more information about the School Excellence Framework:

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

Strategic Direction 1

Engaging Student Learning

Purpose

Improve student achievement by engaging every child in a differentiated and challenging curriculum and a wide range of learning opportunities with a focus on developing a love of learning and the capacity to achieve.

Overall summary of progress

Teaching staff continue to update PLAN data each semester and use this as a tool to group students according to individual need in Literacy and Numeracy.

Differentiated class groupings were evident across the school (in both Enrichment classes and in the Literacy/Numeracy classes).

2017 QuickSmart students have been identified.

Bump It up data has been analysed across the school, these assessments have allowed for specific students to be tracked and targeted.

Professional Learning at Curriculum Meetings have included Mathletics, Bug Club, Sunshine Online, and Eggs Express.

Staff have worked closely with our LaST, targeting below average students.

Reading levels, maths levels and NAPLAN data has been analysed, evaluated and presented to staff as part of the Bump It Up strategy.

Classroom observations have been completed each semester and the WPS observation template has been refined.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Whole school curriculum planning, programming and supervision processes established.	Staff regularly reflect on teaching and learning programs making informed changes. (Program Feedback) All staff regularly update continuum data and use this data together with other assessments to plan Teaching and Learning programs to cater for student needs. Professional Learning goals are established and regularly reviewed. Stage Planning days focus on updating, reviewing and refining current practice.	Supervisor and staff release for program supervision. \$7802.64 Professional Learning goals. \$5201.76 Stage planning days. \$6502.20
Comprehensive assessment framework informs teaching and learning programs.	Bump It up data has been analysed and across-school assessments allowed for specific planning and teaching. Bump It Up students are tracked and targeted. Student data has been thoroughly analysed, evaluated and presented to staff as part of the Bump It Up strategy. Assessment practices have been reviewed and grade based assessment tools established to support teacher direction.	Bump It Up – Teacher, one day per week – Terms 3 and 4. \$4334.80 Stage Meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Levels of student engagement have increased through participation in ICT (iPad).	<p>Professional Learning in ICT has been provided at Curriculum Meetings to support teaching staff—these included Mathletics, Bug Club, Sunshine Online, and Mathseeds.</p> <p>The increase in the frequency of iPad use is evident and staff who are not fully utilising iPads, computer labs have collegial support.</p> <p>iPads, as a learning tool, form part of many teaching and learning activities across the school.</p>	<p>Resources Total – \$9028.90</p> <p>Mathletics \$6850.00</p> <p>Bug Club \$1297.50</p> <p>Sunshine Online \$495.00</p> <p>Mathseeds \$386.40</p>
Differentiated teaching and learning programs reflect student needs.	<p>Differentiation is evident in classroom observations and is documented in the TARS process.</p> <p>Stage 3 numeracy groups have been formed and stage groups also rotate in other KLAS.</p> <p>iPads are used as a tool for differentiation in the classrooms.</p>	iPads \$14509.20

Next Steps

To support teachers to address specific areas as identified in the Bump It Up assessments.

To continue teacher professional learning focused on catering for different learning styles through differentiated classroom pedagogy.

To continue to develop and refine teaching and learning programs according to school wide need (e.g. composite classes).

To provide professional Learning in Assessment for learning, Assessment as Learning and Assessment of Learning.

To refine school-wide assessment procedures. Teaching staff are to be involved in professional learning focused on point of need assessment to effectively drive the teaching and learning cycle.

Strategic Direction 2

Teacher Professional Learning and Teacher Quality

Purpose

Improve teacher quality through systematic and collegial professional learning. Enhancing the capacity of all staff to create and deliver quality, innovative and engaging teaching and learning programs.

Overall summary of progress

The executive, in consultation with staff, continue a trial a WPS model for lesson observation which will continue to be refined in 2017. Stakeholders have participated in the development of the proforma for the Observation aspect of the Performance and Development Framework, as per their individual goals. Teaching staff have been released to work with supervisors in the development of individual performance goals which are regularly evaluated. This new Performance and Development Framework Observations/ Professional Goal system has been established across the school.

Curriculum teams continued to function effectively across the school with input from all stages.

The BUMP IT UP strategy is fully established with internal monitoring implemented.

Assessment tasks have been refined and more cross stage units completed.

We have had full implementation of the revised History and Geography units.

Cross-curriculum units have been created specifically for enrichment classes.

New supervision checklist/feedback sheet aligned to the Professional Teaching Standards has been implemented in full.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Successful navigation through the BOSTES teacher accreditation process is evident across the school.	Teaching staff continue to successfully complete their accreditation process. The new WPS supervision checklist and feedback sheets are aligned to the Professional Teaching Standards.	\$6935.68
PDF: Wauchope PS PDF Observation model established, appropriate to our large school population..	Refinement of the WPS Model for Observation. Refinement of the WPS Observation Proforma	
Quality Teaching and Learning programs are evident and reflect thorough syllabus knowledge.	Assessment tasks are being refined. Some cross stage units are completed. Full implementation of revised History and Geography units Professional development of curriculum leaders (up-skilling one or two people in each KLA who will then train all staff). Create cross-curriculum units specifically identified for enrichment classes. Grade Representatives finalised curriculum plans for each grade. Student work samples are used to assess students across the grade.	Executive release for program supervision \$7802.64

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Effective collegial teams lead staff and are actively focused on school future directions	BUMP IT UP plan fully established. Internal monitoring implemented and end of term report completed. Curriculum teams and school committees are established and working effectively.	

Next Steps

Assessment tasks need to be further refined, Cross Stage units completed and new units written.

Support systems and structures to be put in place for teachers working towards Highly Accomplished and Lead Teacher career stages.

Revisit & refine Classroom Observation Proforma at Curriculum and Stage meeting discussions. 2016 Classroom Observations have led to improved classroom practice. We will review this amended process in line with staff feedback.

Continue to implement and monitor the Bump it Up strategy.

Strategic Direction 3

Dynamic and Innovative Student Well-being Programs

Purpose

Improve student well-being programs through a variety of targeted, supportive systems which are built around Positive Behaviour for Learning (PBL). All programs include a focus on whole school, group or individual strategies.

Overall summary of progress

PBL in place in non-classroom settings.

Established and refreshed PBL lessons are being taught in classrooms

Levelled reward system investigated for discussion in 2017.

Accurate Personalised Learning and Support Plans are continually being prepared and updated.

Teachers are identifying and supporting student needs by continued and consistent referrals to Learning Support Team.

Implemented SMS messaging to improve absenteeism and to assist parents with submitting reasons for leave. Student attendance has improved and WPS is now above the state average.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Classroom and playground data reflects success of PBL practices.	PBL in place in non-classroom settings Established and refreshed PBL lessons, being taught in classrooms Levelled reward system evaluated and prepared for 2017.	Certificates for levelled reward system. Teacher release to complete PBL signage and release per term to extrapolate PBL data. \$4334.00
Student participation is evident in extra-curricular activities.	An increase in the number of students who have accessed the opportunity to participate in the extra-curricular activities offered in 2016. Extra sporting teams are planned to be offered for 2017.	Funded from \$3634.50 allocated to additional support for Low SES families.
Data determines programs and wellbeing practices.	Accurate Personalised Learning and Support Plans. Teachers are identifying and supporting student needs by accurate and detailed referrals to the Learning Support Team. Determined inclusive structures for 2017 – including composite classes, enrichment students, Special Education classes, Transition and orientation. Investigated additional opportunities for increased student participation and promoted attendance by using the new SMS system to Parents and Carers..	AEW to support kinder transition Teacher release for the development of PLPs and other student support plans. \$4334.80 Train staff in Non-violent crisis intervention (2017) Funding to support casuals for reviews and transition meetings.. \$5201.76

Next Steps

- PBL Committee –

Collect and evaluate student data from playground and non-classroom settings (Sentral).

Summarise EBS data – to identify strengths and areas requiring a focus.

Continue teaching school wide expectations and define consequences.

Trial a new levelled reward system.

- Support classes:

Staff up-skilled in the familiarisation and/or development of Personalised Learning and Support Plans, Behaviour Plans and Healthcare Plans. Teachers write and implement new student plans with parent consultation.

- Aboriginal Committee

Regular meetings to be held – cultural awareness being promoted across the school.

The homework Club and Rainbow Readers will continue.

- General

Re-assess extra-curricular opportunities for all students, e.g.camp, sport, Swimming Scheme / KinderStart and High School Transition.

Introduce additional sporting team opportunities.

Key Initiatives	Impact achieved this year	Resources (annual)
Support for beginning teachers	Three beginning teachers have been supported and mentored in 2016.	\$39,000.00
Aboriginal background loading	<p><i>Strategic Direction 3</i></p> <p>Our Aboriginal Education Officer (AEO) has supported our indigenous students and has been actively involved in the following programs:</p> <p>Norta Norta – in class tuition provided for students below benchmark in NAPLAN.</p> <p>Rainbow Serpent Club – many indigenous families accessed this service in 2016.</p> <p>Homework Centre supported many students who valued this opportunity.</p> <p>All students have an individual learning plan (ILP) and are making progress across the Literacy and Numeracy Continuums.</p> <p>Cultural significance is included in all ILPs and is at the forefront of every school event.</p>	<p>– AEO</p> <p>– Rainbow Serpent Club</p> <p>– Norta Norta \$11951.25</p> <p>– Homework Centre \$1195.00</p>
English language proficiency	<p><i>Strategic Direction 2</i></p> <p>Additional School Learning Support Officer allocation has allowed us to assist students with the provision of in-class support.</p>	\$1544.00 – SLSO
Low level adjustment for disability	<p><i>Strategic Direction 3</i></p> <p>Students from Years 3–6 requiring adjustments and additional learning support were catered for with the successful formation of our two Literacy / Numeracy classes. These class structures have enabled students to access more individualised learning programs and to strengthen their basic skills.</p>	\$ 17676.88– SLSOs
Quality Teaching, Successful Students (QTSS)	Performance Observations have been implemented twice this year, with individual performance agreement goals being directly linked to observations.	0.512 staffing
Socio-economic background	<p><i>Strategic Direction 3</i></p> <p>Students across the school have benefitted from the opportunity to participate in additional Literacy and Numeracy support through MultiLit and QuickSmart.</p> <p>An additional Assistant Principal (AP) position has enabled us to coordinate whole school training and development programs which have enhanced teacher understandings of the new curriculum documents.</p> <p>Student Assistance has been provided for Low SES families.</p> <p>Additional staff employed:</p>	<p>MultiLit, Additional Staffing, Speech and QuickSmart. \$86908.74</p> <p>Transitional Equity \$7741.74</p>

Socio-economic background	A Professional Development Coordinator two days per week.	MultiLit, Additional Staffing, Speech and QuickSmart. \$86908.74
	Bump it Up teacher one day per week.	Transitional Equity \$7741.74
	School Promotions Officer.	
	Whole school Technology Officer.	

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	338	331	356	350
Girls	323	343	336	343

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.9	94.9	93	94.1
1	92.6	92.6	92.8	94.3
2	93.8	93.8	91.6	93.1
3	92.4	93.6	92.9	92.7
4	92.8	93.3	93.1	92.4
5	91.8	92.7	91.5	94.1
6	91.9	92.2	92.2	92.3
All Years	92.7	93.3	92.5	93.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KLB	20
KJL	19
KJB	19
KDB	22
KMM	20
1BK	24
1LF	23
1KN	24
1KB	23
2/3LM	19
2MG	21
2HL	24
2EW	23
2EL	23
3/4MN	31
3LR	25
3KD	28
3/4TR	19
4DW	29
4SM	28
4PH	27
5CS	17
5AD	26
5/6WH	30
5JF	24
5HJ	24
6JS	26
6CW	25
6SG	20

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	27.61
Teacher of Reading Recovery	0.82
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	8.26
Other Positions	1.3

*Full Time Equivalent

At Wauchope PS we have an Aboriginal Education Officer, three indigenous classroom teachers and an Aboriginal Education Assistant.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

Staff at Wauchope Public School have participated in curriculum professional learning opportunities throughout the year. This PL has occurred at whole school level, at stage level and on an individual basis as required.

Our beginning teachers were supported in 2016 with additional funding, additional relief from face-to-face time and additional professional learning opportunities.

They also had teacher mentors who supported them with the BOSTES accreditation process throughout the year.

Financial information (for schools using OASIS for the whole year)

Financial information

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

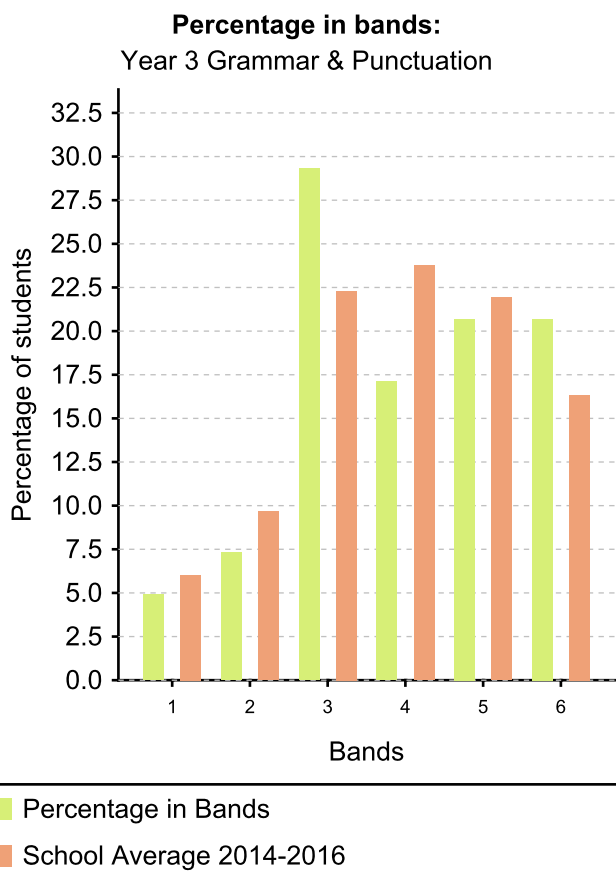
Income	\$
Balance brought forward	830 355.14
Global funds	524 705.79
Tied funds	628 986.09
School & community sources	165 285.26
Interest	16 587.68
Trust receipts	32 092.05
Canteen	0.00
Total income	2 198 012.01
Expenditure	
Teaching & learning	
Key learning areas	70 214.28
Excursions	102 123.18
Extracurricular dissections	39 592.68
Library	12 602.26
Training & development	619.07
Tied funds	736 784.23
Short term relief	222 035.31
Administration & office	94 334.32
School-operated canteen	0.00
Utilities	57 896.56
Maintenance	47 399.23
Trust accounts	34 597.00
Capital programs	11 648.11
Total expenditure	1 429 846.23
Balance carried forward	768 165.78

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

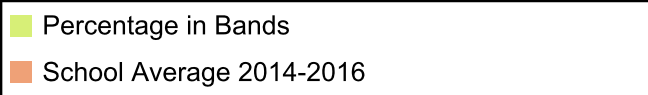
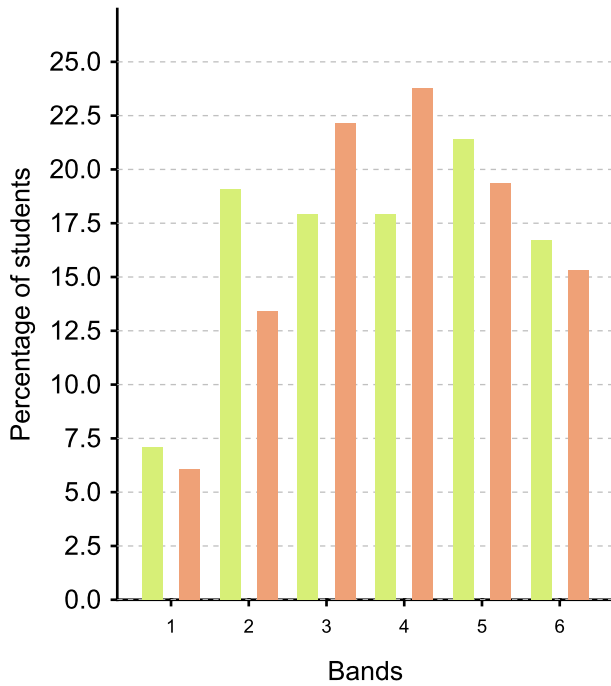
School performance

NAPLAN

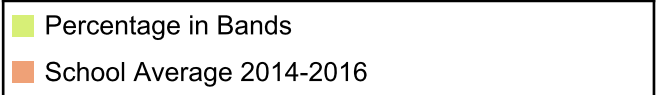
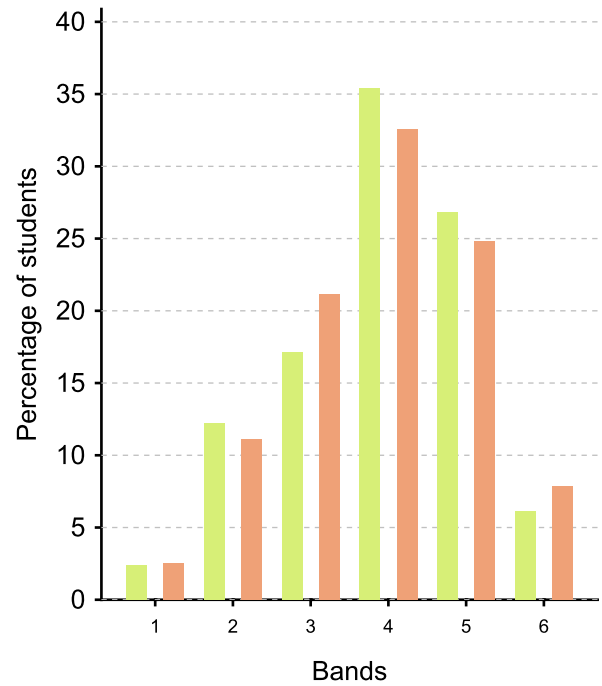
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



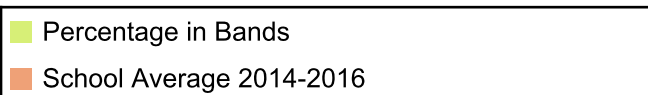
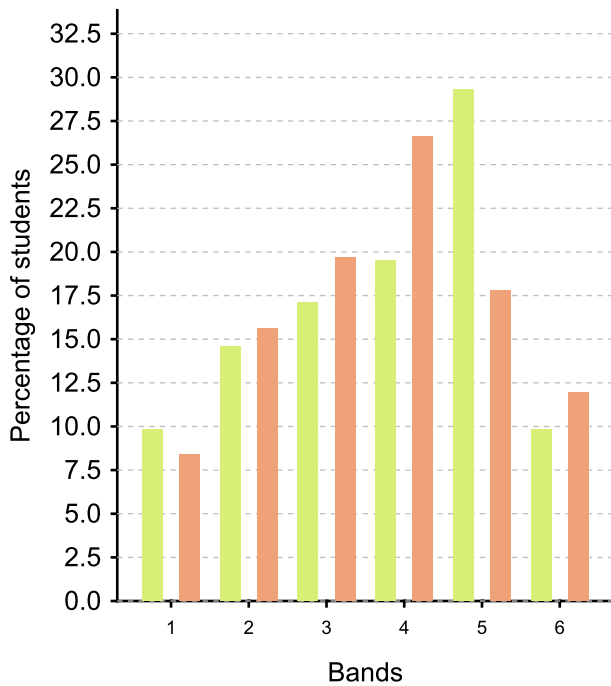
Percentage in bands:
Year 3 Reading



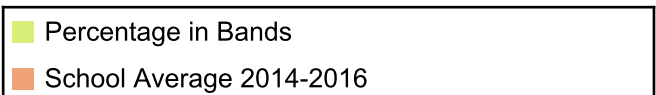
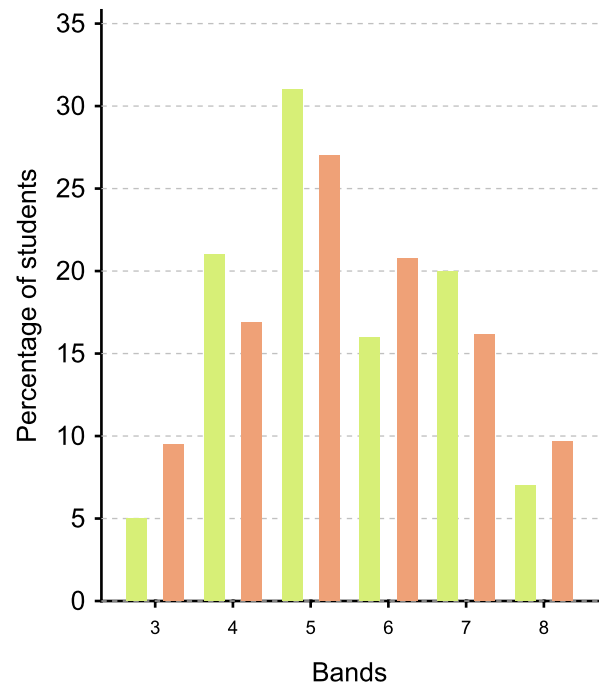
Percentage in bands:
Year 3 Writing



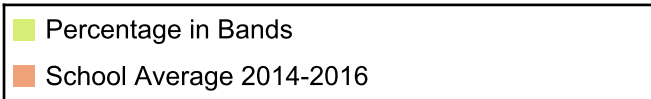
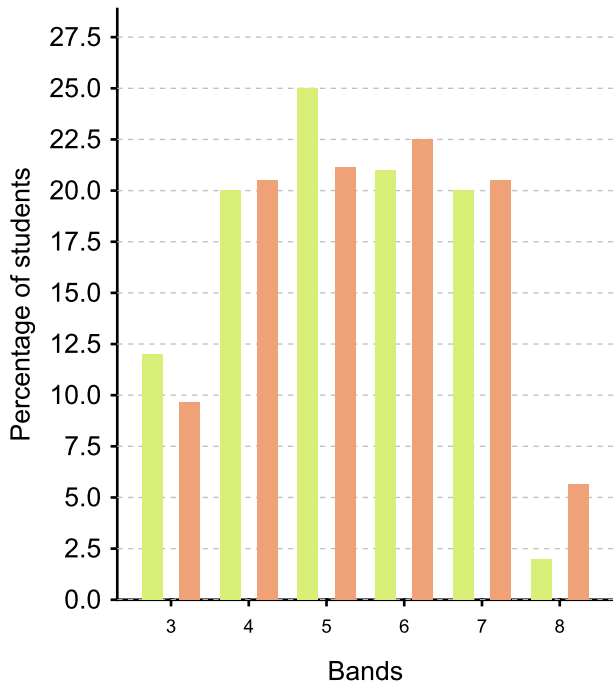
Percentage in bands:
Year 3 Spelling



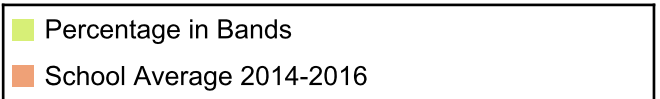
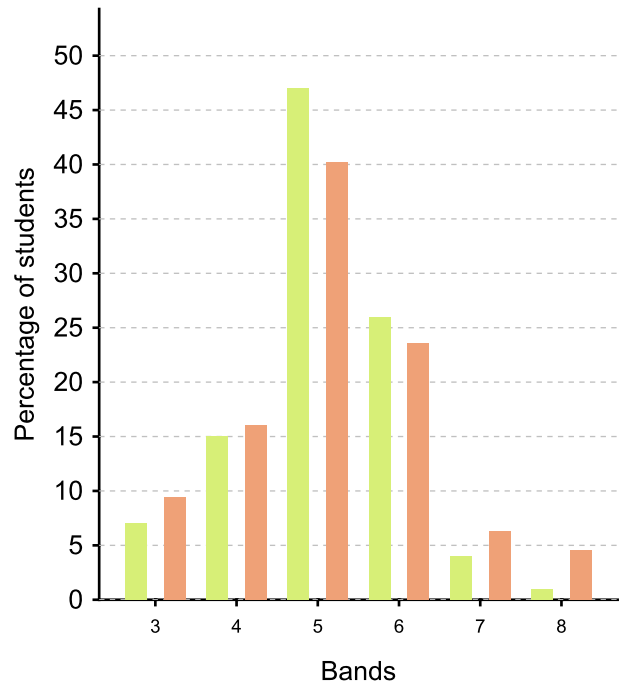
Percentage in bands:
Year 5 Grammar & Punctuation



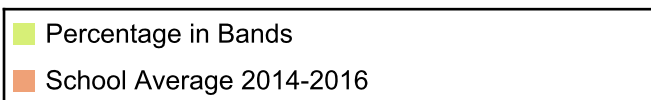
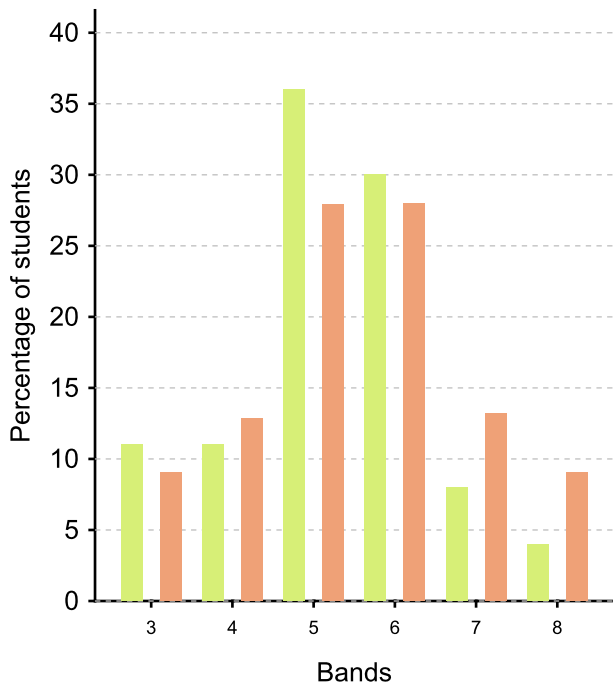
Percentage in bands:
Year 5 Reading



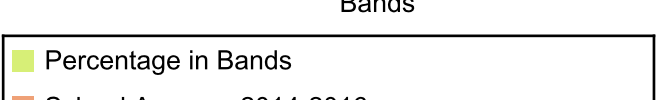
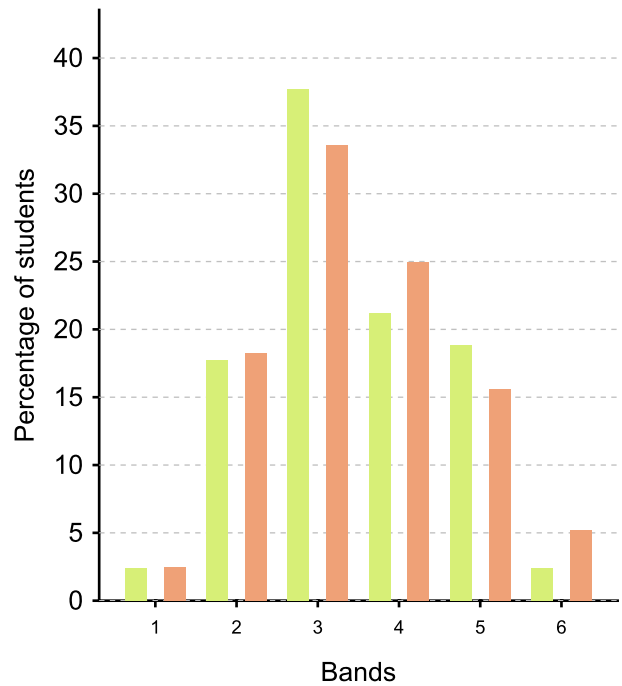
Percentage in bands:
Year 5 Writing



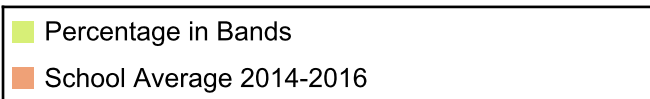
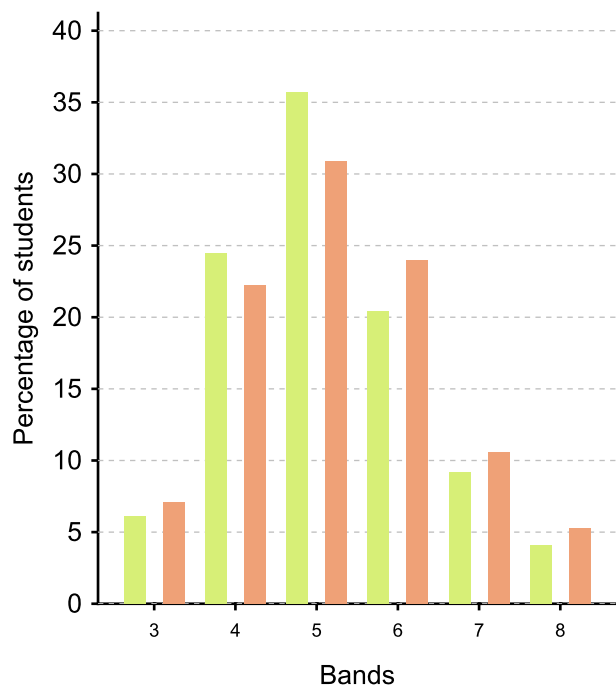
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

Parent/caregiver, student, teacher satisfaction

Students from Wauchope Public School completed the Tell Them From Me survey in 2016. This survey included measures of student engagement alongside the drivers of student outcomes. This report summarises the results. Data from our students helps us to develop policies and practices that increase student engagement.

Drivers of Student Engagement at Wauchope PS

School-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success, and student advocacy.

- Effort

Students try hard to succeed in their learning. 91% of students in this school tried hard to succeed. The NSW Government norm for these years is 88%.

- Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. In this school, students rated Effective Classroom Learning Time 8.5 out of 10. The NSW Government norm for these years is 8.2.

- Rigour

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. In this school, students rated Rigour 8.5 out of 10. The NSW Government norm for these years is 8.2.

- Positive teacher-student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, Positive Teacher-Student Relations were rated 8.5 out of 10. The NSW Government norm for these years is 8.4.

- Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school, students rated advocacy at school 7.8 out of 10. The NSW Government norm for these years is 7.7.

- Expectations for success

The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated Teachers' Expectations for Academic Success 8.8 out of 10. The NSW Government norm for these years is 8.7.

Policy requirements

Aboriginal education

At Wauchope Public School, we continue to support the NSW Department of Education's commitment to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they can excel in every aspect of their education match or better outcomes of the broader student population.

We aim to increase the knowledge and understanding of all students and members of staff in the histories, cultures and experiences of Aboriginal and Torres Strait Islander people by working collaboratively with Aboriginal families and the wider Birpai community.

The Aboriginal Education Team met regularly throughout 2016 with team members representing WPS at the NSW Aboriginal Education Consultative Group (AECG) meetings each term. Throughout the year, we ran a very successful Homework Club and we also held memorable celebrations during Reconciliation week and NAIDOC week.

For the second year in a row, Wauchope Public School held an additional Kindergarten Orientation visit for the Aboriginal children who will be starting Kindergarten in 2017. The Port Macquarie Centacare group collaborated with WPS staff to offer this experience to students and their families. Current Aboriginal Kindergarten students who had siblings attending the visit assisted Kindergarten teacher Mrs Julie Best to help give the pre-schoolers a taste of 'big school'. We held a farewell lunch for our Year 6 Aboriginal students where we also welcomed Aunty Maree, our new AEO, on her first celebration with us at WPS.

At the end of 2015 Jye Cooper was elected as our new Aboriginal Ambassador. He fulfilled this role with dignity and pride. Jye spoke at all special assemblies including NAIDOC week activities, Assemblies of Excellence and special assemblies such as ANZAC Day. Jye prepared speeches that were relevant to each specific occasion and delivered each speech with confidence and pride. Matikah Donovan has been elected as the new Aboriginal Ambassador for 2017.

Multicultural and anti-racism education

An awareness and understanding of other cultures is incorporated into all KLAs (Key Learning Areas), in particular, Human Society and Its Environment (HSIE). A number of our students participated in the State wide Multicultural Perspectives Public Speaking competition.

Whilst we do not have a large number of students at WPS who come from a variety of cultural backgrounds, staff ensure that their teaching practices are culturally inclusive. We have a staff member who is trained as an ARCO if there is a need for advice or support in antiracism or discrimination.

A resource folder has been created for teachers to utilise when working with students from a multicultural background. This support uses materials from online training sessions and will be valuable for working with any new EAL/D students.