

Wauchope Public School

Annual Report



2017



3404

Introduction

The Annual Report for 2017 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

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Message from the Principal

It is with pleasure that I present the Wauchope Public School (WPS) Annual School Report for 2017. Wauchope Public School had a student population of 751 students. The school is set in picturesque grounds and caters for students from a range of backgrounds.

A special education facility consisting of four classes 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 with a focus on Literacy and Numeracy. 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.

Thankyou to everyone who has been involved with WPS in 2017 – 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.

Next year we look forward to our 150th Celebrations and the beginning of construction of a new state of the art, 13 classroom block with outdoor learning spaces included. 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 751, including 151 Aboriginal students. We have four Special Education Classes, one literacy/numeracy focus class, two enrichment classes forming a total of 33 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. Major Capital Works are planned for 2018–2019 period which will see innovative, creative and progressive learning spaces for 13 classes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school again 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 2017, Wauchope Public School's focus continued in three areas of the Learning domain – 'Curriculum and Learning', 'Wellbeing' and 'Assessing and Reporting'.

Curriculum and Learning:

Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

Wellbeing:

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages

students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Students care for self, and contribute to the wellbeing of others and the wider community.

Assessment and Reporting:

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Parents are updated on the progress of their children. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

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:

Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Learning and Development:

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets. Teachers are actively engaged in planning their own professional development to improve their performance.

Professional Standards:

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher-level accreditation. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas. Teachers work beyond their classrooms to contribute to broader school programs.

Leading Domain:

Our 2017 priorities in the Leading Domain have been to focus on 'School Planning, Implementation and Reporting' and 'School Resources'.

School Planning, Implementation and Reporting:

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

School Resources:

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs. Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

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

For more information about the School Excellence Framework;

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

Strategic Direction 1

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 have met regularly throughout the year as a stage group. They continue to update 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 including both Enrichment classes and the Literacy/Numeracy class.

2018 Quick Smart students have been identified and 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)	Funds Expended (Resources)	Progress achieved this year
Whole school curriculum planning, programming and supervision processes established.	Supervisor and staff release for program supervision. Grade Planning Days. Professional Learning goals release days. Stage planning days.	This year, Staff at Wauchope PS focussed on feedback and program supervision. Staff regularly reflected on teaching and learning programs making informed changes. Continuum data is regularly updated and this information is used, together with other assessments to plan Teaching and Learning programs which cater for student needs. Professional Learning goals are established and regularly reviewed. Stage Planning days focus on updating, reviewing and refining current practice.
Comprehensive assessment framework informs teaching and learning programs.	Stage Meetings Grade Planning Days	Student 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.
Levels of student engagement have increased through participation in ICT (iPad).	Mathletics Bug Club Sunshine Online Mathseeds	Professional Learning in ICT has continued to be provided across all stages of learning. The frequency of iPad use has increased and is evident in teaching and learning programs. iPads, as a learning tool, form part of many teaching and learning activities across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Differentiated teaching and learning programs reflect student needs.	iPads	Differentiation is more evident in classroom observations and continues to be documented in the Performance Development Framework process. iPads are used as a tool for differentiation in the classrooms.

Next Steps

Teacher professional learning focused on 'Writing' catering for different learning styles through differentiated classroom pedagogy. Staff continue to develop and refine teaching and learning programs according to school wide need (e.g. composite classes).

Professional Learning in Assessment for learning, Assessment as Learning and Assessment of Learning provided across the school. The refinement of school-wide assessment procedures.

Teaching staff are also 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

All staff at Wauchope Public School have participated in the development of the proforma for the Observation aspect of the Performance and Development Framework, as per their individual goals. 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.

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

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)	Funds Expended (Resources)	Progress achieved this year
Successful navigation through the BOSTES teacher accreditation process is evident across the school.	Executive release	Teaching staff continue to successfully complete their accreditation process. The new WPS supervision checklist and feedback sheets are aligned to the Professional Teaching Standards.
PDF: Wauchope PS PDF Observation model established, appropriate to our large school population..	Release for Observations and Feedback meetings.	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.	Release days for corporate planning	Assessment tasks are continually refined. Some cross stage units are completed. Full implementation of revised History and Geography units Professional development of curriculum leaders. Cross-curriculum units specifically identified for enrichment classes. Grade Representatives finalised curriculum plans for each grade.
Effective collegial teams lead staff and are actively focused on school future directions	Additional staffing	BUMP IT UP plan fully established across the school. Internal monitoring implemented and end of term report completed. Curriculum teams and school committees are established and continue to work effectively.

Next Steps

Provide opportunities for teachers to work across and within grade and stage groups to further develop effective units of work. Continue with the refinement of authentic Assessment tasks. Develop support systems and structures for pre 2004 Teachers.

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

The Positive Behaviour For Learning (PBL) team has helped to create a climate where students are familiar with the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The implementation of the Wellbeing Framework has enabled us to make progress towards unifying our wellbeing practices across the school.

Our teaching staff work directly with our Learning and Support Team to ensure that each of our students are provided with the best possible learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classroom and playground data reflects success of PBL practices.	TPL Funds Literacy Numeracy Funds	PBL is in place in non-classroom settings and refreshed PBL lessons are being taught in all classrooms. A new levelled reward system has been evaluated and is prepared for implementation in 2018.
Student participation is evident in extra-curricular activities.	Low Socio Economic Funding AEO and AESO	Additional extra-curricular opportunities were offered throughout 2017. These included a combination of sporting and academic opportunities. There was an increase in the number of students participating in these activities.
Data determines programs and wellbeing practices.	QTSS Funds	Consistent communication and collaboration with outside agencies enabled us to better support the learning needs of our students. The identification of data patterns allowed the staff to adapt behaviour programs to best address student need.

Next Steps

Up-skill staff in the development of Personalised Learning and Support Plans, Behaviour Plans and Healthcare Plans.

Further Professional Learning around the Wellbeing Framework.

Implementation and trial of the new whole school reward system.

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

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	Beginning Teachers \$35,026	Seven beginning teachers were supported and mentored throughout 2017. Release time and meeting opportunities were provided by staff offering a variety of expertise.
Aboriginal background loading	1.0 AEO \$65,509 SLSO \$59,336 Flexible \$60804 Total: \$126313	Our Aboriginal Education Officer (AEO) has supported our indigenous students and has continued to be actively involved in the following programs: Rainbow Serpent Club was held weekly – many indigenous families accessed this service in 2017. WPS Homework Centre has been supported for two terms and many students who value this opportunity. All students have an individual learning plan (ILP) which focus on Literacy and Numeracy targets and personal goals. Cultural significance is included in all ILPs and is at the forefront of every school event.
English language proficiency	\$400	Additional support allocation has allowed us to assist students with the provision of in-class and withdrawal support.
Low level adjustment for disability	LaST staffing allocation SLSOs \$218,859	Students at Wauchope PS requiring adjustments and additional learning support were catered for within mainstream classes. In addition, the successful formation of our Stage 1 Literacy / Numeracy class has enabled students to access more individualised learning programs and to strengthen their basic skills. Teachers have engaged in targeted professional learning to support students with additional learning needs. This has taken the form of intensive online training in every stage.
Quality Teaching, Successful Students (QTSS)	1.84 Additional Staffing \$186,896 \$55,561	QTSS initiative has provided additional staffing allocation to improve the quality of teaching across the school. This allocation has been used to enable teachers to participate in Performance Development Observations twice this year. Individual performance agreement goals are directly linked to constructive feedback.
Socio-economic background	Total: \$510,796 1.3 Classroom Teacher \$132,046 Flexible Funding \$378,750 (Additional Teachers)	Significant equity funding has provided additional staffing allocations. Students across the school have benefitted from the opportunity to participate in additional Literacy and Numeracy support through MultiLit and QuickSmart. An additional Assistant Principal (AP) position has enabled us to coordinate whole school training and development programs

Socio-economic background	<p>Total: \$510,796</p> <p>1.3 Classroom Teacher \$132,046</p> <p>Flexible Funding \$378,750 (Additional Teachers)</p>	<p>which have enhanced teacher understandings of curriculum documents.</p> <p>Student Assistance has also been provided for Low SES families.</p> <p>Low Socio-economic background funding has enabled the school to establish systems that provide stability from one year to the next and it turn, address the high needs of the local community.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	331	356	350	391
Girls	343	336	343	359

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	93	94.1	93
1	92.6	92.8	94.3	93.9
2	93.8	91.6	93.1	94.2
3	93.6	92.9	92.7	93.8
4	93.3	93.1	92.4	92.2
5	92.7	91.5	94.1	92.2
6	92.2	92.2	92.3	93.2
All Years	93.3	92.5	93.3	93.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Wauchope Public School encourages and supports the promotion of school attendance at every opportunity.

Attendance is closely monitored by executive staff and families are immediately contacted if absences are a concern. Absences are recorded and tracked on a central data base. Daily absences which are not explained are confirmed by SMS messages to parents or caregivers. This method of notification has generated positive results in our recording system. Absences which continue to be unexplained are followed up by letters to parents or caregivers.

Class sizes

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	30.64
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	9.47
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

Our school professional learning culture is one of continuous improvement. Staff at Wauchope Public School have participated in curriculum professional learning opportunities which improve professional practice and student learning outcomes.. This PL has occurred at whole school level, at stage level and on an individual basis as required. Wauchope PS is committed to establishing procedures which support all teachers who are in the process of attaining and maintaining accreditation. Throughout 2017, our beginning teachers were supported 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. This support is embedded in school structures, explicit planning and time allocation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	768,166
Global funds	633,784
Tied funds	847,246
School & community sources	168,085
Interest	10,147
Trust receipts	28,242
Canteen	0
Total income	1,687,505
Expenditure	
Teaching & learning	
Key learning areas	43,235
Excursions	61,558
Extracurricular dissections	25,615
Library	13,236
Training & development	190
Tied funds	610,055
Short term relief	143,710
Administration & office	79,557
School-operated canteen	0
Utilities	51,142
Maintenance	20,019
Trust accounts	27,226
Capital programs	34,447
Total expenditure	1,109,992
Balance carried forward	1,345,679

The information provided in the financial summary includes reporting from 4 September 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,424,617
Appropriation	1,358,400
Sale of Goods and Services	4,575
Grants and Contributions	60,764
Gain and Loss	0
Other Revenue	0
Investment Income	879
Expenses	-540,185
Recurrent Expenses	-540,185
Employee Related	-312,380
Operating Expenses	-227,805
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	884,433
Balance Carried Forward	884,433

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,423,338
Base Per Capita	108,537
Base Location	14,017
Other Base	4,300,783
Equity Total	856,369
Equity Aboriginal	126,313
Equity Socio economic	510,796
Equity Language	400
Equity Disability	218,859
Targeted Total	866,083
Other Total	250,759
Grand Total	6,396,549

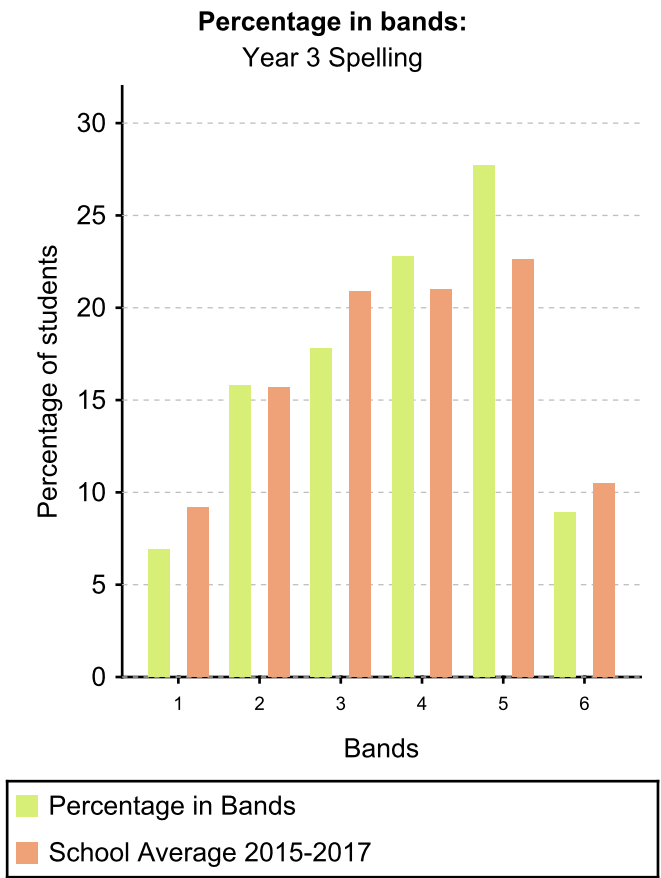
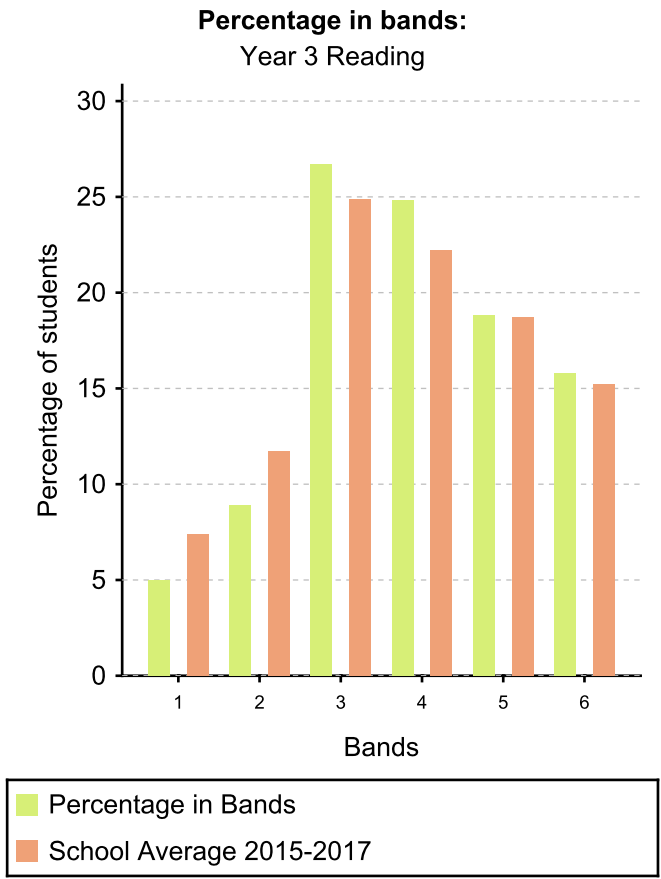
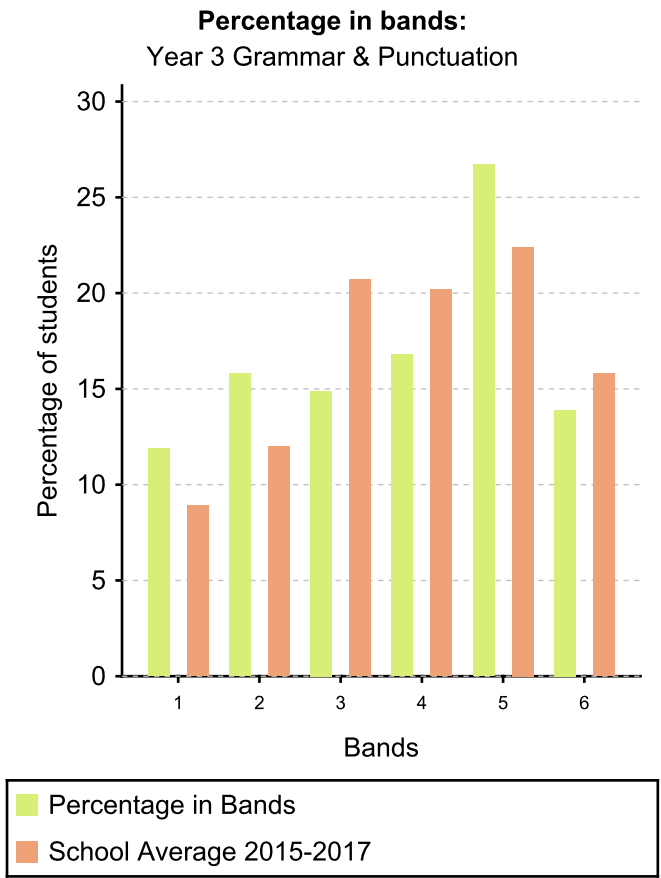
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

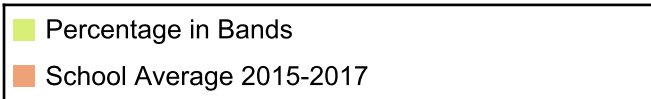
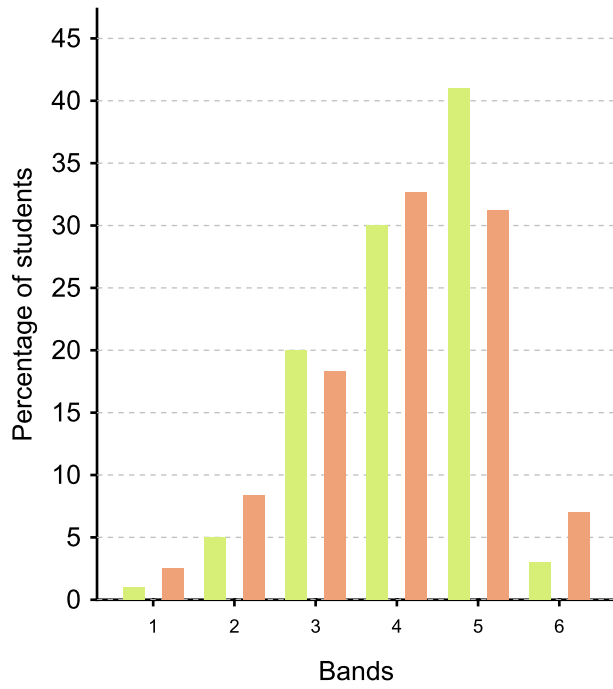
School performance

NAPLAN

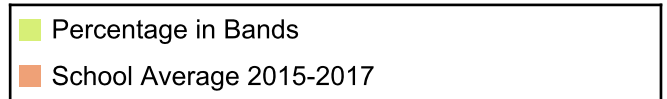
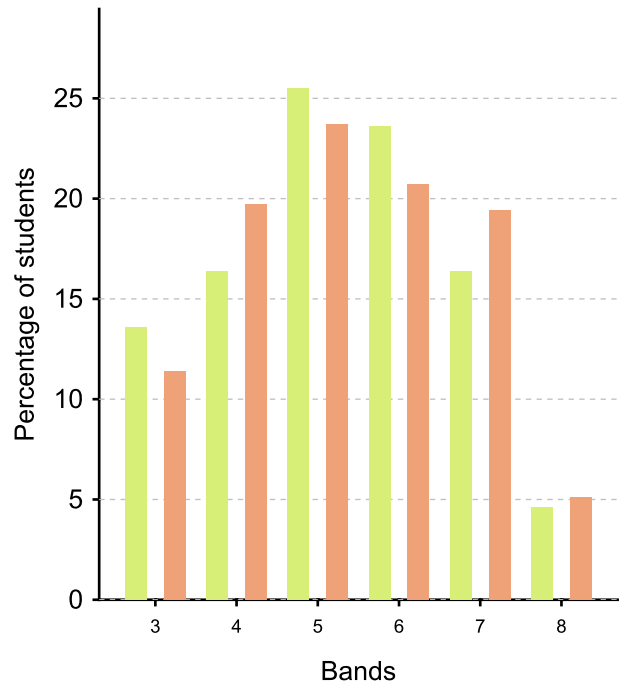
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



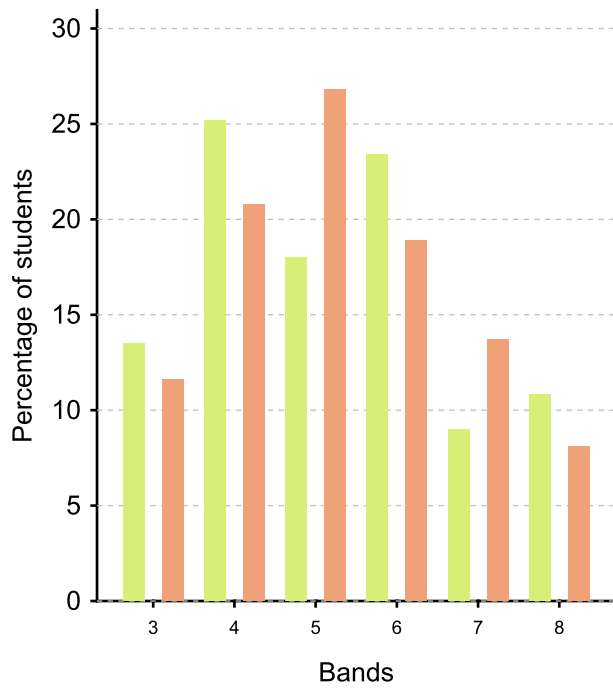
Percentage in bands:
Year 3 Writing



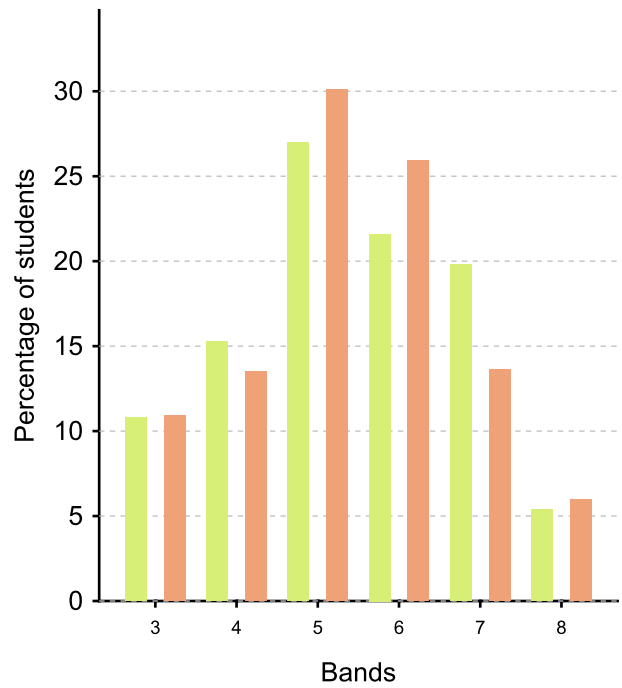
Percentage in bands:
Year 5 Reading



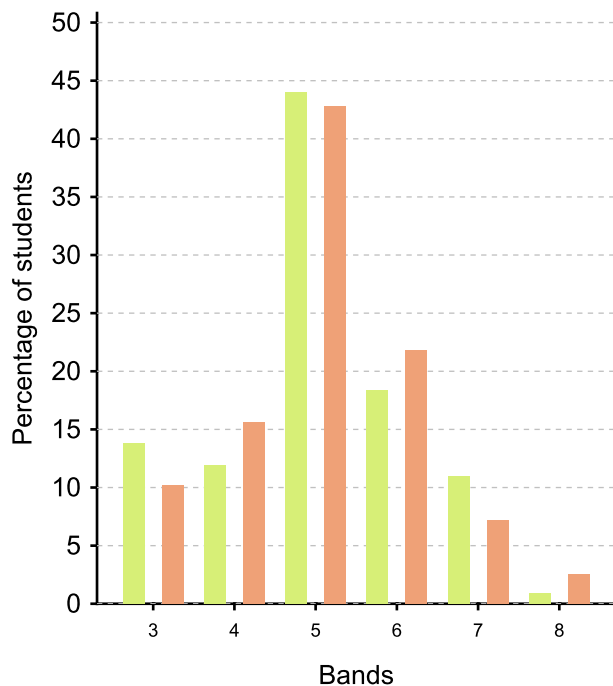
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

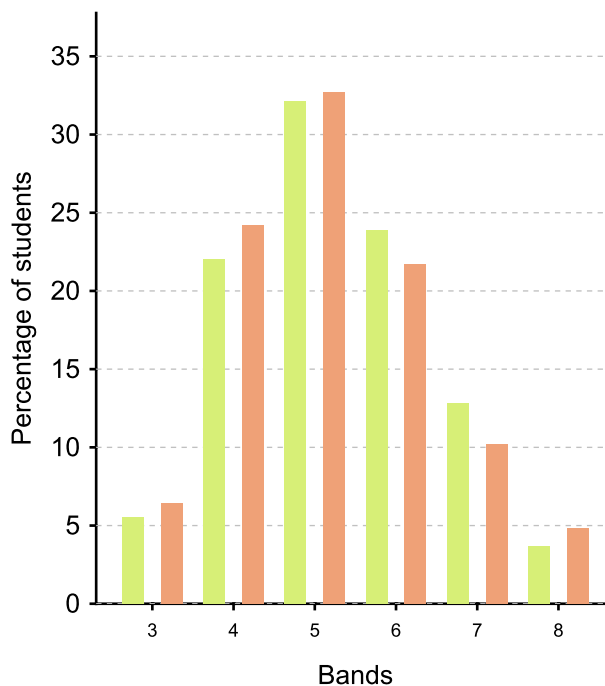


Percentage in bands:
Year 5 Writing



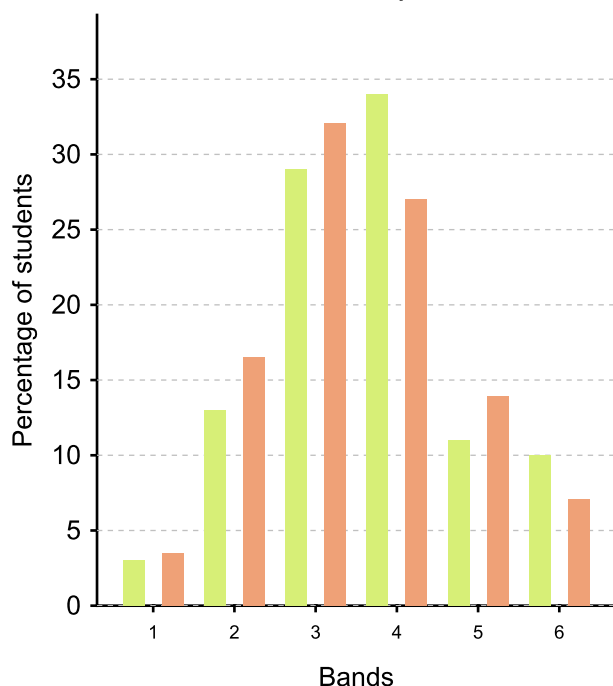
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

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

Parent/caregiver, student, teacher satisfaction

95% of students at Wauchope PS value their schooling outcomes in terms of its importance in their everyday lives, and they have a very positive sense of belonging.

There has been a sizeable increase from 2016 to 2017 in the number of students participating in school sports.

Policy requirements

Aboriginal education

Wauchope Public School supports 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. 20% of the students enrolled at WPS in 2017 identified as being either Aboriginal or Torres Strait Islander. WPS aims 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 throughout 2017

with members of the team representing WPS at the NSW Aboriginal Education Consultative Group (AECG) meetings each term. Term 2 was very busy with whole-school activities planned for Reconciliation and NAIDOC.

At the beginning of Term 2 all school teaching staff and Aboriginal families met for afternoon tea so that families and teachers could meet to begin the process of discussing and writing Personal Learning Plans for Aboriginal students in the school. This was also an opportunity to introduce the school community to Aunty Maree Hutchison who began as the Aboriginal Education Officer (AEO) at Wauchope Public School at the beginning of 2017.

Kindergarten teacher Mrs Julie Best and Year 6 teacher Mr Jake Freeman–Duffy attended the Aboriginal Teachers Conference in Sydney in May.

The Homework Centre operated on Wednesday afternoons throughout Terms 2 and 3 again this year. The students were provided with afternoon tea and transport home by bus. There were usually about 20 students in attendance with a teacher and AEO to supervise. This is a very popular activity with Aboriginal students, some of whom began asking when Homework Centre would be starting at the beginning of the year. It is also a wonderful opportunity for students from Years 3 to 6 to work together in a very supportive environment.

Following on from the 2016 'Garden of Reconciliation' the song 'Paint this land' was the inspiration for the whole school to come together in Reconciliation Week to create a 'Circle of Reconciliation' made out of painted river stones, bark, seed pods and driftwood on the school oval.

At the NAIDOC Assembly the NSW Teachers Federation presented the school with a First Prize in the Community section of the Sam Lewis Peace Awards for the Garden of Reconciliation in 2016. A slideshow from the 2017 Reconciliation event, performances by the Boys Dance Group and Women's Singing Group and a presentation by a representative of the Indigenous Marathon Foundation were just some of the activities at the 2017 NAIDOC Assembly. Following this the Boys Dance Group were invited to perform at the Wauchope High School NAIDOC Assembly as well.

Matikah Donovan was an excellent Aboriginal Ambassador in 2017, growing in confidence with each opportunity to represent the Aboriginal community within the school. She played a major role in many formal school assemblies and could be relied on to support both school staff and students when the need arose.

Students continued their success in the Patrick White Young Indigenous Writers Competition winning a total of \$690 in prize money with Kindergarten class, KMM winning the group writing section.

WPS again held an additional Kindergarten Orientation visit for the Aboriginal children who will be starting

Kindergarten in 2018. The Port Macquarie Centacare group collaborated with WPS staff to offer this experience to students and their families. Mr Jamie Donovan and Mr Steve Donovan facilitated this WPS boys dance group. Some current Aboriginal Kindergarten and Stage 3 students assisted Kindergarten teacher Mrs Julie Best and AEO Aunty Maree to give the pre-schoolers a taste of 'big school'.

Shonekqua Donovan was voted in as the 2018 Aboriginal Ambassador with the position officially handed over by Matikah at the Primary Presentation Assembly. The year ended with a farewell lunch for all Aboriginal Year 6 students who were invited to bring a friend along to join them in celebrating their transition from primary school to high school.

Multicultural and anti-racism education

Wauchope Public School maintains a high level of awareness and understanding of other cultures. This awareness and understanding is incorporated into all KLAs (Key Learning Areas), in particular, Human Society and Its Environment (HSIE). We ensure inclusive teaching practices which recognise and value cultural diversity.

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.

The staff at Wauchope Public School are committed to providing an equitable and inclusive education for ALL students.