

# Wauchope Public School

## Annual Report



3404

## Introduction

The Annual Report for **2018** is provided to the community of **Wauchope Public School** as an account of the school's operations and achievements throughout the year.

This report 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 2018. Wauchope Public School had a student population of 731 students. The school is set in picturesque grounds and caters for students from a range of backgrounds.

A special education facility consisting of five 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. 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.

2018 has seen the commencement of construction of our new 13 classroom building. It should be completed ready to use for the commencement of 2020.

This year we celebrated our schools 150th Anniversary. On Friday 19 October all students and staff dressed up in colonial clothing and paraded around the streets of Wauchope. Every student then received a 150th Anniversary Key Ring memento of the occasion and a free sausage sandwich.. Parents then joined us for a BBQ lunch provided by the Lions Club. The students then participated in old fashion activities such as marbles, hopscotch, elastics, chalk boards and traditional dance. On Saturday morning we had a historic photos and memorabilia display and school tours. On Saturday 20 October we enjoyed a Gall Dinner with 140 attendees. The Member for Oxley enjoyed our evening so much that she made a speech in Parliament House about our school, its anniversary and our celebration, she spoke extremely highly about our school.. The P&C catered a lovely free morning tea on the Saturday morning..

I've include some parts of my speech from the Gala Dinner.

*It is hard to believe that Wauchope Public School has been serving the children of our town for 150 years. It really is amazing. We have loved searching through the historic photos and hearing of past stories. We have enjoyed putting past photos on the Facebook Page.*

*Many people in this room would have been students at WPS and are now sending your children to our school. Many of you now have your grandchildren with us also. The corridor outside my office is filled with Year 6 Photos for the past 30 years. Visitors often spend time finding themselves in the photos when they visit the school.*

*Many of the ex-staff who are with us today have had large parts of their careers at WPS because it's the sort of place you don't want to leave once you get here. If they have left it is either retirement or moving onto promotions. People have great affection and attachment to our school.*

*Let me just take us back on a quick history of Wauchope Public School.*

*Wauchope Public School commenced in 1868 with one room, a hardwood floor, slab walls and a shingled roof on Thomas' Suters land on the south west corner of High and Cameron Streets. 42 children with the first principal Mr John Hume. He was 67 years of age.*

*People wanted to join Wauchope Public with other small schools such as Redbank, Ennis, and Haytown but the river was deemed too dangerous.*

*The school closed briefly as attendance was very poor as the children worked with bullock teams.*

*A new Wauchope Public School was erected in 1875 at Andrews Coleraine, west of and adjoining Lilybank. Floods and a measles epidemic marred 1875 and 1876.*

*In 1883, a new Wauchope Public School was built on land donated by Alexander Bain approximately where the swimming pool is today. The school was right next to the bullockies route to the wharves.*

*In 1905, the school had 95 students. It was one of the first schools in the State to have a P&C association.*

*In 1914, there were 140 students in just two rooms.*

*In 1918, 4 acres were cleared on the current site and a new 4-room building was built.*

*In 1925, electricity was connected. Wauchope was one of the earliest towns to have electricity.*

*By 1940, 240 students attended the school.*

*In 1944, the school was classified as a Central school.*

*In 1954, Wauchope High School was formed and new buildings were built on its present site in 1958.*

*In 1968, the schools centenary year the population was just below 500 students.*

*In 1968 the centenary year the school captains were Deborah McLennan and Allan Saye. The sporting house names are still the same Gordon, Lawson, Kendall and Paterson named after Australian poets.*

*In 1968 the P&C helped purchase a 16mm Film projector, a Gestetner Duplicator, a Bandaflex copying machine and a 27inch Rover Ranger Motor Mower.*

*From the late 1990's the school has fluctuated around the 700 student mark. Our largest population to date was achieved in 2017 with 750 students.*

*Wauchope Public School in 2018 has a population of 731 students with 80 staff. We have 34 classes. Five of these classes form a Special Education Unit with 35 students. The school has 250 desktop computers, 100 laptops, 200 iPads, every classroom has either an interactive whiteboard or interactive TV. Every room in the school is wireless. We also have two overhead projectors that are never used and less than 10 pieces of chalk. We don't have encyclopaedias any more.*

*We are about to see the construction of an amazing 13 classroom two story building with indoor and outdoor learning areas. The architects have done a brilliant job delivering what we have asked for and Wauchope PS can only go from strength to strength. The Department and Government know Wauchope Public School has a big future. Once again history is repeating itself, Wauchope Public School is leading the way in our region.*

*I am incredibly proud of what happens every day at our school. Although it is a very large school for a country town it is still a country school and that is one of its best attributes. The children are fantastic and that's a credit to their parents and the town of Wauchope. It is a one Public school town and the majority of Wauchope students attend our inclusive school. We take all comers. We do not pick, choose or segregate. In 2018 voluntary school fees are still just \$25. Pretty good value for money.*

*Being a one town school makes us all very parochial. Our students play netball, cricket, rugby league, rugby union, soccer etc for Wauchope. Playing for the town and then playing for the school makes all our sporting teams very competitive. We have won, come runners up or made the top 8 finals teams in several State PSSA sports such as*

soccer, rugby league and netball. When Wauchope enter a playing arena the opposition know they have a tough game on their hands. I often see the fear in our opponent's eyes.

Our students represent Wauchope every day. We are proud that every student has Wauchope emblazoned across their back. Everywhere we go people know that we are from Wauchope and we are proud of it. People recognise us all over the State and the ACT. Dr Gillespie spots us at Parliament House a mile off, this year we have been acknowledged at the Opera House, at Taronga Zoo and soon at the Schools Spectacular. I know the community love seeing our students around town. They love it when we have our Easter Hat parade and book Week march through the streets. One of my highlights is when we average over 150 students and 20 staff marching proudly on ANZAC day along High Street. I believe this is very special and I know the Community does also.

Our school is Wauchope.

It's funny when you go to a school or your children go to a school that's it for that period of your life. The school is the centre of the universe for that family. If you have two or three kids it could mean up to 15 years living and breathing Wauchope Public School.

However, when you leave it means a new chapter and your primary school becomes happy memories. And they are happy memories.

I feel that the local businesses especially the Credit Union and the local clubs such as Lions and Rotary support Wauchope Public School to the hilt. The reason they do this is because our school is catering for the children of our town. We are making the future citizens of Wauchope. The local Public school always has and always should be a major priority and focal point for any county town community. The school gives so much to our students and it's nice to have the community value and appreciate the opportunities and experiences we give to our next generation.

Thank you to everyone who has been involved with WPS in 2018 – 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 725, including 169 Aboriginal students. We have five Special Education Classes, two literacy/numeracy focus class, two enrichment classes forming a total of 34 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 planned for 2018–2019 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 took part in the External Validation Process using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In preparation for this External Validation process, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: Wauchope Public School determined it's current level of performance at **'Delivering'**.

#### *Elements*

LEARNING: Learning Culture – Delivering – Wauchope Public School has a strong learning culture with dedicated experienced teachers and students who experience a wide range of success across the curriculum. To progress forward in this domain Wauchope Public School will work with the school community to improve how families value education and the aspiration of students.

LEARNING: Wellbeing – Delivering – Wauchope Public School has a strategic and planned approach towards the wellbeing of students and how best to address their individual needs and strengths. To progress forward in this domain Wauchope Public School continue the development of a School Wellbeing Framework, wellbeing policies and procedures and sustainable practices that assist students to achieve success..

LEARNING: Curriculum –Delivering – Wauchope Public School implements quality teaching and learning experiences.. Student assessment and performance drive planning and teaching and cater for the needs of each student. To progress forward in this domain Wauchope Public School will be processes that inform students and parents of learning, be evidence based and meet the 'point of need' of the learner.

LEARNING: Assessment –Delivering – Wauchope Public School has effective assessment practices that are evident in every classroom and are designed to monitor students, inform planning and report on student learning. To progress forward in this domain Wauchope Public School is implementation a whole school assessment strategy to build awareness, knowledge and skills of teachers to develop school-wide assessment practices of, as and on learning.

LEARNING: Reporting – Delivering – Wauchope Public School has effective reporting practices in place. Executive frameworks and supports assist teachers in the process of reporting that reports on all areas of the curriculum. To progress forward in this domain Wauchope Public School will work develop student feedback procedures and practices that reflect on future learning targets.

LEARNING: Student performance measures –Delivering – Wauchope Public School is achieving at or above expected levels on internal and external assessment measures.. To progress forward in this domain Wauchope Public School will continue to implement the Literacy and Numeracy instructional leadership model, regularly review and analysis external assessment data and build practices of comparative analysis.

### Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching: Wauchope Public School determined it's current level of performance at **'Delivering'**.

#### *Elements*

TEACHING: Effective classroom practice – Delivering – Wauchope Public School teachers implement high quality, explicit teaching and learning activities. A wide range of teaching strategies are utilised, some being evidence-based. To progress forward in this domain Wauchope Public School will continue to develop staff knowledge and skills in quality teaching practices to ensure evidence-based teaching.

TEACHING: Data skills and use – Delivering – Wauchope Public School teachers utilise class and grade assessment data to identify and understand student progress and achievement. Assessment is used to inform teaching and learning

programs, student learning targets and differentiation to student learning. To progress forward in this domain Wauchope Public School will implement school-wide assessment procedures to inform teaching, learning and school resource allocation.

**TEACHING: Professional standards – Delivering –** Wauchope Public School teachers follow an explicit Performance and Development process. At all levels of proficiency staff are supported to build individual skills and professional standards. To progress forward in this domain Wauchope Public School will continue to follow a collegial learning and sharing strategy, improving teaching across the school by working together and learning from each other.

**TEACHING: Learning and development– Delivering –** Wauchope Public School teachers school plan prioritises professional development and staff accreditation. Systems are in place to support professional learning and to assist staff to achieve and maintain accreditation. To progress forward in this domain Wauchope Public School will endeavour to implement evaluation and performance measures into the professional learning process to determine the value and impact of staff development.

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading: Wauchope Public School determined it's current level of performance at '**Delivering**'.

## ***Elements***

**LEADING: Educational leadership – Sustaining and Growing –** Wauchope Public School executive staff lead positive interventions and practices across the school. School improvement is achieved by executive staff and teachers leading instructional initiative and modelling a culture of high expectation. To progress forward in this domain Wauchope Public School will implement succession planning and aim to build leadership responsibilities for all staff.

**LEADING: School planning, implementation and reporting – Delivering –** Wauchope Public School strategic plan is designed to achieve improvement against the School Excellence Framework in three targeted areas. All school staff are a part of the process to improve school whole school achievement. . To progress forward in this domain Wauchope Public School will include the school community and student voice in the improvement process and actively inform all key stakeholders of progress and achievement.

**LEADING: School resources – Delivering –** Wauchope Public School teachers school is a large school with extensive physical and human resources. Whilst embarking on major change in 2018 and beyond the school has implement proactive processes to ensure that effective teaching and learning continues.. To progress forward in this domain Wauchope Public School will focus on the delivery of quality services implementing measures to review, analysis and reflect.

**LEADING: Management practices and processes – Delivering –** Wauchope Public School teachers administrative systems are effective and fulfil departmental responsibilities. To progress forward in this domain Wauchope Public School will continue to review, evaluate and change school systems to achieve efficiency and school community satisfaction.

## **NEXT STEPS TO MOVE FORWARD**

**Build in a process of self–assessment involving all staff in collecting, analysing and responding to evidence.**

**Whole staff to observe and be a part of whole school self–assessment.**

**Key staff and champions to lead process of evidence evaluation.**

**Self–assessment through SEF is strongly reflected in the school plan.**

## Strategic Direction 1

### Engaging Student Learning

#### Purpose

Support and promote student achievement by engaging every child in a differentiated curriculum, positive learning environment by providing a wide range of learning opportunities which focus on developing a love of learning and the capacity to achieve.

Focus aspects of the Learning Domain will form the direction of our plan and be responsive to our school's needs over time. These aspects are Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures.

#### Overall summary of progress

##### ASSESSMENT:

Whole school assessment strategy for literacy is in the process of review and whole school student performance data in literacy is being collated and analysed to inform class placements for 2019.

##### CURRICULUM:

Supervision documentation and classroom observations reflect quality teaching practice and differentiation. The Professional Learning focus was on Literacy Training and Effective Reading Instruction. Classroom teachers completed training which informed planning and practice.

##### WELLBEING:

The Wellbeing Framework is in place, supported by school systems, procedures and practices.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Final Improvement Measures</b>  <b>Assessment</b>  By 2020 WPS will have moved from Delivering to Sustaining and Growing in <i>Whole School Monitoring of Student Achievement</i> .  <b>Curriculum</b>  By 2020 WPS will have moved from Delivering to Sustaining and Growing in <i>Differentiation and Teaching &amp; Learning Programs</i> .  <b>Wellbeing</b>  By 2020 WPS will have moved from Delivering to Sustaining and Growing in a <i>Planned Approach to Wellbeing</i> ..	<b>Assessment</b>  Resource allocation  <b>Curriculum</b>  Teacher Training  <b>Wellbeing</b>  Establishing the HUB	<b>Assessment</b>  <i>Whole School Monitoring of Student Learning</i> remains at the level of DELIVERING. However, there is a plan to initiate a whole school assessment strategy to ensure that the learning of all students is systematically monitored. School data reveals that effective literacy assessment is in place.  <b>Curriculum</b>  Currently assessed as <i>DELIVERING</i> , <i>Differentiation</i> within classrooms happens for some students with particular identified needs. In the SEF, <i>Teaching and Learning Programs at WPS</i> have moved from Delivering to <i>SUSTAINING AND GROWING</i> . Class programs describe expected student progression in knowledge, understanding and skills.  <b>Wellbeing</b>  Although currently <i>DELIVERING</i> in the a <i>Planned Approach to Wellbeing</i> , wellbeing and engagement remain important conditions for learning and we have a strategic plan to develop whole school wellbeing processes.



### **ASSESSMENT:**

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 and learning programs focus on point of need assessment to effectively drive the teaching and learning cycle.

### **CURRICULUM:**

Teacher professional learning focused on the Learning Progressions, PLAN 2 and the new Science and Technology syllabus. Staff continually work to develop and refine teaching and learning programs according to school wide need.

Teaching and learning programs focus on point of need assessment to effectively drive the teaching and learning cycle.

### **WELLBEING:**

Deepening understanding of the Wellbeing Framework for staff. Consistently implemented whole-school wellbeing systems which promote a positive learning environment.

## Strategic Direction 2

### Teacher Quality and Professional Learning.

#### 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. Effective Classroom Practice will be a specific focus, including the use of Professional Standards in guiding teacher development.

These priorities will be dynamic and occur under the context of the Teaching Domain, including Effective Classroom Practice, Data, Skills and Use, Collaborative Practice, Learning and Development and Professional Standards.

#### Overall summary of progress

##### **Data Analysis to Inform Decision Making**

Staff at Wauchope PS are in the process of developing effective assessment practices and using this to drive future planning. Adjustments to teaching and learning programs will be evidenced in class programs.

##### **Effective Classroom Practice**

Teachers provide students with prompt feedback in a variety of forms (oral, written, descriptive, evaluative, motivational, constructive, intrinsic, extrinsic). Students utilise feedback to inform, understand and adjust their learning.

##### **Accreditation**

The process of accreditation is supported across the school. Regular collegial meetings provide opportunities for sharing, for accessing the NESA website, navigating, logging hours and for the setting of individual goals

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Final Improvement Measures</b>  <b>Data Analysis to Inform Decision Making</b>  By 2020 WPS will have moved from Delivering to Sustaining and Growing in <i>Data Analysis</i> .  <b>Effective Classroom Practice</b>  By 2020 WPS will have moved from Delivering to Sustaining and Growing in <i>Feedback and Classroom Management</i> .  <b>Accreditation</b>  By 2020 WPS will have moved from Delivering to Sustaining and Growing in <i>Accreditation</i> .	<b>Data Analysis to Inform Decision Making</b>  Executive and Staff Meetings  <b>Effective Classroom Practice</b>  Teacher Training schedule  Professional Learning  <b>Accreditation</b>  Beginning Teacher release  Meeting times	<b>Data Analysis to Inform Decision Making</b>  In <i>Data Skills and Use</i> , WPS is maintaining the level of DELIVERING. However, class and grade assessment data is used to identify student progress.  <b>Effective Classroom Practice</b>  Although currently at the DELIVERING level for <i>Feedback and Classroom Management</i> – students are beginning to utilise feedback to inform, understand and adjust their learning and teachers are utilising a large range of teaching strategies.  <b>Accreditation</b>  <i>Professional standards for Accreditation</i> remains at the DELIVERING level however, a collegial learning and sharing strategy is in place to support this process.

## Next Steps

### ***Data Analysis to Inform Decision Making***

The Literacy Initiative team assess and monitor student growth. Team members prepare and deliver targeted professional learning opportunities for staff to support data analysis.

### ***Effective Classroom Practice***

Teachers maintain the focus of effective and timely feedback to students in a variety of forms. Program supervision processes continue to monitor and provide a forum for feedback strategies.

### ***Accreditation***

Continue to provide support for staff seeking accreditation at all levels. Explicit planning for opportunities to access the NESA website, navigating, logging hours, preparing evaluations and annotations. The provision of mentoring sessions and the sharing of ideas.

## Strategic Direction 3

Leading and Planning.

### Purpose

The school leadership team makes deliberate and strategic decisions for the purpose of improving the school and achieving student outcomes. Effective evidence-based strategies and innovative thinking are used to deliver ongoing improvements for the wider school community. Effective management of people and resources enable the leadership team to work strategically with all stakeholders.

Aspects of the Leading Domain inform the focus of our planning, including Leadership, School Planning, Implementation and Reporting, School Resources, Management Practice and Processes.

### Overall summary of progress

#### Leadership

Staff Mentoring Systems are in place. Professional Development activities build the capacity of staff and extend individual teacher and leader capabilities.

#### School Planning, Implementation and Reporting

Wauchope Public School has developed a framework for the effective implementation of the school plan. We have established an understanding of the WPS three year plan by our entire school community.

#### Management Processes – School Data Systems

Staff continue to refine the use of Sentral and the collection of data. Plan 2 will be a focus in 2019.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Final Improvement Measures</b>  <b>Leadership</b>  By 2020 WPS will have moved from Delivering to Sustaining and Growing in <i>High Expectations Culture and Performance Management and Development</i> .  <b>School Planning, Implementation and Reporting</b>  By 2020 WPS will have moved from Delivering to Sustaining and Growing in the <i>School Plan</i> and the <i>Annual School Report</i> .  <b>Management Processes – School Data Systems</b>  By 2020 WPS will have moved from Delivering to Sustaining and Growing in <i>Administrative Systems &amp; Processes and Service Delivery</i> .	<b>Leadership</b>  <b>School Planning, Implementation and Reporting</b>  <b>Management Processes – School Data Systems</b>	<b>Leadership</b>  <i>High Expectations Culture and Performance Management and Development</i> elements have progressed to the level of SUSTAINING & GROWING.  <b>School Planning, Implementation and Reporting</b>  Although the <i>School Plan</i> and the <i>Annual School Report</i> remain at the DELIVERING level, all staff are a part of the process to improve whole school achievement  <b>Management Processes – School Data Systems</b>  While DELIVERING in <i>Administrative Systems &amp; Processes and Service Delivery</i> , WPS Management Processes are effective and support DEC requirements.

## Next Steps

### ***Leadership***

The leadership team at Wauchope PS seeks to identify specific staff capabilities and to utilise these skills to create mentoring and leading opportunities for all staff.

### ***School Planning, Implementation and Reporting***

Identify planning timelines and executive roles and responsibilities for the next two years. Executive staff monitor and analyse specific processes in each Strategic Direction.

### ***Management Processes – School Data Systems***

The provision of ongoing opportunities for staff to engage successfully in school management systems. Refine the school Wellbeing Database and provide training in administrative systems.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AEO SLSO Aboriginal ILP afternoon	<p>Our Aboriginal Education Officer (AEO) has supported our indigenous students and has continued to be actively involved in the following programs:</p> <ul style="list-style-type: none"> <li>– All students have an individual learning plan (ILP) which focus on Literacy and Numeracy targets and personal goals.</li> <li>– Cultural significance is included in all ILPs and is at the forefront of every school event.</li> <li>– Aboriginal parents were invited to attend parent/teacher sessions to develop the student ILPs. Increasing communication between the home, the school and the community.</li> <li>– Stage 3 boys participated in the Bro Speak program which was led by a classroom teacher.</li> <li>– The WPS School Readiness program supported 22 Aboriginal 2019 Kindergarten students and their parents to prepare for their future schooling.</li> </ul>
<b>Low level adjustment for disability</b>	LaST staffing allocation SLSO support Special Ed AP release – 1 day per week Review Meetings teacher release IFSP Meeting teacher release	<p>Students requiring adjustments and additional learning support were catered for within mainstream classes.</p> <p>In addition, the successful formation of our 1/2 and 2/3 Literacy / Numeracy classes has enabled students to access more individualised learning programs and to strengthen their basic skills.</p> <p>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.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Additional Staffing Lit / Num Support (Lyn / Katie / Cindy) Professional Learning (S & T Syllabus release)	<p>The Quality Teaching Successful Students initiative has provided additional staffing allocation to improve the quality of teaching across the school.</p> <p>Teachers have been released from class to work with Instructional leaders to improve the teaching of literacy. This allocation has also been used throughout the year to directly support teachers in their classrooms.</p>
<b>Socio-economic background</b>	Multi-Lit, Mini-Lit and Quick Smart SLSOs Additional AP Student Assistance The HUB	<p>2018 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 Quick Smart.</p> <p>An additional Assistant Principal (AP) position has enabled us to coordinate whole school training and development programs and to support school funded initiatives..</p>

<b>Socio-economic background</b>	Multi-Lit, Mini-Lit and Quick Smart SLSOs  Additional AP  Student Assistance  The HUB	<p>Student Assistance has also been provided for Low SES families.</p> <p>The HUB has been established each morning to enable those students who require additional support to bridge the transition from home to school.</p>
<b>Support for beginning teachers</b>	Beginning Teacher Release	<p>Eight beginning teachers were supported and mentored throughout 2018.</p> <p>These teachers were provided with additional release time and meeting opportunities. They were able to work together and support each other while led by a team of experienced mentors.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	356	350	391	353
Girls	336	343	359	370

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	94.1	93	91.1
1	92.8	94.3	93.9	90.9
2	91.6	93.1	94.2	92.3
3	92.9	92.7	93.8	92
4	93.1	92.4	92.2	92.4
5	91.5	94.1	92.2	90.9
6	92.2	92.3	93.2	90.7
All Years	92.5	93.3	93.2	91.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

At Wauchope Public School, we have rigorous procedures in place for monitoring student attendance. All student absences are recorded and tracked daily on our Sentral data base. Any unexplained are confirmed by SMS messages to parents or carers. Those students whose attendance is causing concern are followed up with a sequence of letters and interviews outlining the issue and encouraging future improvement. Absences which continue to be causing concern are then referred to the Home School Liason Officer.

WPS has newly established a 'HUB' program to support, encourage and improve school attendance.

This morning program focusses on bridging the gap between home and school, it provides an opportunity for students with attendance concerns to develop coping strategies when making this transition.

### Class sizes

Class	Total
KKB	18
KJL	18
KDB	19
KBL	19
KLB	18
1/2LF	21
1PH	21
1MT	22
1MM	22
1KB	22
2MG	23
2HL	24
2DW	24
2/3KN	22
3_4AD	30
3VM	24
3KD	25
3EW	27
4JS	28
4VH	28
4LR	25
5EM	24
5CG	26
5/6CW	30
5WH	26
6MN	24
6JB	23
6HJ	24
6SG	27

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	31.5
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	10.47

\*Full Time Equivalent

There are currently four members of staff at Wauchope Public School who identify as either Aboriginal or Torres Strait Islander decent. At WPS, our indigenous staff fulfil a variety of roles. We have an Aboriginal Education Officer, two indigenous classroom teachers and a School Administration Officer.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

### Professional learning and teacher accreditation

The professional learning culture at Wauchope Public School is future-focused and embedded in school structures. Our staff has had the opportunity to participate in a range of professional learning which has directly addressed identified goals. 2018 Professional Learning has occurred throughout the year in an explicit manner, clearly aligned to the Premier's Priorities and the WPS School Plan.

WPS is committed to establishing procedures which support all teachers who are in the process of attaining and maintaining accreditation by providing mentoring and collegial learning opportunities.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	884,433
<b>Revenue</b>	7,648,194
Appropriation	7,386,504
Sale of Goods and Services	6,236
Grants and Contributions	245,691
Gain and Loss	0
Other Revenue	0
Investment Income	9,763
<b>Expenses</b>	-7,791,119
Recurrent Expenses	-7,791,119
Employee Related	-7,075,667
Operating Expenses	-715,452
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-142,925
<b>Balance Carried Forward</b>	741,508

The total revenue for 2018 was \$7,648,194 and balance carried forward was \$884,433. Expenses of \$7,791,119 reduced our balance carried forward to \$741,508. The plan is to continue reducing this balance in future years. The school has several future projects in the planning that will assist with this decrease.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,655,111
Base Per Capita	149,850
Base Location	14,913
Other Base	4,490,349
<b>Equity Total</b>	1,037,009
Equity Aboriginal	187,999
Equity Socio economic	559,067
Equity Language	1,723
Equity Disability	288,221
<b>Targeted Total</b>	1,069,715
<b>Other Total</b>	335,184
<b>Grand Total</b>	7,097,018

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

WPS participated in online testing in 2018 for the first time. We were the first group of schools out of over 2000 NSW Public schools who did this. The Department of Education has informed all schools that completing the online tests have not given accurate results for students completing NAPLAN. In 2019, another group of schools will complete these assessments online. We are hoping that when all schools are completing these assessments online we

will have more reliable statistics to work with. WPS has been applauded for our successful implementation of this new process.

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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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Improvements in Literacy and Numeracy are two of the Premiers main priorities. The majority of WPS Year 5 students are in Bands 5, 6 and 7 in reading. 2018 saw an increase in the number of Year 5 students in Band 8. The majority of students in Year 5 in Numeracy are in Bands 5 and 6. We also saw a slight increase in students reaching Band 8 level in Numeracy.

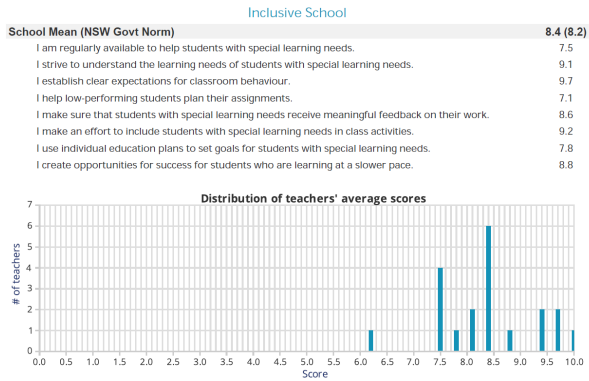
## Parent/caregiver, student, teacher satisfaction

Wauchope Public School seeks and values the opinions of parents, carers, students and teachers. Using the Tell Them From Me surveys, we received the following feedback.

The Tell Them From Me surveys completed by Year 4, Year 5 and Year 6 students reflected strong social-emotional foundations. 93% of our students believe that schooling is useful in their everyday life and will have a strong bearing on their future. Students said they found classroom instruction relevant to their everyday lives, rating our teachers an average of 8.0 which is above the NSW Government School average. Students also awarded 8.0 to the statement of 'Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. 80% of our Indigenous students said they feel good about their culture while at school, and our female students in Year 6 showed particularly high levels in the perseverance measure.



Our teacher survey also revealed many positive aspects of their experience within our school. Highlights include strong levels of collaboration, with a staff average of 8.9 in response to the statement 'I discuss learning problems of particular students with other teachers'. The survey also reflected the inclusive nature of our school, with staff responding to the statement of 'I strive to understand the learning needs of students with special needs' with an average of 9.1.



## Policy requirements

### Aboriginal education

2018 saw 27 Aboriginal Kindergarten students begin their education at Wauchope Public School, which made a total enrolment of 169 Aboriginal students across the whole school. At the beginning of Term 1 all school teaching staff and our Aboriginal Education Officer (AEO) met with our Aboriginal families at an afternoon tea. Together they discussed and wrote Personal Learning Plans for Aboriginal students.

Wauchope Public School (WPS) work in partnership with Wauchope High School (WHS) to allow our Aboriginal students to be more familiar with the transition to Year 7. WHS has invited our Year 6 Aboriginal students to attend special performances such as Sean Choolbura and Christine Anu. Our students were also invited to participate in the Future Moves: National Indigenous Science Education Program (NISEP), where they explored different areas of Science with an Indigenous perspective.

Connecting to Country is delivered twice a year by our local Hastings Aboriginal Education Consultative Group (AECG). Wauchope Public School had five staff members, including the principal, participate in this training which provided very important local cultural understanding which was then transferred back into the classroom and school.

Reconciliation Week celebrations occurred in Term 2, Week 1. Our Primary students delivered an informative talk on this year's theme 'Don't Keep History a Mystery'. Each student painted an Aboriginal Flag, which they displayed during the assembly. A reconciliation banner was painted by our Aboriginal children and Aunty Maree (AEO), which was carried in unity along with our three flags during a march around the school back oval.

The NAIDOC theme this year was 'Because of her we can'. All classes brought in photos of significant female women in their lives while also explaining why/how these people have made a difference for them. Our Aboriginal boys danced at the flag raising at the Wauchope Base Hospital and later at the first Community Family Fun Day at Wauchope where our Aboriginal girls dance group also performed. Our Aboriginal dance groups both performed at our school NAIDOC assembly which was well supported by the community. Aboriginal students throughout the school were interviewed and filmed explaining how a significant female is important to them. This film was shown at the NAIDOC assembly. Our guest speaker Aunty Helen was unable to attend but shared a beautiful presentation on meaningful women within our school and surrounding community. Aunty Maree Hutchison (AEO) also spoke to this topic when introducing the powerpoint. WPS Aboriginal dance groups are invited to perform throughout the year by community organisations.

The boys group performed at the opening of the Birpai Community Men's Shed at Port Macquarie which was attended by Luke Hartsuyker (member for Cowper) and Peta Pinson (Mayor Hastings Port Macquarie Council).

The boys danced and represented their school with pride. Our Year 5/6 Aboriginal boys, in Term 4, commenced the 'BroSpeak program'. This Program is designed to help the boys be strong in their Aboriginal Identity and smart in their approach to achieving their goals. BroSpeak links Aboriginal boys with local Aboriginal male role models. Utilising the knowledge and support from male elders within our community.

Aboriginal Education Awards were held at the Westport Secondary Campus where Education Staff and Community members both Aboriginal and non-Aboriginal as well as Aboriginal students were acknowledged for their support and educational achievements. WPS nominated both staff and students for Aboriginal awards and were successful with all nominees receiving an award. Award winners were; Julie Best – Aboriginal Teaching Award, Kurtis – Leadership and Jai – Sporting Award.

Our WPS Aboriginal Kindergarten Transition Program was delivered over six weeks to our Aboriginal children who will be commencing school in 2019. This program supports both the child and the parent. Parents stayed with their child and joined in with the activities. These activities focused on fine and gross motor skills as well as literacy and numeracy. This social environment is invaluable for both the children as well as the parents. We hope to continue to deliver this program in 2019.

WPS participated in a 'Koori Cook Off' in Term 4 through The Mid North Coast Local Health District Health Promotion team. The students had a cooking challenge. Four teams of students prepared and cooked different meals and were judged by our Principal Mr Osborne. The students cooked in front of a large audience and the teams were encouraged by everyone. WPS supports healthy eating and values programs like these within the school.

Charlie was voted in as the 2019 Aboriginal Ambassador with the position officially handed over by Shonekqua at the Primary Presentation Assembly. Both Charlie and Shonekqua were presented with their medals and certificates by Aunty Maree Hutchison (AEO). 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.

Aunty Maree Hutchison (Aboriginal Education Officer)

### **Multicultural and anti-racism education**

Our school promotes diversity and tolerance. The staff at Wauchope PS consistently ensure that culturally inclusive perspectives are at the forefront of the teaching programs and that they reflect practices. Resources to support these Multicultural and Aboriginal perspectives are regularly updated to provide meaningful connections and understandings. We are committed to providing an equitable and inclusive education for all students. An Anti-Racism Representative is elected each year and provides a point of contact should any issues arise for our staff.