

2020 Annual Report

Wauchope Public School



3404

Introduction

The Annual Report for 2020 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.

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Message from the principal

Congratulations to the students, staff and entire Wauchope school community for your resilience during an unprecedented year. Together, we overcame the amazing array of changes and modifications that changed almost weekly due to the Covid - 19 epidemic. From home-schooling, advanced communication using technology to returning to school and working together to stay healthy and prevent the spread of germs. Our community and school was wonderful throughout 2020. Such great community spirit and cooperation. It showed how important our school is to the community and the amazing care we give to our students was made evident. Whilst many changes were forced upon us we have modified how we operate and have made several important and positive improvements. Our avenues for parent communication have greatly increased, we modified our student reporting processes to be much more parent friendly, our students are safer than ever before with no opportunities for stranger danger during school hours on site.

School vision

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 670, including 163 Aboriginal students. We have six Supported Learning Classes, 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.

This year our 13 classroom Major Capital Works building was opened. Block 4 was refurbished into a Wellbeing Hub, Safe Play area, Robotics space, multipurpose area for choir and art and four literacy/numeracy small group areas.

Self-assessment and school achievement

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 undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Cameron, Richard and Kate to complete.

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.

Improvement Measures

Final Improvement Measures

Assessment

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Whole School Monitoring of Student Achievement*.

Curriculum

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Differentiation and Teaching & Learning Programs*.

Wellbeing

By 2020 WPS will have moved from Delivering to Sustaining and Growing in a *Planned Approach to Wellbeing*.

Progress towards achieving improvement measures

Process 1: Assessment

School-wide assessments inform teaching practice and tailor learning experiences to point of need teaching.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Whole school assessments are providing the direction for Teaching & Learning programs and supporting 2021 class placements.• Point of need teaching is becoming evident in class programs.• Best Start assessments for Kindergarten inform teaching and reporting.• PAT test data is utilised to inform Enrichment Class placements.	Funds expended in this area of Assessment were taken from 'Quality Teaching, Successful Students' (QTSS).

Process 2: Curriculum

Curriculum provision is current and evidence based.

Differentiated learning opportunities support student learning and development.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• SMART spelling and PLD has been trialled with a decision to implement schoolwide.• Reading intervention Review:• SMART Review: Not comprehensive enough in comparison to PLD, did not target specific student needs• PLD Review: Comprehensive, wide range of readily-accessible PL, enables teacher to target student need and has ongoing assessment.• Review PL & SP Goals.	<ul style="list-style-type: none">• Funds expended in this area of Curriculum were taken from 'Quality Teaching, Successful Students' (QTSS) and Socio-Economic Background sources.

Process 3: Wellbeing

The school consistently implements a whole-school approach to wellbeing that has clearly defined policies and practices.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• PBL and HUB data drives the 2021 Student Wellbeing planning process.• Procedures and Policies analysis reflects the need for further review.	<ul style="list-style-type: none">• Funds expended in this area of Well-Being were taken from Low Socio-Economic Background and Low Level Adjustment for disability.

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.

Improvement Measures

Final Improvement Measures

Data Analysis to Inform Decision Making

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Data Analysis*.

Effective Classroom Practice

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Feedback* and *Classroom Management*.

Accreditation

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Accreditation*.

Progress towards achieving improvement measures

Process 1: Data Analysis to Inform Decision Making

Develop teacher understanding of the analysis, interpretation and use of external and internal data sources.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">School, stage and class planning for 2021 is based on effective and thorough data collection processes.External data: PLAN 2, NAPLAN, Best Start, Tell Them From Me surveys AND Internal data: School-based assessments, Anecdotal data and Tell Them From Me surveys is utilised for informed 2021 - 2024 school planning.	Funds expended in this area of Data analysis to Inform Decision Making were taken from 'Quality Teaching, Successful Students' (QTSS), Teacher Professional Learning and Low Socio-Economic Background sources.

Process 2: Effective Classroom Practice

Teachers are committed to the provision of innovative, explicit and evidence based teaching and learning experiences.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Future Focused Learning -Feedback -Assessment driving programs -Effective Classroom Practice Data <p>Sources: Internal: Classroom Observations, Professional Learning logs Milestone operational documents will be used to plan, implement and review all improvement areas - this will include 5 weekly evaluation procedures.</p>	Funds expended in this area of Effective classroom Practice were taken from 'Quality Teaching, Successful Students' (QTSS), Teacher Professional Learning and Low Socio-Economic Background sources.

Process 3: Accreditation

Progress towards achieving improvement measures

Process 3: Maintain professional teaching standards, levels of accreditation, and attain professional learning goals.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff Meeting agenda - Accessing NESA website, navigating, logging on hours.• Evaluations and Sharing Session Follow-up T4 Week 9• Data Analysis to Inform Decision Making Data Sources: External data: PLAN 2, NAPLAN, Best Start, Tell Them From Me surveys Internal data: School-based assessments, Anecdotal data, Tell Them From Me surveys Accreditation Data Sources: External data: NESA records Internal data: Professional Learning evidence, Collegial Dialogue and Classroom Observations.	Funds expended in this area of Data analysis to Inform Decision Making were taken from Teacher Professional Learning.

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.

Improvement Measures

Final Improvement Measures

Leadership

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *High Expectations Culture and Performance Management and Development*.

School Planning, Implementation and Reporting

By 2020 WPS will have moved from Delivering to Sustaining and Growing in the *School Plan* and the *Annual School Report*.

Management Processes - School Data Systems

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Administrative Systems & Processes* and *Service Delivery*.

Progress towards achieving improvement measures

Process 1: Leadership

Develop effective leadership strategies that provide organisational best-practice, and support succession planning and aspiring leaders. (CLN, Mentoring, PD, Team Leading)

Evaluation	Funds Expended (Resources)
Instructional Leadership was key in ensuring that school priorities which were identified were delivered in a collaborative, consultative, consistent and sustainable manner.	Funds expended in this area of Leadership were taken from Teacher Professional Learning.

Process 2: School Planning, Implementation and Reporting

Policies, systems, practices and milestones direct school activity towards the effective implementation of the school plan. (ASR, SEF, School Plan).

Evaluation	Funds Expended (Resources)
Entire school communication systems for monitoring and reporting are in place and assist in the clear and deep understanding of processes.	Funds expended in this area of School Planning, Implementation and Reporting were taken from Teacher Professional Learning and Low Socio-Economic Background sources.

Process 3: Management Processes - School Data Systems

School staff are supported to develop and refine skills for the successful operations of administrative

Progress towards achieving improvement measures

Process 3: systems. (LMBR, Sentral, PBL Data, PLAN 2).

Evaluation	Funds Expended (Resources)
<p>PBL Data: Is reported to PBL meetings, informs student lessons and determines adjustments to playground procedures. (Rosters)</p> <p>SENTRAL Data: provides detailed information on Student Attendance, Behaviour Monitoring, Parent Contacts, Issues Causing concern, and is used consistently for reporting both positive and negative incidents.</p>	<p>Funds expended in this area of Management Processes - School Data Systems were taken from 'Quality Teaching, Successful Students' (QTSS) and Low Socio-Economic Background sources.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$76,277 staffing \$137,813 flexible Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$214 090.00) 	<p>An AEO is employed who works with 160 ATSI students across the school</p> <p>An Aboriginal SLSO was employed to support the AEO and Aboriginal students. Aboriginal programs are supported such as Aboriginal Dance and choir, NAIDOC activities, Parent welcome and Personalised Learning Plans afternoon, Reconciliation Week activities, teachers released to develop various student plans.</p> <p>The Aboriginal yarning circle has been concreted, painted by a local Aboriginal Artist, irrigation system installed, native pants purchased and seating purchased.</p>
Low level adjustment for disability	\$196,891 staffing \$118,613 flexible Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$315 504.00) 	<p>1.8 staffing LaST position within the school. WPS advertised and now host the District LaST Assistant Principal - Suzie Cash</p> <p>Flexible funding has been spent on SLSO support in the classroom for high needs students.</p> <p>A Safe Play room has been created.</p>
Quality Teaching, Successful Students (QTSS)	\$141,543 Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$141 543.00) 	<p>The second Deputy Principal is release from full time teaching load to lead curriculum development in the school. Teachers are released for a variety of training particularly focussing on literacy and numeracy.</p> <p>Tier 2 and 3 literacy has been a major target.</p>
Socio-economic background	\$142,999 staffing \$493,367 flexible Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$636 366.00) 	<p>Two extra classes are formed in Years 3-6 to reduce numbers with a special class of 14 students formed for academic, social and attendance concerns.</p> <p>Students benefit for Literacy and numeracy support through MiniLit, MultiLit and Quicksmart programs.</p> <p>SLSO's have been employed to support students in class and in organised Safe Play activities in the playground.</p> <p>A teacher and an SLSO employed to run a wellbeing space called the Hub. Students are timetabled onto this program which includes social skills, life skills, language skills. It is also a time for students to reset, have food if hungry, be prepared for any changes to their daily routine.</p>
Support for beginning teachers	No funding for	No funding for beginning teachers in 2020

Support for beginning teachers	beginning teachers in 2020 Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	No funding for beginning teachers in 2020
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	391	353	346	348
Girls	359	370	345	319

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93	91.1	93.6	92.4
1	93.9	90.9	92.1	91.6
2	94.2	92.3	93	92.1
3	93.8	92	92.4	92
4	92.2	92.4	92.8	92.3
5	92.2	90.9	93.6	91.7
6	93.2	90.7	92.4	92.3
All Years	93.2	91.4	92.9	92.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	29.33
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	10.26

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	716,017
Revenue	7,710,470
Appropriation	7,631,139
Sale of Goods and Services	7,715
Grants and contributions	69,934
Investment income	1,682
Expenses	-7,852,702
Employee related	-7,182,146
Operating expenses	-670,556
Surplus / deficit for the year	-142,232
Closing Balance	573,785

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	65,553
Equity Total	1,165,160
Equity - Aboriginal	214,090
Equity - Socio-economic	635,566
Equity - Language	0
Equity - Disability	315,504
Base Total	5,515,834
Base - Per Capita	173,428
Base - Location	14,859
Base - Other	5,327,548
Other Total	641,087
Grand Total	7,387,635

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.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Data analysis:

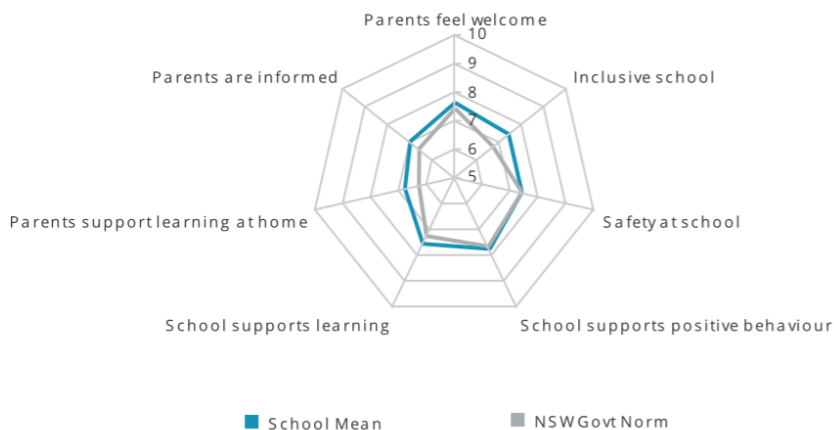
Parent/Caregiver satisfaction: WPS has remained above the NSW Govt Norm in all measures in the Tell Them From Me survey. 'Activities are scheduled at times when I can attend' was a low score at 6.5. While parents felt that reports were written in terms they could understand (7.8) they felt less informed about their child's social and emotional development.

Student Satisfaction:

Most aspects of our results from our Student Survey showed discrepancy in comparison to NSW Govt Norms. Staff feedback suggests this may be due to students not understanding survey questions accurately, this will be addressed in our delivery method of the survey for 2021.

Teacher Satisfaction:

Staff felt overwhelmingly that 'School leaders have supported me through stressful times' (8.2) which is important to us in the year of 2020 being a global pandemic which led to significant upheaval of what 'teaching' involves.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.