

# 2021 Annual Report

## Wauchope Public School



3404

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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Wauchope Public School

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## 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. We strive to align our school closely with the DoE priorities, with a focus on *Improving School Performance and Student Outcomes* and *Improving Teacher Quality*. A continued, refined and improved focus on Literacy and Numeracy remains our priority. We promote Respect, Responsibility and Resilience along with our motto Excellence, Opportunity and Success to foster a sense of belonging in and high expectations of our students.

## School context

Wauchope Public School has an enrolment of 670 including 156 Aboriginal students. We have six Supported Learning classes, two Tier 2 classes and one enrichment class forming a total of 32 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 a renewed focus on and commitment to using evidence-based approaches to increase student outcomes in literacy and numeracy. There is a strong commitment to student wellbeing, student leadership, creative arts, sport, gifted and talented and special needs students.

We have just opened our future-focused 13 classroom building. This amazing building houses 40% of our school including Early Stage 1, Stage 3 and Supported Learning. Wi Fi inside and out enables agile usage of learning spaces. The building allows outdoor learning opportunities due to several tiered seating areas and large open breezeways. Classrooms provide a variety of learning spaces which facilitates small group learning in conjunction with flexible furniture arrangements.

The core values at Wauchope Public School are excellence, opportunity and success. Our entire school community strives to uphold these values with respect and integrity.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

We will refine and embed data-driven processes that support explicit teaching practices to ensure student growth and attainment.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systems and processes to embed data-driven practices
- Evidence-based practices

### Resources allocated to this strategic direction

**Socio-economic background:** \$200,000.00

**QTSS release:** \$136,559.72

**Professional learning:** \$37,628.00

**Low level adjustment for disability:** \$201,812.40

**Integration funding support:** \$17,990.00

**Literacy and numeracy:** \$18,645.48

**Location:** \$15,145.85

**Aboriginal background:** \$60,000.00

**Literacy and numeracy intervention:** \$94,179.12

### Summary of progress

In literacy, whole-school systems and processes to embed data-driven practices were enhanced and are now in place for further consolidation in 2022 and beyond. We have established daily Phonemic Awareness (Heggerty's Phonemic Awareness Program) lessons in Kindergarten and these are delivered consistently across all Kindergarten classes daily. Stage 1 classes have established explicit evidence-based literacy instruction (InitialLit and The Writing Revolution) and Year 3 - Year 6 classes have established explicit needs-based spelling (PLD Spelling). We purchased high-quality resources to support implementation of these programs with fidelity and funded additional teachers to deliver programs that specifically target students' learning needs as identified through assessment. We also aligned our intervention programs with our classroom programs to achieve consistency across the school. All staff including SLSOs engaged in substantial and meaningful professional learning to enable establishment of evidence-based teaching practices. Assessment data around our literacy programs have been collated and reflected on by classroom teachers on a regular basis and discussed during Stage meetings with evidence on school server and online platforms. Student learning groups were adjusted in response to assessment data. Executive and Intervention staff used assessment data to create student groupings under COVID ILSP funding and these groups evolved throughout the year in response to assessment data. Grade-aligned timetabling of RFF was greatly beneficial in supporting teachers to collaborate on learning programs, participate in ongoing in-school professional learning to establish and sustain evidence-based practice across the school. Senior executive drew on this assessment data to form the enrichment class and class teachers used the assessment data to inform class structures for 2022. While we have made significant progress in systems and processes K-6 for teaching literacy, we are yet to refine our Assessment Schedule to align with our teaching and assessment practices, however we have enhanced our assessment practices to achieve consistency across the school. Applying a similar model to our approach to improve numeracy is a high priority for 2022, as identified by our school executive and as indicated by our current numeracy results in NAPLAN.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>System-negotiated Target - Top Two Bands</b>  In NAPLAN Reading Top Two Bands we achieve an uplift of 0.4% from our baseline data.	<b>Whole School Top Two Bands</b>  <b>Reading</b> Baseline = 27.7%    The progress measure for 2021 was 28.1% (0.4). Our 2021 Actual achievement: 30.8% = increase of 3.1 which <b>exceeds progress measure target by 2.7%.</b>

<p>In NAPLAN Numeracy Top Two Bands we achieve an uplift of 3.0% from our baseline data.</p> <p><b>System-negotiated Target - Top Three Bands (ATSI)</b></p> <p>In NAPLAN Reading Top Three Bands (ATSI) we achieve an uplift of 0.9% from our baseline data.</p> <p>In NAPLAN Numeracy Top Three Bands (ATSI) we achieve an uplift of 3.9% from our baseline data.</p>	<p><b>Numeracy</b> Baseline = 18.3% The progress measure for 2021 was 21.3% (3.0). Our 2021 Actual achievement = 15.7%. Results decreased by 2.6%. <b>Progress measure</b> underachieved by 5.6%.</p> <p><b>System-negotiated Target - Top 3 Bands (ATSI)</b></p> <p><b>Reading</b> Baseline = 32.58 %. Actual 2021 achievement = 47.4% which is an increase of 14.8% which <b>exceeds progress measure by 13.92%</b>.</p> <p><b>Numeracy</b> Baseline = 32.29% Actual achievement 39.5% = 7.21% which <b>exceeds progress measure by 3.31%</b>.</p>
<p>In NAPLAN Reading, students achieving expected growth, we achieve an uplift of 1.5% from our baseline data.</p> <p>Students will achieve expected growth of 4.0% In NAPLAN Numeracy from our baseline data.</p>	<p><b>Reading</b> Baseline = 44.61% Actual 2021 achievement = 61.54% which is an increase of 16.93% <b>exceeds progress measure by 15.43%</b>.</p> <p><b>Numeracy</b> Baseline = 51.18% Actual 2021 achievement = 31.58% which is a decrease of 19.6 and underachieved our <b>progress measure</b> by 23.6</p>
<p><b>School-level Target</b></p> <p>In the <b>Reading and Viewings</b> Literacy Progressions sub-element of <b>Understanding Texts</b> we achieve a minimal increase of % of students at Stage Expectations outcome from 2020 baseline due to this being the first year of our focus and use of progressions. (k-2 focus)</p> <p>In the <b>Number sense and Algebra</b> Numeracy Progressions sub-element of <b>Additive strategies</b> we achieve a minimal increase of % of students at Stage Expectations outcome from 2020 baseline due to a focus on reading for this first year.</p>	<p>Target delayed. Teachers are not at the stage of plotting students on progressions. Will carry over to 2022.</p>
<p><b>SEF</b></p> <p>In the element of <b>Data Skills and Use</b> we demonstrate <b>sustaining &amp; growing</b> the themes of <b>Data Analysis</b> and <b>Data Use in Teaching</b>.</p>	<p>Target achieved in the context of English and will continue to be sustained. Decisions around student learning needs, including class programs, support, intervention and extension are based on school wide trends and individual student achievements. All classroom and intervention teachers are contributing to the gathering and analysis of data and assessments are used at determined points to inform consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. This target will apply to our practice in mathematics in 2022.</p>

## Strategic Direction 2: Systems to Increase Student Wellbeing

### Purpose

Systems to support a strategic and planned approach will develop whole-school wellbeing processes that support all students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A strategic and planned approach to wellbeing.

### Resources allocated to this strategic direction

**Professional learning:** \$19,360.49

**Socio-economic background:** \$213,882.03

**Aboriginal background:** \$77,661.00

**Integration funding support:** \$80,000.00

**Low level adjustment for disability:** \$100,000.00

### Summary of progress

Substantial development and consolidation of existing wellbeing practices have occurred in 2021. The PBL team have refined the behaviour response protocol with the introduction of classroom and playground 'minor' and 'major' responses to further streamline teacher responses to behaviour across the school. The PBL team developed new behaviour matrices and visual displays to communicate new school expectations in specific areas around the school for teachers to refer to. We developed a classroom visual to bring greater consistency in teachers using positive language to redirect student behaviour in line with our PBL matrix. The Five Ways to Wellbeing framework has been postponed and will be considered by implementation in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance - system negotiated</b>  Increase the percentage of student attending school 90% of the time by 2% from the baseline.	Our progress measure for 2021 was 72.18% (2.0). However, we achieved 59.23%. This is a decrease of approximately 10.95%.
<b>School-level Target</b>  By 2024, decrease of at least 5% from average suspensions from the baseline combined average.(2017-2019).	School-level Target  Baseline Suspension Data (2017-2019) -  # of students; Long - 10, Short - 50, Total 60  % of Students; Long 0.84%, Short 4.8%  Total days; Long - 113, Short - 186  Average Suspension length; Long - 14 days, Short 4 days  2021 Data  # of students; Long - 6, Short - 52, Total 58

<p><b>School-level Target</b></p> <p>By 2024, decrease of at least 5% from average suspensions from the baseline combined average.(2017-2019).</p>	<p>% of Students; Long 0.41%, Short 2.37%</p> <p>Total days; Long - 76, Short - 189</p> <p>Average Suspension length; Long - 13 days, Short 4 days</p> <p><b>Suspension decreased by 3.3% indicating positive progress towards the progress measure.</b></p>
<p><b>SEF</b></p> <p>In the element of <b>Learning Culture</b> we demonstrate <b>Sustaining &amp; Growing</b> the themes of <b>Attendance</b>.</p> <p>In the element of <b>Wellbeing</b> we demonstrate <b>Sustaining &amp; Growing</b> the themes of <b>Planned Approach to Wellbeing</b> and <b>Behaviour</b>.</p>	<p>The school implemented improved processes in the regular analysis of attendance data and its use to inform planning.</p> <p>We have designed and implemented a whole school approach to wellbeing and behaviour. Data has been used to monitor and refine our approach to wellbeing and engagement. Expectations of behaviour are explicitly, consistently and supportively applied across the school.</p>



### Strategic Direction 3: Student Wellbeing

#### Purpose

The school is focused on building individual and collective wellbeing through explicit, sequential and proactive teaching of wellbeing practices.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A Systematic whole-school focus on social-emotional learning.

#### Resources allocated to this strategic direction

**Socio-economic background:** \$200,000.00

**Aboriginal background:** \$93,073.20

**Low level adjustment for disability:** \$18,612.69

**Professional learning:** \$5,000.00

#### Summary of progress

We have implemented Zones of Regulation into every classroom. Social skills programs have been run through our student wellbeing Centre.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>School Level Target</b>  <b>TTFM Student surveys-</b> Positive School Climate: limited increase in 2021 from 2020 baseline as this is the first year of our school focus in this area.	Advocacy at school increased from 80% in 2020 to 86% in 2021.  Expectations of Success increased from 92% in 2020 to 96% in 2021.
<b>TTFM Parent Survey-</b> Parents and Carers felt informed on student social and emotional wellbeing: limited increase in 2021 from 2020 baseline as this is the first year of our school focus in this area.	Sense of Belonging was maintained at 69%baseline. This has been attributed to the Covid epidemic we have been experiencing since 2020. However, this is an area for improvement in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$97,990.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wauchope Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based practices</li> <li>• A strategic and planned approach to wellbeing.</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</li> </ul> <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$613,882.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wauchope Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Systems and processes to embed data-driven practices</li> <li>• A strategic and planned approach to wellbeing.</li> <li>• A Systematic whole-school focus on social-emotional learning.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement literacy team and wellbeing space to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• employment of additional staff to support two extra classes, for intensive support program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul>

<p>Socio-economic background</p> <p>\$613,882.03</p>	<p><b>The allocation of this funding has resulted in:</b>  Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> <li>• professional development of staff through InitialLit and Jolly Phonics to support student learning</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level.</li> </ul> <p>The allocation of this funding has resulted in: student improvement evidenced by:</p> <ul style="list-style-type: none"> <li>• Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG)</li> <li>• Year 3 and 5 NAPLAN Reading above both state and SSSG</li> <li>• Year 5 demonstrated a major lift in Writing from a raw score 456 in 2018 to 491 in 2019</li> <li>• Year 5 NAPLAN Numeracy above SSSG</li> <li>• Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG)</li> <li>• Year 3 and 5 NAPLAN Reading above both state and SSSG</li> <li>• Year 5 demonstrated a major lift in Writing from a raw score 456 in 2018 to 491 in 2019</li> <li>• Year 5 NAPLAN Numeracy above SSSG.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging a Youth Outreach Worker to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$230,734.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wauchope Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A strategic and planned approach to wellbeing.</li> <li>• A Systematic whole-school focus on social-emotional learning.</li> <li>• Evidence-based practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> </ul> <p>The allocation of this funding has resulted in: an increase (&gt;50%) in</p>

<p>Aboriginal background</p> <p>\$230,734.20</p>	<p>Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$320,425.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Wauchope Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Systems and processes to embed data-driven practices</li> <li>• A strategic and planned approach to wellbeing.</li> <li>• A Systematic whole-school focus on social-emotional learning.</li> <li>• Evidence-based practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</li> </ul> <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$15,145.85</p>	<p>The location funding allocation is provided to Wauchope Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based practices</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p>

<p>Location</p> <p>\$15,145.85</p>	<ul style="list-style-type: none"> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• technology resources to increase student engagement.</li> </ul> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> <li>• increased subject opportunities and choices for students.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$18,645.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wauchope Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of an instructional leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students.</li> </ul> <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>QTSS release</p> <p>\$136,559.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wauchope Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>QTSS release</p> <p>\$136,559.72</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Systems and processes to embed data-driven practices</li> <li>• Evidence-based practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• staffing release to align professional learning to the SIP and develop the capacity of staff.</li> </ul> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> <li>• improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</li> <li>• 97% of teachers reported lessons differentiated according to students' needs</li> <li>• 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wauchope Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified</li> </ul>



<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>targets outlined in the School Improvement Plan</p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students.</li> </ul> <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021. After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$372,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy.</li> <li>• employing/releasing staff to coordinate the program</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Overview of activities partially or fully funded with this funding include:</p> <ul style="list-style-type: none"> <li>• employment of educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> <li>• the majority of the students in the program achieving significant progress towards their personal learning goals</li> <li>• 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2</li> <li>• 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	353	346	348	350
Girls	370	345	319	310

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.1	93.6	92.4	90.2
1	90.9	92.1	91.6	89.3
2	92.3	93	92.1	89.7
3	92	92.4	92	88.3
4	92.4	92.8	92.3	89.5
5	90.9	93.6	91.7	87.7
6	90.7	92.4	92.3	88.3
All Years	91.4	92.9	92.1	89
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	29.26
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	11.26

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	573,785
<b>Revenue</b>	8,351,304
Appropriation	8,215,703
Sale of Goods and Services	6,711
Grants and contributions	127,345
Investment income	746
Other revenue	800
<b>Expenses</b>	-8,273,242
Employee related	-7,630,530
Operating expenses	-642,712
<b>Surplus / deficit for the year</b>	78,062
<b>Closing Balance</b>	651,847

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	107,304
<b>Equity Total</b>	1,165,041
Equity - Aboriginal	230,734
Equity - Socio-economic	613,882
Equity - Language	0
Equity - Disability	320,425
<b>Base Total</b>	5,665,730
Base - Per Capita	172,271
Base - Location	15,146
Base - Other	5,478,313
<b>Other Total</b>	695,629
<b>Grand Total</b>	7,633,705

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

P&C feedback indicates high levels of parent satisfaction around

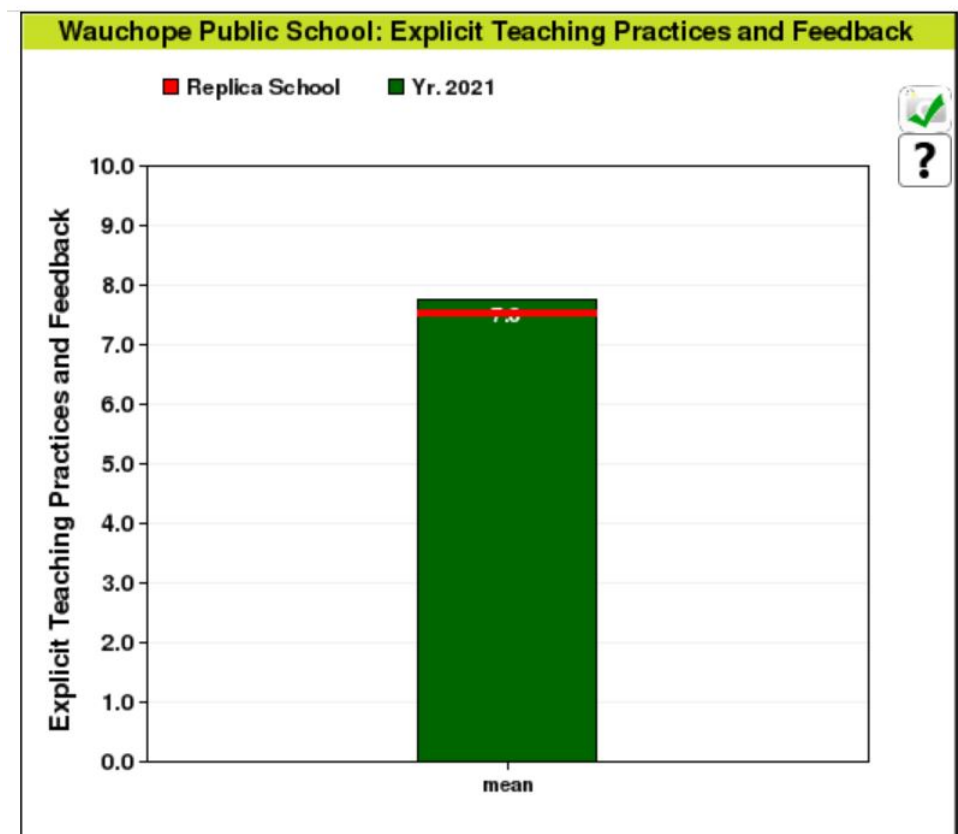
- student reports - we have sought feedback through surveys around a new format and an increased commitment to using parent-friendly language.
- school facilities including 'The Hub' wellbeing space, newly-refurbished undercover walkways, new signage and teacher vests to reinforce our school values of being Respectful, Responsible and Resilient.
- vegetable garden being established and utilised to support produce for school canteen.

Staff feedback from meeting minutes indicates:

- appreciation for the executive management of school processes around COVID and recent flooding events.
- appreciation of additional planned and structured RFF time to undertake targeted Professional Learning.
- staff morale has generally remained high even with the complexities brought by COVID and the impact of local flooding.

Tell Them From Me Student Survey 2021 indicates:

- Students perceive our teachers use explicit teaching practices and feedback at a higher rate of satisfaction than replica schools (see image attached).
- Developing a strong sense of student belonging within the school is identified as a goal.



# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.