

# 2021 Annual Report

## Wauchope High School



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# Introduction

The Annual Report for 2021 is provided to the community of Wauchope High 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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## School vision

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching.

Student development of quality literacy and numeracy skills supports them to engage with the written word in everyday life. Our strategic priorities, with their strong focus on quality teaching, ensure our vision of Inspirational Teaching and Inspired Learning is realised for every child.

Wellbeing in education is related to whole school engagement and the ability to create excitement for learning and a sense of belonging. This connection supports students in becoming future life long learners. Wauchope High School is committed to further developing a culture of growth that values learning, whilst engaging with key stakeholders in the community.

## School context

Wauchope High School is a comprehensive secondary school with a Support Unit which has five classes, located in the Macleay/Hastings Valley on the Mid North Coast. The current student population is around 500.

Our school community is diversifying with many new estates being built with younger families beginning to occupy these homes. Our students have varied backgrounds and life experiences. Our Aboriginal student body is growing and approximately 20% of students at the school identify as having an Aboriginal background.

The school's staffing entitlement in 2021 is 53 teaching staff and 16 non-teaching staff. The school employs a Deputy Principal and a Head Teacher Attendance and Engagement from school funds. We also employ a school social worker, Aboriginal Education and Engagement Worker, senior study room coordinator and a learning centre coordinator as a learning and wellbeing support network for our students.

Students represent the school across the North Coast area and the state in a wide range of sporting pursuits as well as participate in local dance and music performances and presentations. In the sporting arena, students and teams from the school often reach state finals and achieve state representation.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents. Through our situational analysis, we have identified a need to focus the majority of the school's equity funding to support initiatives to improve the literacy and numeracy outcomes of students through explicit and systematic teaching of foundational skills.

This focus on explicit and systematic teaching and improved student engagement in learning will ensure that both literacy and numeracy levels can be enhanced. This will be monitored and analysed through improved data analysis and used to inform individualised and differentiated learning.

There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening their understanding and refinement of teaching practices through their analysis of student performance data.

Further engagement with community, including the local Aboriginal community is a distinct element of this plan.

## 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our situational analysis identified a need to focus on the improvement of reading, writing and numeracy. In this direction, Wauchope High School staff will embed consistent and systematic use of assessment data to identify student growth and attainment in Reading, Writing and Numeracy, in order to reflect on teaching effectiveness and inform future directions.

### 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.

- Explicit and systematic whole school literacy and numeracy processes
- Whole school assessment practices in literacy and numeracy.

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$179,388.80

**Socio-economic background:** \$30,000.00

### Summary of progress

#### Explicit and systematic whole school literacy and numeracy processes.

Our focus for 2021 was building student engagement in reading as a regular and positive activity and use increased reading time as a basis for targeted development of comprehension literacy skills. The Drop Everything and Read program created a consistent whole school reading activity that resulted in every student reading for 20 minutes at the start of every day and every teacher modelling the same behaviour. The introduction of this program resulted in a significant increase in school library borrowing rates and observational evidence of students engaging in their reading during DEAR. This program is consistently implemented and scheduled across the school and has become something that a significant number of staff and students look forward to each morning.

Professional dialogue on comprehension literacy strategies was a focus of whole school professional learning, in faculty groups and as an executive team. Professional learning with the the executive team built understanding of and capacity to analyse data to assess teacher impact and student growth to inform and direct teaching strategies targeted at student need.

In 2022, with DEAR and reading now embedded in the school culture and the learning environment the focus will shift towards numeracy.

#### Whole school assessment practices in literacy and numeracy

Our focus in 2021 was for the school to plan and implement a range of assessment tools to enable ongoing internal assessment of student literacy and numeracy growth. In semester 1 the school purchased and trialled the PAT resources and has begun to build a baseline of data to inform ongoing implementation and impact of literacy and numeracy strategies in 2022. These testing resources will be used to collect data and track student development alternately with external testing materials including NAPLAN, Best Start and Check in Assessments.

Executive members worked together, discussing and analysing HSC data. Executive teachers then shared their knowledge and this data with their faculties. As a result, executive staff have expressed a growing confidence in analysing HSC results and this has flowed through to teaching staff. A key focus for staff from 2021 to 2022 will be engagement in dedicated professional learning to lift HSC results.

### 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 Measure: NAPLAN Top Two Bands</b>	<b>Top Two Bands: Reading</b>

<p><b>Reading</b></p> <p>Achieve an uplift of 2.0% from baseline in the percentage of students achieving in the top 2 NAPLAN bands in Reading .</p> <p><b>Numeracy</b></p> <p>Achieve an uplift of 2.0% from baseline in the percentage of students achieving in the top 2 NAPLAN bands in Numeracy .</p>	<p>NAPLAN scores indicate a decrease of 3.7% in the percentage of students in the top two skill bands for reading.</p> <p>NAPLAN scores indicate a decrease of 7.1% in the percentage of students in the top two skill bands for numeracy.</p>
<p><b>System Negotiated Measure: HSC Top Three Bands</b></p> <p>Achieve an uplift of 2% in the percentage of HSC Course results in the top three bands from system negotiated baseline.</p>	<p><b>HSC Top Three Bands</b></p> <p>HSC results indicate a decrease of 7% in the percentage of students who attained results in the top three bands.</p>
<p><b>School Level Measure: Progressive Achievement Tests</b></p> <p><b>Reading and Numeracy</b></p> <p>Implement testing to obtain baseline data in PAT testing for numeracy and reading for Years 7 and 8 students.</p>	<p>In 2021 the focus of the school plan was in establishing a mechanism for in-school continuous assessment of literacy and numeracy. PAT testing has been purchased as a tool to track and monitor student progress and staff have been trained in the use of PAT testing as a monitoring tool.</p> <p>PAT will be utilised fully in 2022 and into the future as the within school tracking and monitoring system.</p>
<p><b>School Level Measure: School Excellence Framework</b></p> <p><b>Assessment</b></p> <p>In the element of Assessment in the Learning Domain we demonstrate delivering in the theme of Whole School Monitoring of Student Learning.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the Assessment theme of Whole School Monitoring of Student Learning.</p>

## Strategic Direction 2: Quality Teaching

### Purpose

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The quality of teaching makes the biggest difference to *student literacy and numeracy* outcomes.

Successful teachers are able to skillfully integrate a range of instructional approaches and resources to meet the diverse learning needs of their students.

Our strategic priorities, with their strong focus on quality teaching, ensure our vision of Inspirational Teaching and Inspired Learning is realised for every child. Improving our students' reading, writing and numeracy skills are key teaching and learning priorities across Years 7 -12.

Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning, collaboration and use of student assessment data to inform teaching.

### Initiatives

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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.

- Innovative teaching to support student growth in literacy and numeracy
- Data use to inform and evaluate teaching

### Resources allocated to this strategic direction

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**Socio-economic background:** \$72,000.00

**Low level adjustment for disability:** \$20,000.00

### Summary of progress

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#### Innovative teaching to support student growth in literacy and numeracy

In 2021 our focus was upskilling staff to confidently use identified, targeted strategies and pedagogy to improve the literacy and numeracy skills of all students.

This involved the reinvigoration of Learning Intentions and Success Criteria. Staff reviewed ALARM and TEEEC, with most staff favouring ALARM for seniors and TEEEC for juniors. Natural disasters and COVID Lockdowns had a direct impact on the school's ability to conduct learning walks, team teaching, instructional rounds and senior study days.

As a result, lessons gained more focus and structure with the systematic and effective use of LISC. ALARM and TEEEC remain embedded in the school's repertoire of writing strategies.

Next year we will adjust our focus to an orderly classroom environment. Through this report and our IPMs, it is evident we need to maintain LISC, ALARM and TEEEC whilst ensuring that our classroom environment is orderly, before moving onto team teaching, learning walks and instructional rounds in the future.

#### Data use to inform and evaluate teaching

In 2021 our focus was for staff to work together in like class groups to complete worthwhile data analysis. Staff then planned and evaluated teaching and learning to support student development in reading, writing and numeracy.

Staff were placed in groups of common classes taught in years 7-10, and provided with modelling of data analysis. Simple strategies were identified and discussed. COVID Lockdowns then hampered these strategies being fully utilised and embedded. Staff teaching Year 11 2022 were not provided with an opportunity to review Year 10 PAT data as COVID lockdowns and natural disasters had an impact on the effective operation of the school. Next year we will create further opportunities for all staff to engage with data to develop a shared set of strategies to be used across subjects to support explicit teaching and student growth in reading, writing and numeracy.

### Progress towards achieving improvement measures

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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
<p><b>System Negotiated Measure: NAPLAN Growth</b></p> <p><b>Reading</b></p> <p>Increase the proportion of students achieving expected growth in NAPLAN numeracy by 2.1% from system-negotiated target baseline.</p> <p><b>Numeracy</b></p> <p>Increase the proportion of students achieving expected growth in NAPLAN numeracy by 2.1% from system-negotiated target baseline.</p>	<p><b>NAPLAN Growth</b></p> <p><b>Reading</b></p> <p>The proportion of Year 9 students achieving expected growth in NAPLAN numeracy has increased by 3.7% from baseline.</p> <p><b>Numeracy</b></p> <p>The proportion of Year 9 students achieving expected growth in NAPLAN numeracy has decreased by 1.0% from baseline.</p>
<p><b>School Level Measure: School Excellence Framework- Professional Standards</b></p> <p>In the element of Professional Standards in the Teaching Domain we demonstrate delivering in the theme of Literacy and Numeracy focus.</p>	<p><b>School Excellence Framework- Professional Standards</b></p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the Professional Standards theme of Literacy and Numeracy Focus.</p>

## Strategic Direction 3: School Culture

### Purpose

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Engagement and wellbeing are highly reciprocal, each influencing the future state of the other.

Students who are resilient and have a greater capacity for emotional intelligence, often perform better academically. Resilient students are equipped with the necessary skills to overcome barriers to learning, allowing them to achieve their potential.

Wellbeing in education is related to whole school engagement and the ability to create excitement for learning and a sense of belonging. This connection supports students in becoming future life long learners.

Through focusing on attendance, engagement and targeted transition support to high school and to stage 6 learning, Wauchope High School will engage with the local community to develop a culture of growth that values learning.

Wauchope High School is committed to improving the educational outcomes and wellbeing of Aboriginal students so that they excel and achieve in every aspect of their education. By creating avenues for Aboriginal student voice and community involvement, the school aims to improve connections and opportunities for success for all Aboriginal students.

### Initiatives

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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 growth culture that values learning
- Engage with community

### Resources allocated to this strategic direction

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**Socio-economic background:** \$180,062.66

**Low level adjustment for disability:** \$65,712.33

**Aboriginal background:** \$123,116.72

**Location:** \$11,750.80

### Summary of progress

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#### A growth culture that values learning

In 2021 our focus was on attendance, engagement and targeted transition to both high school and stage 6. We are developing our collaboration and links with the whole school community to develop a shared culture that values learning. This involved utilising various communication methods on importance of attendance with the wider school community. Staff engaged with professional learning on strategies for engagement. Year 6 into 7 transition practices are now embedded. LISC is utilised in classrooms to support classroom expectations. A wellbeing program for years 7 and 8 will incorporate the development of growth mindset concepts.

As a result, staff reported that the strategies for engagement were effective. Year 7 numbers remained steady. LISC is used in classrooms which supports expectations.

Next year we will further refine transition practices and work on implementing a wellbeing program to support students to develop a growth mindset.

#### Engage with community

In 2021, our focus was to promote the school through various forums and invite community members to support school initiatives. A key element was to invite Aboriginal community members in to participate in activities to then have a voice in Aboriginal Education.

Further engagement with community involved utilising social media, specifically Facebook. COVID has hindered progress in the area of community being able to come on site (due to restrictions etc). Staff wellbeing was supported by the staff social club. Junior AECG groups were engaged and active at the school. We made a concentrated effort to engage with the local AECG. WHS Aboriginal Education team met regularly throughout the year to plan activities and supports for Aboriginal students.

As a result there is comparatively more engagement on social media than in previous years. Staff enjoyed the staff functions. Junior AECG ran well and created a positive identity link for Aboriginal students. Strong staff representation at Hastings AECG meetings has ensured that our school now has a presence in the local area and a platform to engage further with the Aboriginal community.

Next year we will continue with the current work with junior AECG, WHS Aboriginal Education and engaging with community. The next step is to open the doors and engage the Aboriginal community in meaningful culturally appropriate activities both onsite and offsite.

### 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
<p><b>System Negotiated Measure: Attendance</b></p> <p>Achieve an uplift from baseline of 2.3% in the percentage of students attending school for 90% of the time or greater.</p>	<p><b>Attendance</b></p> <p>The number of students attending greater than 90% of the time or more has decreased by 13.9% from baseline.</p>
<p><b>System Negotiated Measure: Student Wellbeing</b></p> <p><b>Tell Them From Me</b></p> <p>Increased percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success by 2.5%.</p>	<p><b>Student Wellbeing</b></p> <p>Tell Them From Me data shows an improvement of 0.7% reporting positive wellbeing, that includes advocacy at school, sense of belonging and expectations of success .</p>
<p><b>School Level Measure: Positive PBL Values</b></p> <p>Achieve an uplift of 1% of students demonstrating positive PBL core values through the school rewards system from the 2020 baseline.</p>	<p><b>Is there a measure of this against the baseline?</b></p> <p>Opportunities for students to participate in activities that enabled them to demonstrate PBL core values was significantly reduced or impacted on by COVID -19 and natural disaster (flood) school closures.</p> <p>Reduced face to face learning time meant that valid PBL survey data was not available in 2021.</p>
<p><b>School Level Measure: Staff Wellbeing</b></p> <p>Achieve an uplift of 2% of staff feeling supported in their wellbeing as demonstrated in results from the People Matters Survey from the 2020 baseline.</p>	<p><b>Staff Wellbeing (copied from above)</b></p> <p>In the 2021 People Matters Employee Survey, Wauchope High School staff rated themselves as having 67.83% positive wellbeing.</p> <p>88.9% of those staff who completed the survey stated that there are people at work that care about them.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$390,983.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wauchope High 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>• 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>• additional staffing to assist students with additional learning needs</li> <li>• consultation with external providers for the implementation of tutoring and professional learning</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</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>*All eligible students demonstrating progress towards their personalised learning goals.</p> <p>*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>*To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p> <p>*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>\$587,062.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wauchope High 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>• A growth culture that values learning</li> <li>• Engage with community</li> <li>• Innovative teaching to support student growth in literacy and numeracy</li> <li>• Data use to inform and evaluate teaching</li> <li>• Whole school assessment practices in literacy and numeracy.</li> <li>• Explicit and systematic whole school literacy and numeracy processes</li> <li>• Other funded activities</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 learning and cultural programs to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• engage with external providers to support student engagement and retention</li> <li>• professional development of staff to support student learning</li> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support technology, HSC and student wellbeing 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>\$587,062.66</p>	<p><b>The allocation of this funding has resulted in:</b></p> <p>*The Literacy team has developed whole school practices in data collection in literacy and numeracy. This has enabled a baseline set of data as a foundation to track student progress and to strategically inform teaching and learning.</p> <p>*HSC study days could not occur as planned due to COVID lockdown so we adjusted this to be HSC study sessions during lockdown. Students could attend face to face or virtually. Those students that engaged achieved higher HSC results than those who did not engage with these sessions.</p> <p>*LISC has remained in classrooms and it effectively supports student engagement</p> <p>*Several extra-curricular activities have been supplemented to ensure equity and build a positive school culture.</p> <p>*Engagement with the Aboriginal community has occurred where COVID restrictions allowed - this created a positive connection between the school and the community. For some, visiting the school was the first outing after lockdown.</p> <p>*Students have been well supported by an additional DP and senior preparation coordinator.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>*In 2022 staff will be further trained in innovative teaching and data use. An orderly classroom environment will be introduced in 2022. LISC will be reignited, then learning walks will occur.</p> <p>*Outdoor experience was trialled with varying success. The school has engaged and plans to trial the Department's Perfect Presence Program in 2022 as an alternative.</p> <p>*The school social worker will no longer be employed using school funds, this position is now state government funded.</p>
<p>Aboriginal background</p> <p>\$123,116.72</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wauchope High 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>• Engage with community</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 staff to deliver personalised support for Aboriginal students</li> <li>• creation of school literacy resources embedding local language</li> <li>• community consultation and engagement to support the development of cultural competency - Funding of Connecting to Country professional learning</li> <li>• employment of specialist additional staff (AEO) 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><b>The allocation of this funding has resulted in:</b></p> <p>*Reconciliation and NAIDOC week activities were well-received by the whole school community</p> <p>*Junior AECG was well attended and students engaged in the meetings</p> <p>*As staff have been regularly attending local AECG meetings and participating in Connecting to Country training, Wauchope High School now has a presence in this space and a connection with the local community.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>*In 2022 we will seek to employ an Aboriginal SLSO to support the work of</p>

<p>Aboriginal background</p> <p>\$123,116.72</p>	<p>the current Aboriginal Education and Engagement Worker. With 20% of enrolments being of Aboriginal background, this is a priority.</p> <p>*Continue to build cultural awareness capacity in staff throughout the school by facilitating attendance at Connecting to Country and local AECG meetings.</p> <p>*Continue to invite the Aboriginal community into the school for events and visit external events where appropriate.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wauchope High School.</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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>*An improved connection with school for identified students. These students have successfully engaged with learning. One student achieved a HSC, despite overcoming significant barriers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>*Utilise future funding for similar students in much the same way to support both learning and wellbeing of identified students.</p>
<p>Low level adjustment for disability</p> <p>\$280,101.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Wauchope High 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>• Explicit and systematic whole school literacy and numeracy processes</li> <li>• A growth culture that values learning</li> <li>• Engage with community</li> <li>• Data use to inform and evaluate teaching</li> <li>• Innovative teaching to support student growth in literacy and numeracy</li> <li>• Other funded activities</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 LaST and interventionist teacher</li> <li>• targeted students are provided with an evidence-based intervention (Mindful Reading) to increase learning outcomes</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><b>The allocation of this funding has resulted in:</b></p> <p>*Employment of an extra LaST resulted in a system being set-up to record and collate data</p> <p>*Employment of an extra SLSO resulted in all of Year 7 and other identified students receiving reading support through Mindful Reading</p> <p>*Effective funding to support additional Aboriginal programs to further engage community</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>*Allocate funding to release staff in 2022 to engage in professional learning to support data informed literacy and numeracy practice and LISC. In 2022</p>

<p>Low level adjustment for disability</p> <p>\$280,101.13</p>	<p>the focus will need to begin with an orderly classroom environment focus.</p> <p>*Allocate funding from Low level adjustment for disability to further support Aboriginal education and engagement and transition programs</p> <p>*Think critically and re-design how best to use wellbeing funding. Continue to supplement Lovebites and rewards programs, including attendance.</p>
<p>Location</p> <p>\$11,750.80</p>	<p>The location funding allocation is provided to Wauchope High 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>• Engage with community</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A solid transition process has occurred, despite COVID restrictions. Students have enjoyed the extra transition sessions. Subject selection evening could not go ahead, but students did participate in an alternative subject selection incursion at school which did comply with restrictions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>*Open night/twilight tours must occur in 2022 as the first step in the transition process. Future funding would be aligned to this as a priority.</p>
<p>COVID ILSP</p> <p>\$311,224.39</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/numeracy - [focus area]</li> <li>• providing intensive small group tuition for identified students who require extra support or extension</li> <li>• employing/releasing staff to coordinate the program</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>*The COVID ILSP tutoring program has been deemed successful with several students enjoying the sessions with the identified tutors and asking for more sessions. Parents have also provided positive feedback about this program.</p> <p>*Whole school study days could not occur due to COVID lockdown requirements but alternative study sessions were conducted.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>*Continue and refine the tutoring model. Perhaps move the sessions to the Learning Centre to provide both a wellbeing and learning approach.</p> <p>*Continue to use a range of approaches include Mac-Lit. Some tutors could focus on reading strategies through the school's mindful reading program.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	269	264	244	234
Girls	291	284	260	255

Enrolments have gradually declined over time. The percentage of male students as a total of the school population remains steady at 48%. The percentage of female students as a total of the school population remains at 52%.

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	88.2	85.5	92	82.8
8	84.7	88.8	90.8	81
9	83	83.3	88.6	77.9
10	82.1	84.9	87.6	74.7
11	82.9	86.1	90.3	73
12	84.5	89.3	94.4	81
All Years	84.4	86.2	90.3	78.4
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Wauchope High School is below state average in student attendance profile with the exception of 2020 where overall attendance was above state average for all year groups. (Effects of COVID 19)

## 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.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	10
Employment	10	2	45
TAFE entry	5	11	8
University Entry	0	0	25
Other	10	8	0
Unknown	14	11	12

Majority of 2021 graduates gained employment, followed by university entry.

## Year 12 students undertaking vocational or trade training

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40.35% of Year 12 students at Wauchope High School undertook vocational education and training in 2021.

## Year 12 students attaining HSC or equivalent vocational education qualification

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93.9% of all Year 12 students at Wauchope High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	36.6
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.08
Other Positions	1

\*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 Actual (\$)
<b>Opening Balance</b>	423,296
<b>Revenue</b>	9,894,168
Appropriation	9,594,559
Sale of Goods and Services	194,903
Grants and contributions	81,509
Investment income	402
Other revenue	22,796
<b>Expenses</b>	-9,960,039
Employee related	-8,932,432
Operating expenses	-1,027,607
<b>Surplus / deficit for the year</b>	-65,871
<b>Closing Balance</b>	357,425

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>	324,216
<b>Equity Total</b>	992,681
Equity - Aboriginal	123,117
Equity - Socio-economic	587,063
Equity - Language	2,400
Equity - Disability	280,101
<b>Base Total</b>	7,290,132
Base - Per Capita	129,969
Base - Location	11,751
Base - Other	7,148,413
<b>Other Total</b>	452,522
<b>Grand Total</b>	9,059,551

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

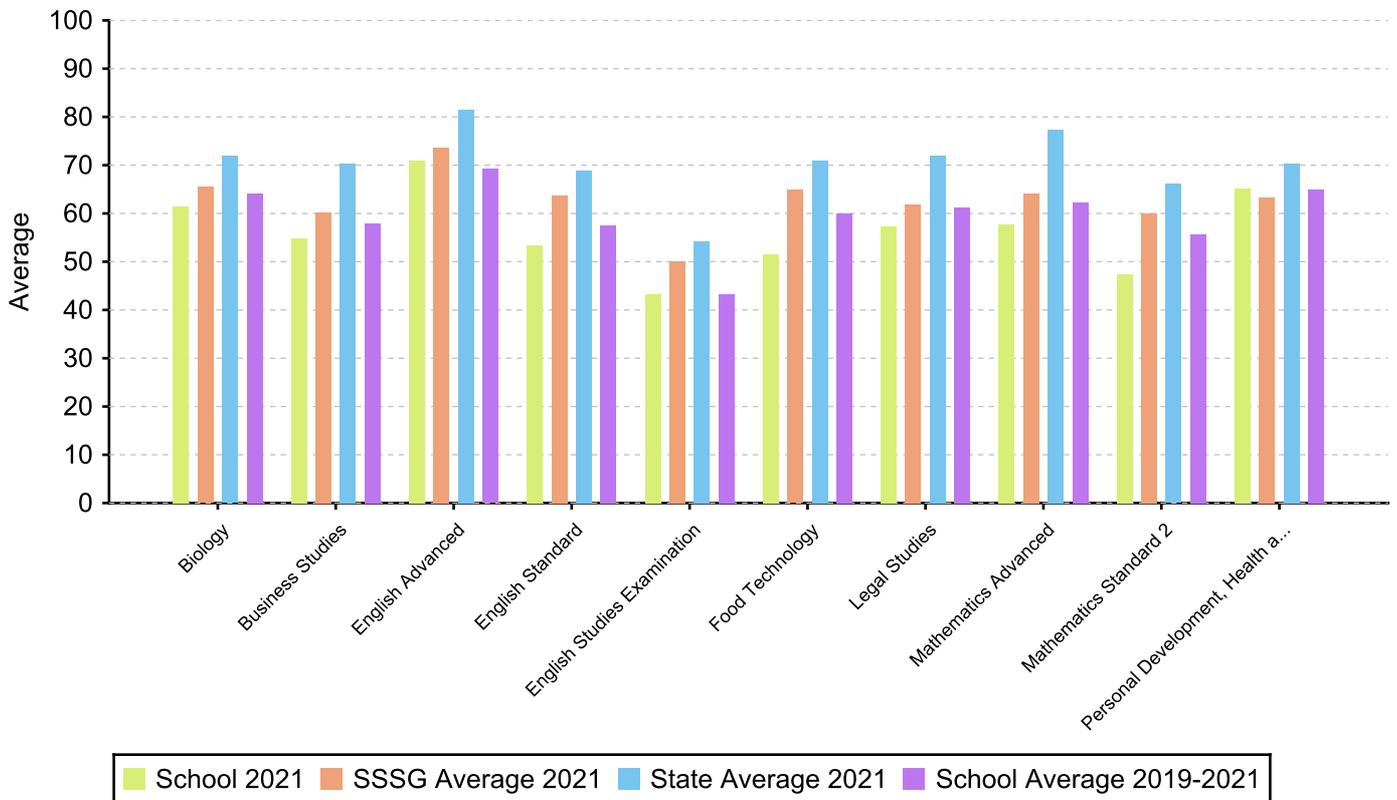
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	61.4	65.5	71.9	64.1
Business Studies	54.9	60.3	70.4	57.9
English Advanced	70.9	73.6	81.4	69.2
English Standard	53.4	63.7	68.8	57.5
English Studies Examination	43.2	50.1	54.3	43.2
Food Technology	51.5	64.8	71.0	60.0
Legal Studies	57.3	61.8	72.0	61.2
Mathematics Advanced	57.7	64.1	77.4	62.3
Mathematics Standard 2	47.4	60.0	66.1	55.6
Personal Development, Health and Physical Education	65.2	63.4	70.3	65.0

## Parent/caregiver, student, teacher satisfaction

Student feedback was collected through the Tell Them from Me survey. Results indicated that the percentage of students with positive wellbeing decreased by 8 percentage points in 2021, compared to 2020. The percentage of students that attended school 90% of the time or more is 39%. Whole School Culture and specifically, student well-being and attendance will be a focus for 2022.

Parent feedback through individual consultation and a phone survey was that they wanted to engage with the school more through any medium. Parents were supportive of the strategies to improve students literacy and numeracy skills, including DEAR. In 2022 our school will utilise and develop its media team to enable further engagement with the community. The Aboriginal community wish to further engage with Wauchope High School for learning and cultural events.

Staff feedback was obtained through the People Matter Employee Survey. Staff reported an increase in satisfaction in their overall wellbeing and support for their welfare. Survey results indicated a 10% increase in both opportunities for staff collaboration and worthwhile professional learning and development. Inclusion and diversity has increased to 77% satisfaction when compared to 2020 results. Role clarity remains stable and therefore a concern at 56% satisfaction. Staff role clarity will be a focus for 2022.

# 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.