

2022 Annual Report

Wauchope Public School



3404

Introduction

The Annual Report for 2022 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.

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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 622 including 163 Aboriginal students. We have six Supported Learning 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 recently developed our infrastructure with a new 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.

We have also added a vegetable garden and an outdoor kitchen.

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	2022 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

Professional learning: \$59,390.30

QTSS release: \$140,778.23

Socio-economic background: \$514,170.05

Aboriginal background: \$174,988.59

Low level adjustment for disability: \$319,123.90

AP Curriculum & Instruction: \$240,913.60

Integration funding support: \$100,000.00

Summary of progress

Our focus for 2022 was that we were able to maximise classroom learning time and intervention support in the morning and middle sessions as a priority with RFF occurring after 12:00pm. APC&Is and APs analysed data to form intervention groups for specific programs. InitilLit was rolled out for Stage 1 classes with a special Year 3 class formed to give them solid literacy foundations. Stage 1 were given an extra teacher in order to streamline instructional literacy time.

2022 saw the development of a whole school literacy assessment schedule. This has been a three year project. We have refined and embedded evidence-based English programs eg Heggerty, Jolly Phonics, InitialLit, PLD Spelling, MiniLit, SPELD and Centre for Effective Reading support for students requiring intervention.

Mathematics Daily Reviews have been developed and implemented. This has involved demonstration lessons, team teaching and feedback.

Next year in this initiative K-2 will implement the K-2 English and Mathematics curriculum. This will include developing lessons for the units of work. Years 3-6 will commence preparing for the new curriculum set for implementation in 2024. InitialLit will be expanded into Kindergarten.

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
System-negotiated Target - Top Two Bands In NAPLAN Reading Top Two Bands we achieve an uplift of 0.8% from our baseline data.	2022 NAPLAN data indicates 38.4% of students in the top two skill bands for reading indicating a 10.7% increase on the baseline. This exceeded the system negotiated target.
In NAPLAN Numeracy Top Two Bands we achieve an uplift of 5.9% from our baseline data.	2022 NAPLAN data indicates 15.3% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
In NAPLAN Reading Top Three Bands (ATSI) we achieve an uplift of 6.3% from our baseline data.	2022 NAPLAN data indicates 37.7% of students are in the top three skill bands for reading indicating the school did not achieve the system negotiated target.

In NAPLAN Numeracy Top Three Bands (ATSI) we achieve an uplift of 5.1% from our baseline data.	2022 NAPLAN data indicates 28.6% of students are in the top three skill bands for numeracy indicating the school did not achieve the system negotiated target. We did not meet our projected uplift of 37.4%.
In NAPLAN Reading, students achieving expected growth, we achieve an uplift of 1.00% from our baseline data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Students will achieve expected growth of 8.0% In NAPLAN Numeracy from our baseline data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
School-level Target In the Reading and Viewings Literacy Progressions sub-element of Understanding Texts we achieve an increase of 5% of students achieving Stage Expectations from 2020 baseline. In the Number sense and Algebra Numeracy Progressions sub-element of Additive strategies we achieve an increase of 5% of students Stage Expectations outcome from 2020 baseline.	Target delayed. Teachers are not at the stage of plotting students on progressions. Will carry over to 2023. In 2023 we will include school based assessment data.
SEF In the element of Data Skills and Use we maintain sustaining & growing the themes of Data Analysis and Data Use in Teaching .	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 2023.

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

Per capita: \$175,460.78

Socio-economic background: \$100,000.00

Aboriginal background: \$70,000.00

Professional learning: \$1,100.00

Location: \$15,489.30

Summary of progress

Our focus for 2022 was an emphasis being placed on developing a Macleay District proforma to ensure consistency with External Providers. This culminated in a presentation to the Macleay Valley principals at the network meeting and a External Provider information session held at Wauchope Public School. PBL continued to be a focus and driving force behind our wellbeing processes at WPS. Senior executive commenced professional Learning with the Inclusive, Engaging and Respectful policy. Implementation of the behaviour policy commenced. All our letters and procedures were updated.

Next year in this initiative we will continue to refine and develop consistency with our student wellbeing systems. A strong focus will be ensuring we have systems in place to have a smooth implementation of the new IER policy.

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
Attendance - system negotiated Increase the percentage of students attending school 90% of the time by 5.6% from the baseline.	The number of students attending greater than 90% of the time or more is 26.6% (176 students) and has decreased. However, this figure was significantly affected by the flooding event and Covid.
School-level Target By 2024, decrease of at least 10% from average suspensions from the baseline combined average.(2017-2019).	2022 Date as of 20/Nov/22 # of students; Long - 2, Short - 27, Total 29 % of Students; Long 0.16%, Short 1.34% Total days; Long - 16, Short - 90 Average Suspension length; Long - 8 days, Short 3 days Suspension decreased by 51.66% indicating positive progress towards the progress measure.
SEF In the element of Learning Culture we maintain Sustaining & Growing the	The school implemented improved processes in the regular analysis of attendance data and its use to inform planning. We have designed and implemented a whole school approach to wellbeing

<p>themes of Attendance.</p> <p>In the element of Wellbeing we maintain Sustaining & Growing the themes of Planned Approach to Wellbeing and Behaviour.</p>	<p>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>
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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

Integration funding support: \$136,748.00

Summary of progress

Our focus for 2022 was continued an ongoing focus on delivering quality wellbeing programs across the school. Zones of Regulations has been enhanced. Personalised Hub and Safe Play interventions have been in place.

Next year in this initiative we will continue to focus on consistent use of our PBL strategies including Zones of Regulation in every room.

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
School Level Target TTFM Student surveys- Positive School Climate: Uplift 0.2 of a point increase over the period of 4 years from 2020 baseline.	<ul style="list-style-type: none">• 82.67% of students reporting positive wellbeing outcomes has decreased by 0.98% across the positive wellbeing measures.• Tell Them From Me data indicates 89% of students report a positive sense of wellbeing in advocacy, 93% in expectations of success and 66% in sense of belonging.
TTFM Parent Survey- Parents and Carers felt informed on student social and emotional wellbeing: Uplift 0.2 of a point increase over the period of 4 years from 2020 baseline.	<ul style="list-style-type: none">• Tell Them From Me data indicates a school mean of 6.6 which is the same as the NSW Government Norm. For inclusive school the school mean was 6.9 which was 0.2 above the Government Norm.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$236,748.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-based practices • A Systematic whole-school focus on social-emotional learning. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • 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). <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>After evaluation, the next steps to support our students 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>\$614,170.05</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systems and processes to embed data-driven practices • Evidence-based practices • A strategic and planned approach to wellbeing. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support MiniLit, MultiLit, InitiLit, Numeracy program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Positive NAPLAN and internal results particularly in reading. Students were supported so they could access excursions, school uniforms etc.</p>

<p>Socio-economic background</p> <p>\$614,170.05</p>	<p>After evaluation, the next steps to support our students will be: to continue to engage the literacy and numeracy mentors to support our trajectory towards achieving targets. Continue to support our Low Socio Economic students and families. Data shows that attendance rates for students in this equity cohort is not consistent.</p>
<p>Aboriginal background</p> <p>\$244,988.59</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systems and processes to embed data-driven practices • Evidence-based practices • A strategic and planned approach to wellbeing. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: an increase in 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 87% of Aboriginal students feel like their culture is valued at school. Students greatly benefitted from participation in BroSpeak and SistaSpeak.</p> <p>After evaluation, the next steps to support our students 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>\$319,123.90</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systems and processes to embed data-driven practices • Evidence-based practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention miniLit, MultiLit, InitiLit to increase learning outcomes • 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 <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning</p>

<p>Low level adjustment for disability</p> <p>\$319,123.90</p>	<p>support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Students received extra support which reduced the suspension rate.</p> <p>After evaluation, the next steps to support our students 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>\$15,489.30</p>	<p>The location funding allocation is provided to Wauchope Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A strategic and planned approach to wellbeing. <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • incursion expenses <p>The allocation of this funding has resulted in the following impact: increased access to excursions and incursions.</p> <p>After evaluation, the next steps to support our students will be: Continuing to provide low socio economic students with positive experiences.</p>
<p>Professional learning</p> <p>\$60,490.30</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wauchope Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systems and processes to embed data-driven practices • Evidence-based practices • A strategic and planned approach to wellbeing. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • an extensive list of professional learning for staff that has been guided by their goals in their PDPs. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$140,778.23</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systems and processes to embed data-driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support

<p>QTSS release</p> <p>\$140,778.23</p>	<p>classroom programs</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>After evaluation, the next steps to support our students will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$297,753.00</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students 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			
	2019	2020	2021	2022
Boys	346	348	350	316
Girls	345	319	310	320

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	92.4	90.2	85.8
1	92.1	91.6	89.3	84.2
2	93.0	92.1	89.7	83.5
3	92.4	92.0	88.3	84.0
4	92.8	92.3	89.5	82.5
5	93.6	91.7	87.7	81.2
6	92.4	92.3	88.3	81.6
All Years	92.9	92.1	89.0	83.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7.6
Classroom Teacher(s)	28.12
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
School Counsellor	1.6
School Administration and Support Staff	11.06

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	570,564
Revenue	8,868,596
Appropriation	8,536,862
Sale of Goods and Services	6,199
Grants and contributions	316,720
Investment income	8,815
Expenses	-8,575,879
Employee related	-7,618,954
Operating expenses	-956,925
Surplus / deficit for the year	292,717
Closing Balance	863,281

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	236,748
Equity Total	1,178,283
Equity - Aboriginal	244,989
Equity - Socio-economic	614,170
Equity - Language	0
Equity - Disability	319,124
Base Total	5,622,882
Base - Per Capita	175,461
Base - Location	15,489
Base - Other	5,431,932
Other Total	959,318
Grand Total	7,997,231

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Parents feel they can easily speak with their child's teachers, that written information from the school is clear and their child's progress is written in terms they understand. Parents reported that children are encouraged to do well at school and the school recognises and praises children for doing well. Parents believe the school expectations are fair and very clear.

The majority of Aboriginal students feel good about their culture and believe the teachers understand their culture. There is a strong sense of pride in the school from the students. The students love the school facilities for example library, playground and canteen. Wauchope Public School won the 2022 AECG School award for its outstanding cultural programs and the outstanding academic results for Aboriginal students.

Teachers have reported that they enjoy a collegial work place. They are becoming better equipped to collect and analyse data. Wauchope PS is an inclusive school. Expectations are set high for both learning and behaviour.

All students at Wauchope Public School feel known, valued and cared for.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.