

# 2023 Annual Report

## Wauchope Public School



3404

# Introduction

The Annual Report for 2023 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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## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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  
Aboriginal background  
Low level adjustment for disability  
Professional learning  
QTSS release  
AP Curriculum & Instruction

### Summary of progress

Our focus for 2023 was to continue 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. InitiaLit was expanded into Early Stage 1 classes.

Stage 1 and 2 were given an extra teacher in order to streamline instructional literacy and numeracy time.

2023 saw the implementation of the new K-2 English and Mathematics curriculum. Evidence-based English programs eg Heggerty, InitiaLit, PLD Spelling, MiniLit, SPELD and Centre for Effective Reading support for students requiring intervention have continued to operate and be embedded within the new syllabus. Curriculum reform time was allocated to enable collaboration between grade and stage based staff where possible. The assessment schedule was adapted to align to new scope and sequences.

Mathematics Daily Reviews have been refined and refreshed to align with new resources and professional learning available. This has involved demonstration lessons, team teaching and feedback.

**Next year in this initiative** Years 3-6 will implement the K-10 English and Mathematics curriculum. This will include developing lessons and assessments for the units of work created by the department and by the explicit teaching group. K-6 will participate in professional learning in Explicit Teaching being organised by external department leaders and local education networks.

### 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
<ul style="list-style-type: none"><li>• An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</li></ul>	<p>2023 Check-in assessment data indicates <b>33.3%</b> of students achieved above the school's scaled score for reading in Year 3 and 5.</p> <p>Indicating a <b>4.9% decrease</b> in students in Year 3 that were above the school scaled score and a <b>8% decrease</b> in students in Year 5 that were above the school scaled score compared to 2022.</p> <p>Year 3 scaled score in 2022 was 351.1 and in 2023 346.6. A decrease in scaled score of 5.5.</p> <p>Year 5 scaled score in 2022 was 377.9 and in 2023 378.3. An increase in</p>

<ul style="list-style-type: none"> <li>• An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</li> </ul>	<p>scaled score of 1.6</p>
<p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>2023 Check-in assessment data indicates <b>38.4%</b> of students achieved above the mean scaled score for numeracy in Year 3 and 5.</p> <p>Indicating a a <b>5.2% increase</b> in students in Year 3 that were above the school scaled score and a <b>7.6% increase</b> in students in Year 5 that were above the school scaled score compared to 2022.</p> <p>Year 3 scaled score in 2022 was 336.7 and in 2023 332.9. A decrease in scaled score of 4.2.</p> <p>Year 5 scaled score in 2022 was 373.2 and in 2023 371.6. A decrease in scaled score of 2.4.</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 an increase of 5% of students achieving Stage Expectations from 2020 baseline.</p> <p>In the <b>Number sense and Algebra</b> Numeracy Progressions sub-element of <b>Additive strategies</b> we achieve an increase of 5% of students Stage Expectations outcome from 2020 baseline.</p>	<p>Target delayed. Teachers are not at the stage of plotting students on progressions. Will carry over to 2024. In 2024 we will include school based assessment data. The mapping of Check-in data to progressions will allow progress to be mapped, commencing from 2021.</p>
<p><b>SEF</b></p> <p>In the element of <b>Data Skills and Use</b> we maintain <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 2024.</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

Socio-economic background  
Professional learning

### Summary of progress

Our focus for 2023 was an emphasis being placed on implementing a Macleay District proforma to ensure consistency with External Providers. PBL continued to be a focus and driving force behind our wellbeing processes at WPS. Senior executive attended professional Learning at the Behaviour Roadshow regarding changes to the behaviour 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 behaviour 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
<b>Attendance - system negotiated</b>  Increase the percentage of students attending school 90% of the time by 5.6% from the baseline.	Student attendance data had an <b>increase of 3.2%</b> in 2023 compared to 2022. Students attending greater than 90% of the time in 2023 was 51.7% compared to 30.3% in 2022.
<b>School-level Target</b>  By 2024, decrease of at least 10% from average suspensions from the baseline combined average.(2017-2019).	2023  # of suspensions equals 24  Aggressive behaviour = 12  Physical Violence = 5  Persistent behaviour = 3  Possession of illegal substance = 2  Verbal abuse = 2  Suspension days = 95  2023 saw a reduction in total suspensions (five less) and in suspension days (11 days less). In 2022 there were 29 suspensions which included 106 days.
<b>SEF</b>  In the element of <b>Learning Culture</b> we	The school implemented improved processes in the regular analysis of attendance data and its use to inform planning.

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

Socio-economic background

Aboriginal background

Low level adjustment for disability

### Summary of progress

Our focus for 2023 was to continue an ongoing focus on delivering quality wellbeing programs across the school. School-wide expectations have continued to be enhanced. Personalised Hub and Safe Play interventions have been in place. This year the executive led the HUB programs to develop relationships with our more complex students.

**Next year in this initiative we will** continue to focus on consistent use of our PBL strategies.

### 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: Uplift 0.2 of a point increase over the period of 4 years from 2020 baseline.	Tell Them From Me 2023 data indicates 83% of students report a positive sense of wellbeing in advocacy, 92% in expectations of success and 63% in sense of belonging.
<b>TTFM Parent Survey-</b> 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.	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>New Arrivals Program</p> <p>\$18,259.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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 including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• One student received individual tutoring each week.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This student was provided with highly a differentiated program to address her individual learning needs. This tutoring greatly assisted our new arrival student.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This student will be carefully placed for 2024 and will be monitored and continued to be supported on her educational journey. The student will have a personalised learning and support plan.</p>
<p>Integration funding support</p> <p>\$326,903.00</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>• A Systematic whole-school focus on social-emotional learning.</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>• 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 the following impact:</b> Integration funding support was used to provide School Learning Support Officers (SLSO) support for students with moderate and high learning and support needs, withing the classroom and playground. Targeted support was provided for academic programs, social skills development and transition. Integration Funding targeted student capacity to access the curriculum. interact with peers effectively and engage in learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Integration funding will continue in 2024 for funded students. Additional Access requests will be completed as needed.</p>
<p>Socio-economic background</p> <p>\$617,778.36</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>

<p>Socio-economic background</p> <p>\$617,778.36</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support Literacy and numeracy programs being implemented.</li> <li>• Formation of two classes reducing class sizes in Years 3-6.</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> <li>• professional development of staff through the implementation of the new Literacy and numeracy curriculum to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Intensive support was provided for students who were identified as not achieving expected growth. Professional Learning time was provided to prepare for the new K-2 curriculum. Literacy and Numeracy resources were purchased eg Decodables, Novels for 3-6, InitLit resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b> During 2024 we will have a focus on explicit teaching whilst implementing the new Literacy and numeracy curriculum. We will once again form extra classes to reduce student numbers. We will continue to support our s=low socio economic families with school uniforms and excursion subsidies. At times we subsidise an entire excursion to support our families.</p>
<p>Aboriginal background</p> <p>\$270,333.48</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>• Systems and processes to embed data-driven practices</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>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2023, strategies were implemented to improve the learning outcomes for Aboriginal students in Literacy and Numeracy and increase the profile of aboriginal education. Personalised Learning Plans (PLPs) were completed for each student, in consultation with parents, detailing individual learning needs and how strategies to address the learning needs will be continued to enhance partnerships between home and school. Sista Speak and Bro Speak were once again successful. We had several students awarded hasting AECG awards at an evening ceremony. We once again had a student awarded a State Aboriginal Award in Sydney at the Nangai Mia ceremony at the Darling Harbour Convention centre.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to aim for 100% completion of Aboriginal Learning Plans. Strongly promote culture and differentiated and personalised support.</p>
<p>Low level adjustment for disability</p> <p>\$335,369.34</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> </ul>

<p>Low level adjustment for disability</p> <p>\$335,369.34</p>	<ul style="list-style-type: none"> <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>• 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>• 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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional Learning and Support time was allocated to provided intensive support to students who were not demonstrating expected growth or meeting expectations on internal and external assessment measures. Students worked worked in small groups with highly differentiated programs to address specific learning needs in Reading and Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, additional Learning and Support time will be allocated to provide additional intensive support to students requiring learning adjustments in Literacy and Numeracy.</p>
<p>Location</p> <p>\$15,803.08</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> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased access to excursions and incursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to provide low socio-economic students with positive experience.</p>
<p>Professional learning</p> <p>\$61,565.96</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><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> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>

<p>Beginning teacher support</p> <p>\$76,457.05</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Wauchope Public School during their induction period.</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> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> <li>• mentoring structures and collaborative practices within the school</li> <li>• professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Beginning teachers were attached to a mentor/supervisor to support their development throughout 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> These young teachers will continue to be mentored and supported by their supervising teachers.</p>
<p>QTSS release</p> <p>\$137,898.72</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 including:</b></p> <ul style="list-style-type: none"> <li>• Systems and processes to embed data-driven 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>• 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 the following impact:</b> Improved staff confidence and teaching practice with the new English and Mathematics curriculum. 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><b>After evaluation, the next steps to support our students will be:</b> In 2024 WPS staff will implement evidence based explicit teaching in conjunction with the new curriculums. Teachers will have increased understanding of data. Increased differentiation of learning content to match the competencies for individual students. Increased repertoire of instructional strategies through shared leadership and sharing of expertise across the school.</p>
<p>COVID ILSP</p> <p>\$245,973.33</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><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>COVID ILSP</p> <p>\$245,973.33</p>	<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>• releasing staff to analyse school and student data to identify students for small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieved significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$248,140.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school</li> <li>• collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum</li> <li>• develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy</li> <li>• coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum</li> <li>• lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increase in students achieving stage expectations in reading, writing and number.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The APC&amp;I will promote explicit instruction. They will assist teachers to implement the new English and Mathematics curriculum.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	348	350	316	310
Girls	319	310	320	307

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.4	90.2	85.8	87.1
1	91.6	89.3	84.2	88.9
2	92.1	89.7	83.5	89.0
3	92.0	88.3	84.0	87.5
4	92.3	89.5	82.5	90.2
5	91.7	87.7	81.2	86.9
6	92.3	88.3	81.6	85.6
All Years	92.1	89.0	83.2	88.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

### Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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)	7.6
Classroom Teacher(s)	28.06
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
School Counsellor	1.6
School Administration and Support Staff	11.06

\*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 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	826,754.68
<b>Revenue</b>	9,398,677.33
Appropriation	9,068,390.55
Sale of Goods and Services	3,364.24
Grants and contributions	293,992.31
Investment income	32,930.23
<b>Expenses</b>	-9,086,141.26
Employee related	-8,162,598.31
Operating expenses	-923,542.95
<b>Surplus / deficit for the year</b>	312,536.07
<b>Closing Balance</b>	1,139,290.75

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	203,698
<b>Equity Total</b>	1,223,481
Equity - Aboriginal	270,333
Equity - Socio-economic	617,778
Equity - Language	0
Equity - Disability	335,369
<b>Base Total</b>	5,778,631
Base - Per Capita	174,255
Base - Location	15,803
Base - Other	5,588,574
<b>Other Total</b>	952,772
<b>Grand Total</b>	8,158,583

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

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. Parents have indicated that homework is an area for the school to enhance and communicate to the community.

The majority of Aboriginal students believe the teachers understand their culture. There is a strong sense of pride in the school from the 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.

# 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.