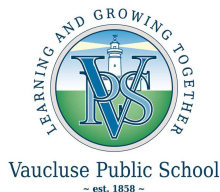


Vaucluse Public School

Annual Report



2016



3325

Introduction

The Annual Report for **2016** is provided to the community of **Vaucluse Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Maureen Hallahan

Principal

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School background

School vision statement

Learning and Growing Together

Influencing and supporting our vision are the goals for young Australians documented in the **2008 Melbourne Declaration on Educational Goals**.

These goals are:

Australian schooling promotes equity and excellence.

All young Australians become:

- * *Successful learners*
- * *Confident and creative individuals*
- * *Active and informed citizens*

School context

Vaucluse Public School is located on the South Head Peninsula in Sydney's Eastern Suburbs. The school is unique in many ways. With its spacious playing fields and beautiful gardens protected by large shady trees, the children enjoy a perfect environment for learning and growing together. It has an enrolment of 350 students from Kindergarten to Year 6 in fifteen mainstream classes and three classes in a Special Education Support Unit. These classes include one Autism class and two IO classes.

Our teachers promote an inclusive culture based on the values of caring and kindness. In a safe and supportive environment, children form lasting friendships from Kindergarten to Year 6. All enjoy a strong sense of belonging where parents and members of the local community work closely with teachers and staff to support the students.

Vaucluse Public School values the development of the whole child and celebrates their achievements in all areas – academic, environmental, debating and public speaking, sports, the creative arts and in community and cultural activities.

Our school has a dynamic *Stephanie Alexander Kitchen Garden Program* where children enjoy an exciting journey of sowing, nurturing, harvesting, cooking, presenting and consuming healthy foods.

A Hebrew Program for background speakers, a Junior and Senior Choir, Rock Band and a Gymnastics Program also contribute to the rich learning environment the school provides. The school runs a number of additional activities that contribute to the culture such as Soccer Club, Drama Club, Public Speaking and Debating, Chess Club, a very committed SRC and a strong and rigorous leadership program.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

In Term 3, 2016 the staff at Vacluse Public School undertook self-assessment using the elements of the *School Excellence Framework*. The staff used the opportunity of the Staff Development Day in Term 3 to assess and map progress on the SEF in a collegial and collaborative way. These discussions have been taking place at stage and departmental level however the opportunity to discuss at whole school level was invaluable. It provided the opportunity for all members of the community to contribute and to also be part of setting the directions for 2017. It also gave the staff the opportunity to develop a deeper understanding of the 2015–2017 School Plan and to begin to consider the directions and planning and development process for the 2018–2020 School Plan.

In the domain of *Learning*, staff have continued to concentrate on the early identification of students with learning difficulties and those who need an adjusted or differentiated curriculum including students who are identified as *Gifted and Talented* and high achieving students. Strategic Direction 1 is *Know Students and How they Learn*. This direction is a very strong focus for the 2015 – 2017. The Learning and Support Committee have developed a number of strategies to support this. In 2016 the Learning and Support Checklist used to inform the referral process was evaluated and further strategies implemented by all class teachers. Support was put in place by the Learning and Support teacher to deepen class teachers' pedagogical knowledge about their individual students. This assisted the class teacher to give richer Class Profiles. In 2016 each class teacher was timetabled to present their class profiles each term at the weekly Learning and Support Meeting. This has ensured early identification and support for students at risk. Weekly scheduling of the Learning and Support meeting involving the LAST team, school counsellor, executive team and support unit staff has developed a strong collaborative approach where resources and expertise are shared effectively. This weekly Learning and Support meeting has become the powerhouse of the school that drives rich equitable learning. Early identification of students with learning difficulties has ensured quick action and support. This has increased successful learning and enhanced wellbeing. The collaborative approach of staff has increased the pedagogical culture and sharing of expertise. The capacity of our teaching staff has significantly grown with the mentoring of the Learning and Support Team. These strategies have contributed to a strong collaborative culture where learning at Vacluse Public School has a very strong team approach.

In the domain of *Teaching* our major focus in 2016 was to continue to build a collaborative planning and teaching approach. Stage teams have met on a regular basis. A regular, weekly Professional Learning meeting has been implemented in 2016 where all staff can participate including non teaching staff. The use of school based expertise, nominated staff discussion and topics that complement *Performance and Development Plans* have been implemented as part of a collaborative learning culture. This has created dedicated time which has further reinforced the collaborative process. All planning is a shared collaborative experience. *Relief From Face To Face* timetables were reorganized each term to allow stage teams to have a planning day together at the end of each term for forward preparation and planning. This has resulted in a strong cohesive and collaborative team approach to curriculum delivery. It has provided opportunities for mentoring and sharing of expertise. There has been continuity in the development and delivery of units of work. Teams have spent time collecting and reflecting on data. This data analysis has been used to inform teaching and learning in 2016. A number of strategies were implemented in 2016 to build teacher capacity. A specialist teacher was employed to mentor the Beginning Teachers. A mentor program for new staff to the school and those seeking accreditation was also implemented. A teacher was employed to give additional relief to executive staff. This created opportunities for Assistant Principals to work with individuals and teams in the development of individual *Performance and Development Plans*. This focus on professional learning has seen a deeper, richer pedagogical culture at Vacluse Public School.

In the domain of *Leading* we have focused on building a density of leadership. A number of systems have been implemented to share decision making and provide opportunities for leadership including the use of classroom teachers for roles and responsibilities beyond the classroom. Mentoring programs have been established. In 2016 three members of the Executive team were in a relieving capacity. This was an excellent opportunity to broaden the school's leadership base. The executive team has participated in Professional Learning in targeted areas such as Writing, Wellbeing and Behaviour. The executive team have in turn delivered Professional Learning sessions at school level. Additional funding has provided opportunities for the executive team to work collaboratively with individuals and stage groups in the development of their Professional Learning Plans. The executive team has participated in professional learning in the skills of *Positive Behaviour for Learning*. In 2016 there has been a focus on understanding the 2015 – 2017 School Plan in the context of the *School Excellence Framework* and the collection of evidence to support learning. In 2016 all staff participated in the mapping of our school on the framework and establishing directions to achieve further on the framework. There is a very strong focus on all members of staff understanding and taking responsibility in the process of continuous improvement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Strategic Direction 1

Learning

Know Students and How They Learn

Purpose

To further develop a learning culture where student learning is underpinned by high quality Numeracy, Writing, Spelling and Multimodal Digital Literacy teaching. Lessons and learning opportunities are engaging and teaching strategies evidence based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices to plan for the ongoing learning of each student in their care. Feedback is an integral part of the learning process for teachers and students.

Overall summary of progress

In 2016 all staff participated in Professional Learning around the following: PLAN, Literacy and Numeracy Continuums, School Excellence Framework, Assessment, Seven Steps to Writing and Electronic and Digital Literacy. All Staff participated in an 18 hour online learning course: mathematics: Building Blocks of Literacy. Teaching Early Numeracy (TEN). The effects of this learning stimulated a rigorous culture of pedagogy.

This learning culture was enhanced and supported by the further development and evaluation of the *Learning and Support Checklist* for referral to the Learning and Support Committee. This increased the number of students referred for extra support. It also increased the number of students with Individual learning Plans (IEP). Students with differentiated programs were also included in the Learning and Support process. Follow up and individual tracking of students has been more thorough. IEPs have demonstrated rich detail and differentiation to support individual students.

The implementation of guidelines for Collaborative Planning and a commitment to the process in the last week of each term ensured a consistency of planning. Inclusion of support staff improved communication. Each stage demonstrated collaboration and consistency in the delivery of curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN Year 5 data indicates a 20% increase in growth where 70% of students are achieving greater than or equal to expected growth in Writing and Grammar and Punctuation.	Stage 1 and Stage 2 Teachers have participated in Professional Learning for <i>Seven Steps to Writing</i> . These teachers are implementing strategies at their stage level. Whole staff professional learning will take place in Term 2, 2017.	Professional learning funds \$2500 for teachers to attend <i>Seven Steps to Writing</i> workshop and purchase resource kit. English Language Proficiency funding: \$7000
NAPLAN Year 5 data indicates a 15% increase in growth where 70% of students are achieving greater than or equal to expected growth in Spelling and Numeracy.	In 2016 all staff participated in online learning: <i>Mathematics: Building Blocks of Numeracy</i> . the outcome of this learning was a greater understanding and implementation of the use of SENA 1 and SENA 2 as an assessment tool for student learning. Learning and Support consultant delivered assessment for students in Spelling and shared skills with staff. Stage 2 and 3 students identified with spelling difficulties had specific IEPs implemented to develop spelling skills.	English Language Proficiency funding: \$7000
All students mapped on the Literacy and Numeracy Continuums and demonstrating expected growth.	All staff participated in Professional Learning around the implementation of the continuums. Staff used continuums in the development of the Reporting to Parents process in Semester 1 and Semester 2. Through the use of Assessment Schedules, Early Stage 1 and Stage 1 staff were able to submit evidence of assessment including SENA, South Australian Spelling, Benchmarking, fluency rates	Low Level Adjustment for Disability: \$16,500 \$1000 for new PM Benchmarking Kits. Restructure of Term 4 LAST timetable to support classroom teachers to deliver individual assessments such as

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students mapped on the Literacy and Numeracy Continuums and demonstrating expected growth.	and writing samples. Stage 2 and Stage 3 included NAPLAN, PAT Maths, PAT Comprehension, ICAS, Benchmarking and SENA 1 and 2 and fluency rates only for students identified by the Learning and Support Committee.	Benchmarking and SENA.

Next Steps

Continuing to build on the whole school activities of the Learning and Support Committee. These activities include Professional Learning delivered by the LAST for the Learning and Support Checklist, Disability Standards, Assessment procedures and scope and sequence, differentiated programs for high achieving students, integrating the EALD program into the LAS program and the development of Individual Learning Plans (IEPs).

- Continue to implement Professional Learning for all new K–2 and Support staff on Targeting Early Numeracy (TEN), Reading Assessment, data analysis, Spelling, PLAN, Quality Teaching Framework.
- Continue to support staff with the implementation of the Numeracy and Literacy Continuums.
- Investigate Hattie's strategies for Visible Learning including Feedback.
- Evaluation of the Problem Solving Program that is being delivered through the Relief From Face to Face Teaching (RFF) Program. Collecting evidence on the success of Problem Solving strategies.
- Evaluation of the Collaborative Planning process that takes place each term with an established set of criteria for use in these planning sessions.

Strategic Direction 2

Wellbeing

Create and Maintain Supportive and Safe Learning Environments

Purpose

To evaluate school student welfare practices and further develop a common understanding, consistent approaches and shared commitment to the development of learner Wellbeing.

Overall summary of progress

In 2016 all staff continued to participate in Professional Learning on the *KidsMatter* Program. This is a three year program and we are in our second year. A committee drives and implements the strategies outlined in *KidsMatter* Stage 1 and 2. We have particularly focused on the physical aspects of wellbeing being evident in our school. Noticeboards, welcome mats, and signage were all improved throughout the school. Staff developed whole school units using the *Digital Citizenship* resources, Bounceback and Kidsmatter. These units were implemented in the first week of school, Term 1 in 2016. Staff took the opportunity before new classes were formed to spend the first week of the school year implementing student wellbeing units of work with their 2015 group...

The staff evaluated The Vaucluse Public School Anti Bullying Plan and the Fair Discipline Code at the Term 3 Staff Development Day. The Executive staff then translated into policy, the changes enunciated by the staff. On this day the staff also discussed the School Excellence Framework. At the Term 3 Staff Development Day the staff evaluated the school using the School Excellence Framework and discussed targets for 2017.

A timetable for the implementation of the *Values We Teach* continued to be implemented with the whole school focusing on one value each week. These were supported at School Assemblies, classrooms and shared through homework activities. The school leaders and SRC found many opportunities to practise these values through service to the community.

School surveys indicate there is a strong sense of wellbeing in our school. Feedback from visitors to the school reinforces the feeling of harmony that pervades the school.

Progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students demonstrate strategies to develop Wellbeing and resilience.	At the commencement of 2016 school year all students participated in a week long Student Welfare Program. Teachers had collaboratively designed units of work to support students transition to new grades and also to establish a welfare foundation for the rest of the school year.	KidsMatter Professional Learning and KidsMatter resources \$1000
Data from <i>Tell Them From Me</i> indicates continued growth in social / emotional development.	Tell Them From Me data was analysed by all staff and strategies implemented. Teachers initiated interest in the Positive Behaviour for Learning (PBL) program as a strategy for developing wellbeing. In Term 4 a team of four staff attended a three day professional learning program on PBL. All staff attended a PBL meeting to commit to the program in 2017.	Quality Teaching, Successful Students (QTSS) (\$2000.00) Professional Learning funds: \$5000
Data from <i>KidsMatter</i> surveys indicates growth in the use of mental health strategies to develop resilience and build Wellbeing.	In 2016 KidsMatter 2 was implemented. Teachers underwent Professional Learning and units of work were collaboratively developed for implementation each term.	Teacher release: \$1000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The social /emotional currency of the school community shows growth as indicated in parent and staff surveys.	The school explicitly develops activities that form a strong connection to building wellbeing through giving and helping. Our school has developed a strong relationship with a homeless program in Surry Hills. In 2016, the whole school supported the involvement of the support unit in School Spectacular. The SRC supports Stewart House, Cancer Council, Indigenous Literacy Foundation and the Cerebral Palsy Alliance. Students are encouraged to initiate their own programs and fund raisers to support a variety of charities.	Quality Teaching, Successful Students (QTSS) (\$2000.00)
50% increased use of anti-bullying notifications by students.	Executive staff evaluated and reviewed the Vaucluse Public School Student Welfare policies in Term 3. New strategies were implemented around upstanding behaviour.	Quality Teaching, Successful Students (QTSS) (\$2000.00)

Next Steps

At the commencement of the 2016 school year the school returned in 2015 class groupings. In week 1 of Term 1 all classes implemented the School's Student Welfare programs. Each class spent the start of the school year implementing an anti-bullying program, *BounceBack* units and Digital Citizenship units of works. All staff used strategies outlined in KidsMatter 2 to prepare students for the challenges of the new school year. This was very successful and ensured a smooth harmonious start to the school year. Evaluation has recommended this procedure be repeated at the start of the 2017 school year.

- All staff will be trained in the third stage of KidsMatter. KidsMatter 3 will be implemented throughout 2017.
- All staff will continue to participate in Professional Learning on the school's Student Welfare policies.
- Students in Years 4,5 and 6 will continue to participate in the *Tell Them From Me* surveys.
- All staff will participate in the mapping of the school on the School Excellence Framework.
- All staff will continue to contribute to the Learning and Support process, using the Learning and Support checklist as a framework for referral and action. All staff will participate in the Class Profile presentation for the Learning and Support Committee. Staff will continue to develop skills in the development of Individual Education Plans (IEP).
- Staff will develop skills in the collection of evidence using their Professional Learning Plans (PLP) as a purpose.
- Strategic Direction 2 Committee will focus on signage and displays throughout the school. The school song, Values We Teach and wellbeing signs will be distributed throughout the school.
- Parent Workshops using *KidsMatter* and *Digital Citizenship* as focus areas to be held.
- In 2017 a stronger focus on using the *Stephanie Alexander Kitchen Garden Program* to explicitly link wellbeing. Continuing a transition program for Year 2 and a Lifeskills program for students with additional needs.

Strategic Direction 3

Community

Engage With Colleagues, Parents/Carers and the Community

Purpose

To further develop positive and respectful relationships across the school community. These relationships will underpin a collective responsibility for a productive learning community.

Overall summary of progress

In 2016 all staff familiarised themselves with the *School Excellence Framework*. This was done through departmental workshops. Individual domains were concentrated on and staff were encouraged to collect evidence to substantiate performance in the domains. A greater awareness of the importance of evidence was encouraged. The staff development Day in Term 3 was used for the whole school to evaluate performance against the framework and set targets for 2017.

Staff were trained in the implementation of *KidsMatter* stage 1 and *Digital Citizenship*. This created a strong focus on the development of wellbeing throughout the school. This was reinforced with a *KidsMatter* committee that drove change and provided support. All staff planned *Digital Citizenship* units of work as part of the Collaborative planning process. These were implemented throughout the year.

An explicit focus on communication was implemented. A weekly school newsletter is published. As part of the Collaborative Planning process staff published term bulletins and also made sure there was consistency of information on weekly homework sheets.

In 2016 all staff reviewed the VPS student welfare programs. A consistency of language is now obvious when teachers talk about behaviour. Teachers are focusing on positive feedback and using Restorative Justice guidelines to assist them in the delivery of student welfare programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School satisfaction surveys record high levels of school satisfaction.	In 2016 a strong commitment was demonstrated to improving communication with all stakeholders. Style guides for class bulletins have been successfully implemented. The newsletter is published on a weekly basis. In 2016, a school app was successfully introduced. This app has had more than an 80% uptake. The community worked in partnership with the school to improve school home links with a strong class parent program.	Cost of app: \$2000
Evaluation of parent workshops show a deep level of understanding and support of Vaucluse PS Student Welfare Programs.	Parent evening workshops have been poorly attended. In 2017 we will balance delivery of workshops with day and evening sessions.	\$200 food and beverage
School excellence Framework Tool indicates school is operating in the Excelling Domain.	Throughout 2016 the staff devoted significant time in developing a sound knowledge of the School Excellence Framework. Individual aspects of the different domains were identified by stage teams to work on. In Term 3, 2016 all staff were involved in mapping the school against the School Excellence Framework. In 2016 the school staff mapped the school as Delivering in all the domains.	

Next Steps

In Term 1 2016 a new homework program from Kindergarten to Year 6 that incorporates wellbeing into activities was introduced. Stage teams introduced Wellbeing Rubrics that students could choose at least one activity per week to complete. In 2017 homework will be further evaluated. The Quality Teaching Framework will be used to ensure there is a high level of Intellectual Quality and Significance in the homework offered. Teachers will also concentrate on the quality of feedback given to students for their homework.

In 2017 the Vaucluse Public School phone app will increase content to further strengthen communication between home and school.

- In 2017 Homework and class bulletins follow consistent guidelines for effective communication.
- In 2017 continued participation in the *Tell Them From Me* survey.
 - In 2017 Students, teachers and parents will participate in evaluation of the Stephanie Alexander Kitchen Garden Program.
 - Parents participate in workshops and information evenings on *Stephanie Alexander Kitchen Garden program*, *Digital Citizenship and Kids Matter*.

able and relevant.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<p>Strategic Direction 1, 2 &3</p> <p>A specialist teacher was employed to develop and deliver Individual learning Plans. This teacher also delivered Professional Learning for all staff on the EALD Framework and resources available for classroom</p>	RAM Funding:\$16,515
Low level adjustment for disability	<p>Strategic Direction 1</p> <p>A specialist literacy teacher was employed to develop and deliver IEPs for targeted students. Teacher also worked with individual teachers and delivered Professional Learning on reading assessment strategies and developing K–6 spelling programs. This funding also included the Learning and support staff.</p>	RAM Funding:\$65,988
Quality Teaching, Successful Students (QTSS)	<p>A teacher was employed 1.5 days per week to release Executive staff, Learning and Support Staff and other supervisors. These staff delivered a flexible program that included mentoring, in class support, supervision to enable teachers to visit other classrooms and development of Personal Learning Plans.</p>	\$14,283
Socio–economic background	<p>Strategic Direction 1</p> <p>A specialist literacy teacher was employed to develop and deliver IEPs for targeted students. Students made significant progress in spelling and reading.</p>	\$3,056
Support for beginning teachers	<p>In 2016 a specialist teacher was employed to support Beginning Teachers. who were in their second year of Beginning Teacher support.</p>	\$4,081
Targeted student support for refugees and new arrivals	<p>A specialist teacher was employed to implement Individual Learning Plans and support for students identified as new arrivals.</p>	\$12,247.60

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	122	146	166	177
Girls	125	159	177	190

Enrolments at Vauclose Public School continue to grow. In 2016 the school was able to form four kindergartens for the first time in the school's history. Retention in Years 3, 4, 5 and 6 continues to grow also.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	97.1	96.4	95.3
1	96.3	95.3	95.9	94.6
2	94.1	96.5	95.6	95.4
3	96.3	97.2	95.3	93.4
4	94.4	93.1	94.2	94.7
5	93.3	93.5	95.7	93.8
6	96.7	93.6	94	94.8
All Years	95.6	95.6	95.5	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The school manages non attendance in accordance with the NSW Department of Education Attendance policy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.92
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	5.87
Other Positions	0.14

*Full Time Equivalent

The Australian Education 2014 requires schools to report on Aboriginal composition of their workforce. Vauclose Public School does not have any full time members of staff with Aboriginal Heritage employed. Vauclose Public School employs an artist with Aboriginal heritage on a casual basis.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	43

Professional learning and teacher accreditation

In 2016 time was specifically timetabled for Professional Learning. Each week on a Tuesday afternoon for all four terms, all members of staff met for a minimum of 1.5 hours. School expertise was used and external educational consultants were employed. All curriculum areas were included. Notably specific areas are outlined in the 2015 – 2017 School Plan.

Staff also attended Professional Learning offsite on a range of areas such as Numeracy, Literacy, digital media, classroom observation and beginning teachers conferences.

In 2016 two teachers were successful in achieving accreditation at Proficiency.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	548 901.60
(2a) Appropriation	585 135.42
(2b) Sale of Goods and Services	5 125.00
(2c) Grants and Contributions	57 364.90
(2e) Gain and Loss	0.00
(2f) Other Revenue	-99 213.57
(2d) Investment Income	489.85
Expenses	-169 097.14
Recurrent Expenses	-169 097.14
(3a) Employee Related	-85 306.27
(3b) Operating Expenses	-83 790.87
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	379 804.46
Balance Carried Forward	379 804.46

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

A full copy of the school's 2016 financial statement is tabled at the annual general meeting of the P&C.

Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 410 993.06
Base Per Capita	19 673.50
Base Location	0.00
Other Base	2 391 319.57
Equity Total	85 559.73
Equity Aboriginal	0.00
Equity Socio economic	3 056.14
Equity Language	16 515.15
Equity Disability	65 988.44
Targeted Total	596 522.59
Other Total	56 396.28
Grand Total	3 149 471.66

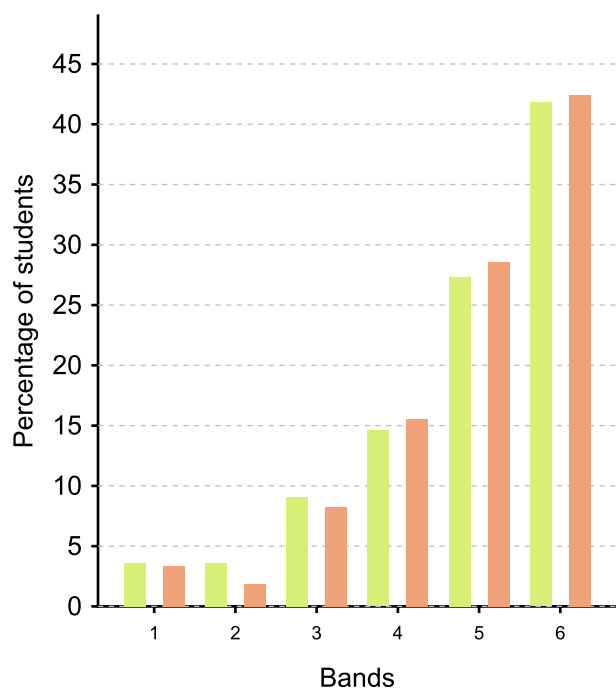
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

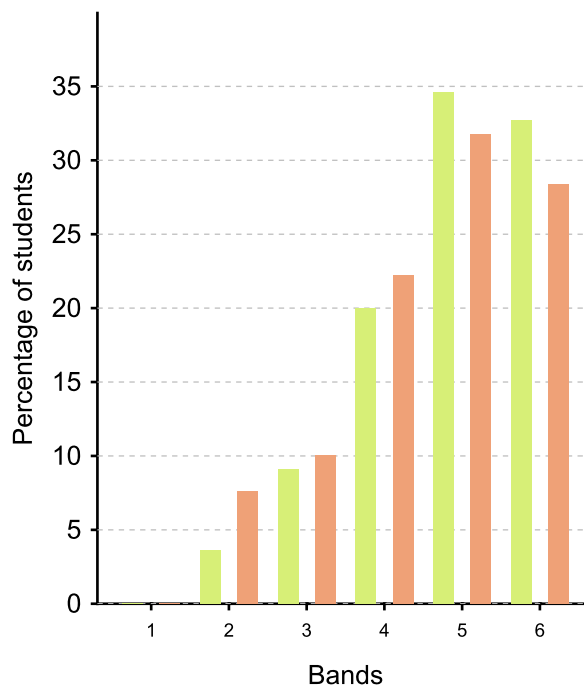
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



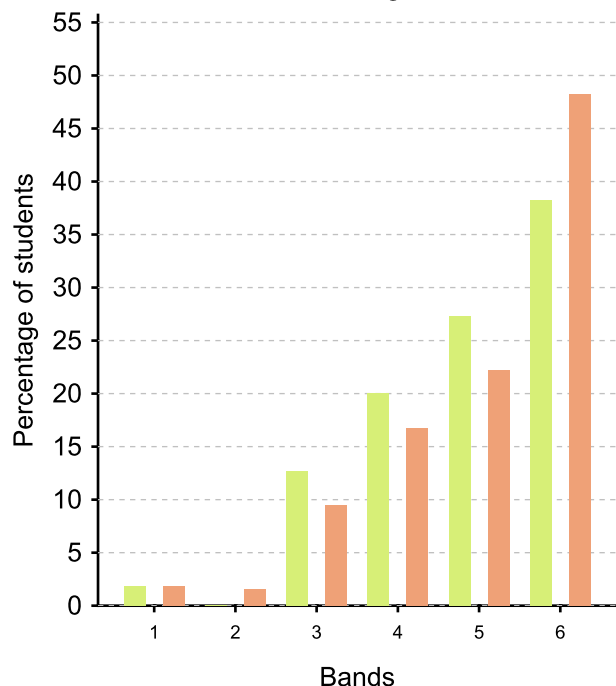
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



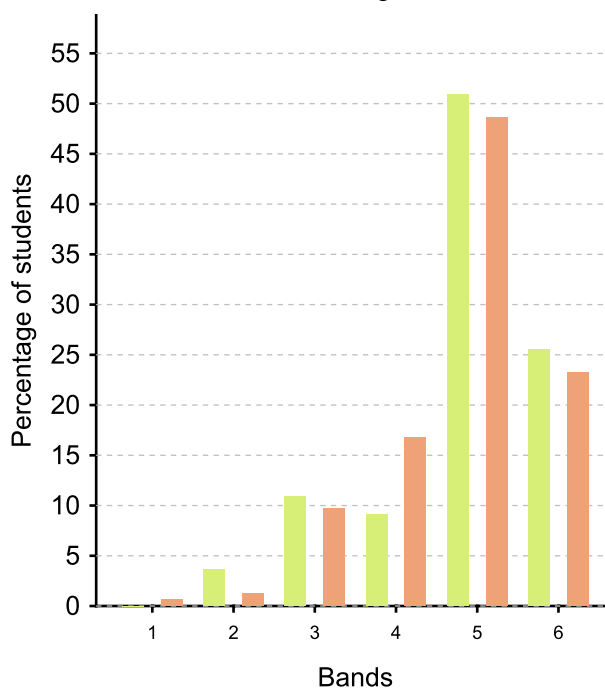
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



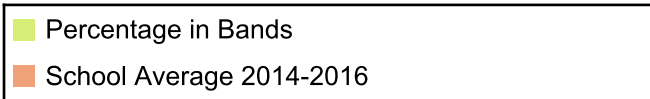
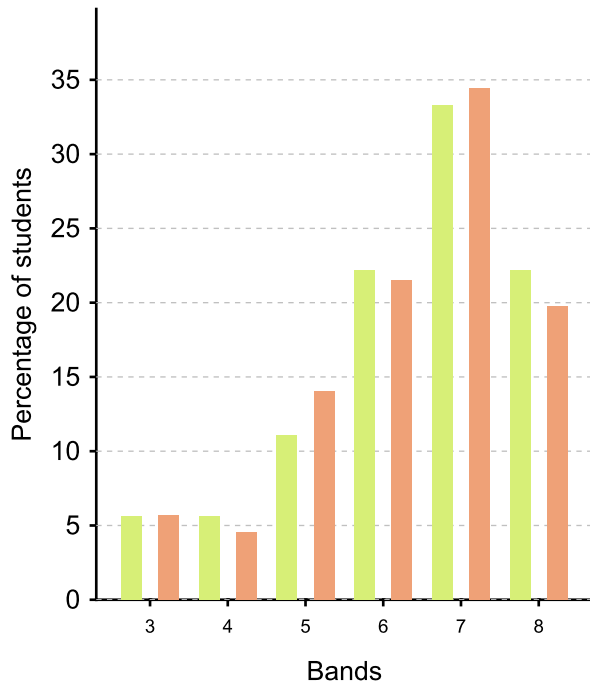
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

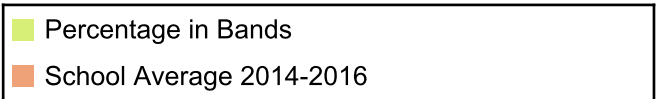
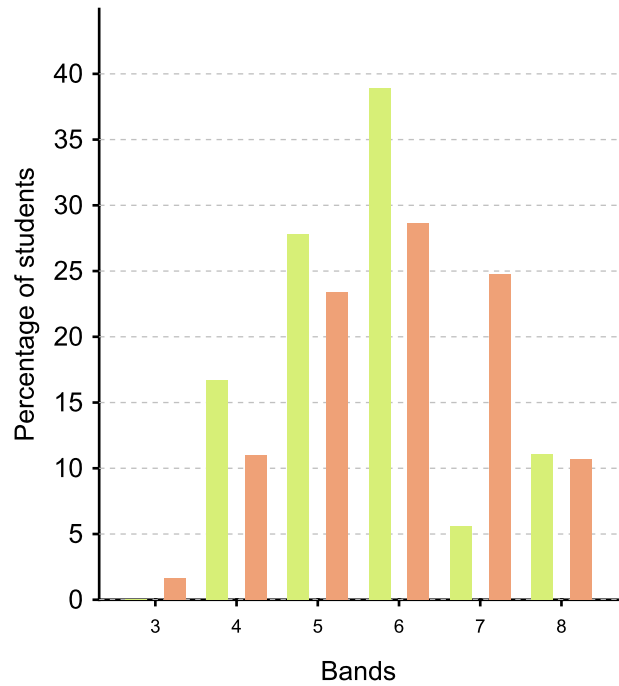


Percentage in Bands
School Average 2014-2016

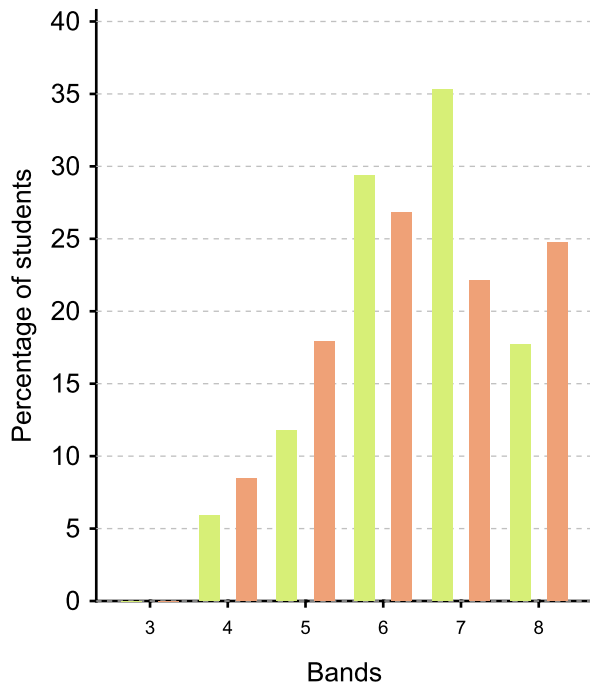
Percentage in bands:
Year 5 Grammar & Punctuation



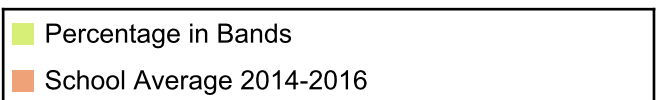
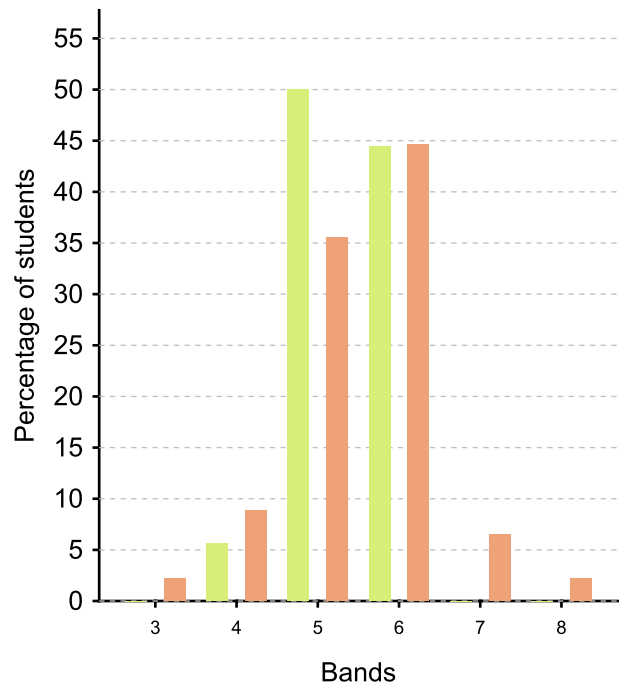
Percentage in bands:
Year 5 Spelling



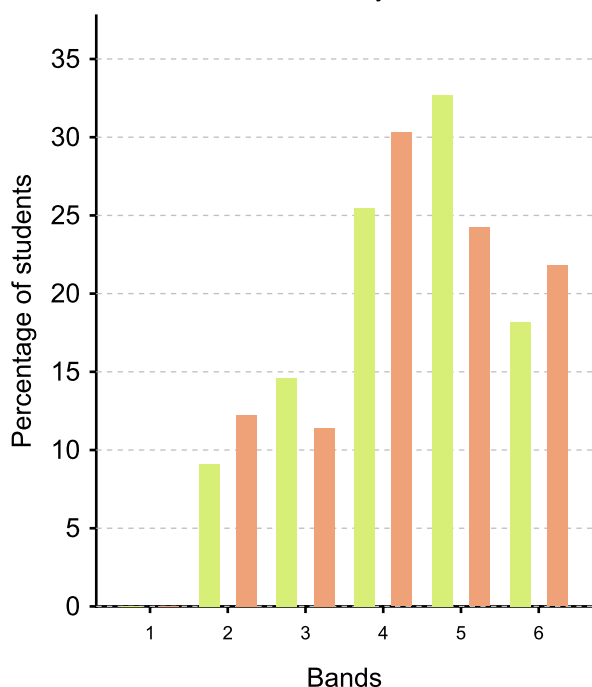
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

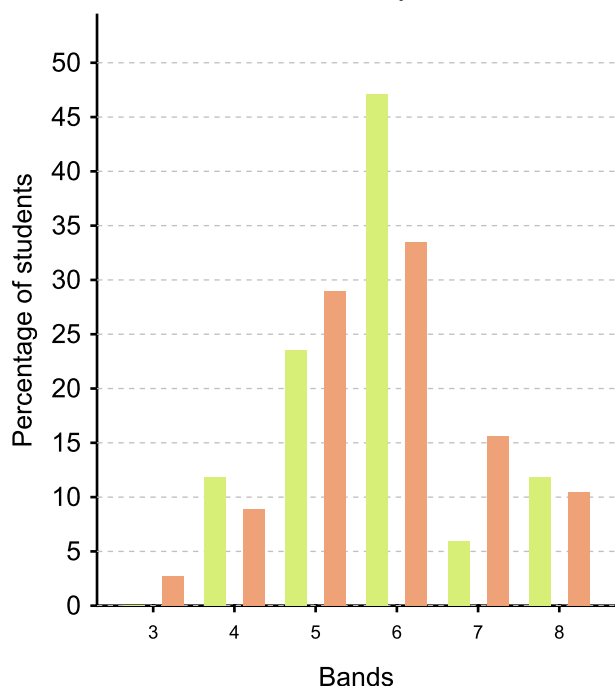


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

In 2016 Vaucluse Public school did not have any Aboriginal students enrolled and was unable to report on the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016 the school sought the opinions of parents, students and staff about the school. Their responses are represented below"

- 87% of parents surveyed felt welcome at school
- 75% felt well informed about school activities
- 80% of parents believed teachers showed interest in their child's learning
- 86% of parents believed their child understood the school rules in regard to behaviour
- 84% of parents believed their child felt safe at school
- 73% of parents believed teachers helped students to form positive relationships
- 40% of parents believed their had been an improvement in homework participation since the introduction to the Wellbeing component of homework
- 88% of teachers felt the school had a strong collaborative culture
- 89% of teachers felt that they set high expectations for students
- 83% of teachers used data to inform teaching and learning
- 81% of teachers used effective feedback
- 86% of teachers used Individual Education Plans
- 67% of students had a high sense of belonging
- 86% of students had positive relationships
- 37% of students had positive homework behaviours
- 53% of students were interested and motivated
- 84% of students tried hard to succeed
- 33% of students were victims of moderate to severe Bullying
- 70% of students felt happy in the playground

Policy requirements

Aboriginal education

During 2016 all staff participated in Professional Learning that improved their understanding of the NSW Department of Education Aboriginal Education Policy. Units of work were developed from Kindergarten to Year 6 that supported and developed our understanding of the Reconciliation process. The anniversary of the Apology, NAIDOC Week and incursions were used as contexts for units of work. A

significant number of resources were purchased for the Library to support the units of work. The Vaucluse Public school Aboriginal Education committee developed initiatives to connect with the local Indigenous community through links at Woollahra Council. these connections were shared with our local community. This enabled the school community to participate in activities that fostered an understanding of Aboriginal history at Vaucluse and Watsons Bay.

Multicultural and anti-racism education

In 2016 all staff participated in Professional Learning on the English as a Second Language or Dialect (EAL/D) Progressions and the EAL/D School Evaluation Framework. This Professional Learning enabled teachers to map students and plan specifically for the learning needs. The school also employed a specialist teacher who delivered an EAL/D program for identified students. In semester 2 the school also received funding under the New Arrivals Program (NAP) and implemented a program for those students were eligible under the NAP guidelines. The EAL/D specialist teacher worked collaboratively with individual class teachers to design and implement Individual Education Plans (IEP) for specific students.

In 2016 a staff member participated in Anti racism training provided for school based staff in the Anti Racism officer's role. this staff member presented a number of Professional learning sessions to all staff on anti racism.