

Vaucluse Public School

Annual Report



2018



Vaucluse Public School
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Introduction

The Annual Report for **2018** 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

School contact details

Vaucluse Public School

Cambridge Ave

Vaucluse, 2030

www.vaucluse-p.schools.nsw.edu.au

vaucluse-p.school@det.nsw.edu.au

9337 2672

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 380 students from Kindergarten to Year 6 in fourteen 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 whole school Creative Arts Program, 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

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 the domain of Learning the school's self-assessment is consistent with the evidence presented in the elements and is validated using the School Excellence Framework. In the element of Learning Culture the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the Wellbeing element the school is operating at the Sustaining and Growing Stage. In the element of Curriculum the school is operating at the Sustaining and Growing stage. In the element of Assessment the school is operating at the Delivering stage. In the element of Reporting the

school is operating at the Sustaining and Growing stage. In the element of Student Performance Measures the school is operating at the Delivering stage.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in the elements and is validated using the School Excellence Framework. In the element of Effective Classroom Practice the school is operating at the Delivering stage. In the element of Data Skills and Usage the school is operating at the Delivering stage. In the element of Professional Standards the school is operating at the Delivering stage. In the element of Learning and Development the school is operating at the Sustaining and Growing stage.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in the elements and is validated using the School Excellence Framework. In the element of Educational leadership the school is operating at the delivering stage. In the element of School Planning, Implementation and Reporting the school is operating at the Sustaining and growing stage. in the element of School Resources the school is operating at the Delivering stage.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Know Students and How They Learn

Purpose

To drive ongoing school wide improvement in teaching practice and student progress and achievements.

Overall summary of progress

In 2018 all staff at Vaucluse Public School participated in regular Professional Learning sessions. Many of these sessions were around building teacher capacity in the area of Formative Assessment. All staff attended the Community of Schools in the Eastern Suburbs (COSIES) conference on Formative Assessment. The Executive team participated in additional professional learning around Formative Assessment also. This learning was brought back to school teams and Formative Assessment strategies were further reinforced with the introduction of Dylan Williams' Teacher Learning Communities. This learning community reinforced and supported the introduction of Formative Assessment strategies such as Learning Intentions, success criteria and quality feedback. These learning communities collaborated each term in 2018. Throughout the school in 2018 there was visible evidence of Formative Assessment strategies taking place in each classroom. The school's Evaluation process in 2017 using the School Excellence Framework reflected a need for a stronger student voice in our school. The introduction of Formative Assessment strategies have provided a clear structure for the development of student voice in our school.

In 2018 Vaucluse Public School partnered with two local schools– Waverly and Woollahra to participate in a Quality Teaching Rounds Project. Each school nominated four staff to participate in the project which included an initial training day. The training included engaging with the Quality Teaching Framework, forming cross school groupings, establishing protocols and planning for implementation. Over Term 2 and 3 of 2018 teachers participated in four rounds of Quality Teaching Observations. This involved teachers observing classroom practice through the lens of the Quality teaching model participants in the Quality Teaching Rounds participated in structured Professional Development that required strong collaborative practice. The Quality Teaching Framework provided participants with a clear framework and common language for discussion and reflection. The project and the framework provided a supportive platform for discussion and feedback based on the Quality Teaching elements. Executive staff have used the experience to support staff in the PDP process and to further investigate Lesson Study.

In 2018 the Learning and Support Committee continued to grow in strength and impact. The team meets weekly and consists of classroom teachers, executive teachers and the school counsellor. This weekly meeting is at the heart of the school. At these meetings *Know Students and How they Learn* is a shared focus. In 2018 the *Learning and Support Checklist* was again evaluated to include more effective communication. The number of students on Individual Education Plans (IEP) grew to over one hundred and the number of students receiving Integration support also increased. In 2018 Teacher Reports were introduced where each teacher reported to the committee each term on the progress of their students. As part of the preparation for these reports each teacher meets with the Learning and Support Teacher to prepare their report. This contributed significantly to building teacher capacity and improving outcomes. One significant outcome of this process was the development of effective transition plans in Term 4 for students on IEPs for the 2019 school year.

Overall in 2018 there was an increased focus on all teachers knowing and understanding each student in their care and their learning progress. We continually asked "*Are they learning and how do we know?*"

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Increase the proportion of students in the top 2 NAPLAN bands for Numeracy and Reading.</i> <i>Increase the proportion of students demonstrating expected growth in Literacy and numeracy on internal performance measures and NAPLAN.</i>	Professional learning Funds were expended for: <ul style="list-style-type: none">• All staff to attend Formative Assessment Conference: \$5000.• Executive Staff to attend Formative Assessment training: \$2000.• Two staff members to be trained in Mini Lit / Multi Lit/ Macquarie University Special Ed Program and	In 2018: <ul style="list-style-type: none">• 56% of Year 5 students achieved at or above expected growth in writing.• 34% of Year 5 student achieved at or above expected growth in Spelling.• 68% of students in Year 5 achieved at or above expected growth in reading.• 46% of Year 5 students achieved at or above expected growth in Numeracy.• 56% of Year 5 students achieved at or above expected growth in grammar and Punctuation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><i>Increase the number of teachers participating in Quality Teaching Rounds.</i></p> <p><i>Teaching staff are implementing the strategies of Formative Assessment.</i></p>	<p>resources: \$3000.</p> <ul style="list-style-type: none"> • Executive staff to Participate in Quality Teaching Rounds \$5000. • Collaborative Planning for all staff each term:\$2500. • purchase of Dylan Williams Formative Assessment resources: \$2000. 	<p>In 2018:</p> <ul style="list-style-type: none"> • 56% of Year 5 students achieved at or above expected growth in writing. • 34% of Year 5 student achieved at or above expected growth in Spelling. • 68% of students in Year 5 achieved at or above expected growth in reading. • 46% of Year 5 students achieved at or above expected growth in Numeracy. • 56% of Year 5 students achieved at or above expected growth in grammar and Punctuation.
	<ul style="list-style-type: none"> • QTSS allocation used for Executive teachers to implement Instructional leadership around Formative Assessment. • Additional school funded LAST position. 	<p>All staff were supported in the implementation of Formative Assessment strategies. All classrooms demonstrated evidence of Learning Intentions, WALTs, WAGOLLs and WILFs.</p>

Next Steps

As a future direction to enable the school to achieve at the Excelling level on the School Excellence Framework (SEF), the leadership team recognises that we need to continue to build a whole school commitment to an inclusive teaching and learning program, which supports the wellbeing, and learning of each child. We need to continue to embed practices that ensure the development of teacher skill and prioritise the importance of meeting the educational needs of every student. In order to continue to build a productive learning environment, positive and respectful relationships across the school teams need to continue to be fostered.

The school leadership team will continue focus on providing the staff with professional development experiences, which will improve the quality and delivery of feedback from teachers to students. There will also continue to be a focus on enhancing the role of students in the teaching and learning process. Feedback is crucial to ensuring that all students have a clear understanding of how to improve their learning. An understanding of the importance of the regular review of learning with each student and strategies to facilitate this, will be developed. In the development of the 2018–2020 School Plan, the school has already identified the development of Formative assessment and Visible Learning strategies such as feedback and success criteria as a crucial direction to extend SD1: Know students and how they learn.

In 2019 it is planned that QTSS funding will be used to implement an Instructional Leader to work with all teachers on implementing Formative assessment strategies using Literacy as the structure. Each stage will undertake an evaluation of spelling programs and the Executive team will work together to provide continuity of learning in the area of spelling. It is planned that Stage 2 and 3 Assistant Principals will undertake Professional Learning at Macquarie university in the area of spelling.

In 2019 strategies will be implemented to increase opportunities for staff to come together in stage teams and review data and plan carefully around evidence. It is planned that the collaborative planning model will be extended to include a twice termly meeting for stage teams. this will include one meeting for assessment and one for planning.

Strategic Direction 2

Creative and Supportive Learning Environments

Purpose

To develop a culture where respectful relationships are evident. To ensure optimum conditions for learning so students can connect, thrive and succeed. Every student is known, valued and cared for at Vaucluse Public school.

Overall summary of progress

The school continues to work extremely hard to have in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. This measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school system and community expertise and resources through contextual decision-making and planning.

The Digital Citizenship Program, Positive Behaviour for Learning and *Bounceback* are examples of how Vaucluse implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole school approach to student wellbeing and behaviour. PBL is a process that supports and creates a positive learning environment that enables student learning and wellbeing. Successful implementation of PBL is underpinned by the support and commitment of the whole school community. It is based on a continuum of prevention and intervention. At Vaucluse Public School PBL is embedded throughout our school systems at a foundation level. It is a problem solving framework that addresses the social behaviour and academic outcomes. This approach enhances the school's capacity to design effective learning environments. 2018 was the second year of implementation and results of this program are clearly seen throughout the school. Signage has been erected and student movement in public areas are respectful. throughout the year staff have collected anecdotal evidence on the improvement in student's self regulation. Feedback has come from other areas when our students attend excursions. Pool management commented on our students positive, respectful behaviour after the annual school swimming carnival.

In 2018 Vaucluse Public School continued to build on the strengths achieved in the 2017 school year. The Stephanie Alexander Kitchen Garden program was explicitly articulated as a fundamental part of the school's wellbeing program. Data was collected to understand the benefits of the program. The results demonstrated how highly valued the program is by school and community. New kitchen specialists have brought a strong understanding of the importance of the program and its impact on wellbeing. The kitchen and garden space have been overhauled to improve the learning environment.

In 2018 a review of Transition Plans for students with additional needs saw a significant increase of students accessing this support. In Term 4 whole school strategies were implemented to assist those student on Transition Plans. These strategies included all students and had a significant impact on wellbeing through out the school. The staff also reviewed the wellbeing units of work that are implemented in the first week of the school year. These whole school actions have ensured that the commencement of the school year is calm and harmonious for all students.

At Vaucluse Public School students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. This is practiced on a daily basis with the values of the week which are recognised throughout the school. 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 towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Student, community and staff feedback indicates positive relationships that optimise learning.</i> <i>Increased number of students reporting a sense of belonging, expectations of success and advocacy at school.</i>	Professional Learning funds were allocated for the following: <ul style="list-style-type: none">• Training of additional staff in PBL: \$2000.• Training for teacher to lead <i>Bounceback</i>: \$1000• Training for all staff in <i>Bounceback</i>: \$2000 Additional funds were expended for:	<ul style="list-style-type: none">• At the commencement of 2018 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. Transition plans were implemented for individual students. A whole school Social Story was developed for the purpose of transition to new classes. This was adjusted for various stages of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
	<ul style="list-style-type: none"> • Reading resources for Bounceback program: \$2000 • Teacher resources for Bounceback: \$1500 • PBL signage : \$8000 • Upgrade of Kitchen and garden resources: \$3000 	<ul style="list-style-type: none"> • 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 2018 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 fundraisers to support a variety of charities. • All staff evaluated and reviewed the Vaucluse Public School Student Welfare policies. New strategies were implemented around upstanding behaviour.

Next Steps

As a future direction and to enable the school to achieve the next level (*Excelling*) for **Wellbeing**, the executive team recognises the need to further develop the self-awareness of students and how they can take an active role in building positive relationships throughout the school and community.

Staff will document the wide range of wellbeing programs in the school to ensure they are well planned and strategic. This will be part of the 2018–2020 School Plan.

We will continue to implement Kidsmatter strategies and Positive Behaviour for Learning. We have also identified a wellbeing project being implemented in Wollongong schools called Kindness On Purpose. We will be investigating the implementation of this project as part of Strategic Direction 2. for the 2018–2020 school Plan.

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).

Parent Workshops using *KidsMatter* and *Digital Citizenship* as focus areas to be held.

In 2019 we will continue a strong focus on using the *Stephanie Alexander Kitchen Garden Program* to explicitly link wellbeing.

Strategic Direction 3

Future Focused Teaching and Learning

Purpose

To prepare our students to lead rewarding and productive lives in a complex, dynamic world.

Overall summary of progress

At the commencement of 2018 an Executive member of staff participated in a two day conference with Lane Clark an expert in Project Based Learning (PBL). Project Based Learning is an approach to teaching and learning that engages students in rich and authentic learning experiences. A PBL learning and teaching framework addresses cross-curricula content and learning dispositions through rigorous, authentic, hands-on, interactive learning experiences.

In our 2017 School Evaluation process it was identified that a stronger student voice was needed at Vaucluse Public School. Through the development phase of the 2018–2020 School Plan, staff and community expressed that Project Based Learning would develop opportunities for student voice. This type of learning would also fit well with the Formative Assessment direction the school was taking. PBL gives students an authentic, real-world context for learning where student voice matters.

In 2018 Stage 2 and 3 implemented Project Based units of work each term. One outstanding unit was on Refugees. These units of work gave our students an authentic, real-world context for learning where student voice matters. Content knowledge and conceptual understanding by themselves are not enough in today's world. Our students need to be able to think critically and solve problems, work well with others and manage themselves effectively. We call these competencies 'success skills' or '21st century skills'.

Strategic Direction 3 is focused on developing these 'success skills'. VPS staff are developing in our students through PBL the ability to think critically / problem solve, collaborate and self-manage. It is hoped that the ongoing implementation of PBL strategies will also develop creativity, resilience and perseverance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Staff are successfully implementing units of work designed around Project Based learning.</i> <i>Students demonstrate the skills of analysing, evaluating and synthesizing in personalised and project based learning environments.</i>	Executive teacher attended a weekend conference run by Lane Clark: \$1000. Lane Clark Project Based learning resources purchased: \$500	In 2018 all Stage 2 and 3 teachers cooperatively planned and implemented Project Based Learning units of work. These units included topics such as Refugees, National Parks, Oceans and Adaptations.

Next Steps

In 2019 the Project Based Learning team will be looking to develop the program to Stage 1 and Early Stage 1. In order to do this the Executive team will need to build teacher capacity by participating in Professional Learning. Stage teams will collaborate to share knowledge. Stage teams will be supported by the purchase of classroom resources from Lane Clark, including the *Think Tank* and *Think Box* classroom posters. Executive teachers will cooperatively plan the 2019 implementation of Project Based Learning.

External sources for Professional Learning will be identified. In school expertise will be utilised by sharing resources and classroom visits.

A newly formed position in 2019 of Instructional Leader will also be utilised to build teacher capacity in Project Based Learning through team teaching, instructional rounds and lesson study.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$34,018	Strategic Direction 1, 2 &3A 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.
Low level adjustment for disability	\$86,945	Strategic Direction 1.A specialist literacy teacher was employed to develop and deliver IEPs for targeted students. The 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.
Quality Teaching, Successful Students (QTSS)	\$73,400	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.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	166	177	174	188
Girls	177	190	194	189

In 2018 enrolments at Vauclose Public School remained relatively stable. Three Kindergarten classes were formed. There was a significant drain of students from years 2, 3, 4, 5, at the end of 2018..

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.4	95.3	95.6	96.4
1	95.9	94.6	91.8	93.8
2	95.6	95.4	94.8	93
3	95.3	93.4	94.7	95.4
4	94.2	94.7	94.5	94.2
5	95.7	93.8	92.7	94
6	94	94.8	93.2	93.8
All Years	95.5	94.6	94.1	94.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.33
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	5.87
Other Positions	0.4

*Full Time Equivalent

The Australian Education Act of 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 2018 time was specifically time tabled 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 2018 – 2020 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 . Teachers also attended conferences on Visible Learning and Quality teaching Rounds in preparation for the implementation of the 2018–2020 School Plan. In 2018 five teachers were successful in achieving accreditation at Proficiency.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	521,269
Revenue	4,224,548
Appropriation	3,748,738
Sale of Goods and Services	10,978
Grants and Contributions	453,870
Gain and Loss	0
Other Revenue	0
Investment Income	10,962
Expenses	-4,059,743
Recurrent Expenses	-4,059,743
Employee Related	-3,524,682
Operating Expenses	-535,061
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	164,805
Balance Carried Forward	686,074

The school's budget committee meets on a regular basis to manage expenditure of school funds. The budget committee allocated funds for various expenditure. Balance carried forward does not reflect the true state of the school's accounts due to incorrect allocation of income and funds expended. In 2019 the balance will be significantly lower as we journal the school funds into the correct accounts.

Funds have been budgeted for in 2019 for the following items: an upgrade of school furniture, purchase of technology ,upgrading of the school library, installation of storage throughout the school, upgrading of the school's Take Home Reading Program and Guided reading resources.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,587,380
Base Per Capita	74,320
Base Location	0
Other Base	2,513,060
Equity Total	124,084
Equity Aboriginal	0
Equity Socio economic	3,121
Equity Language	34,018
Equity Disability	86,945
Targeted Total	684,937
Other Total	115,805
Grand Total	3,512,206

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.

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

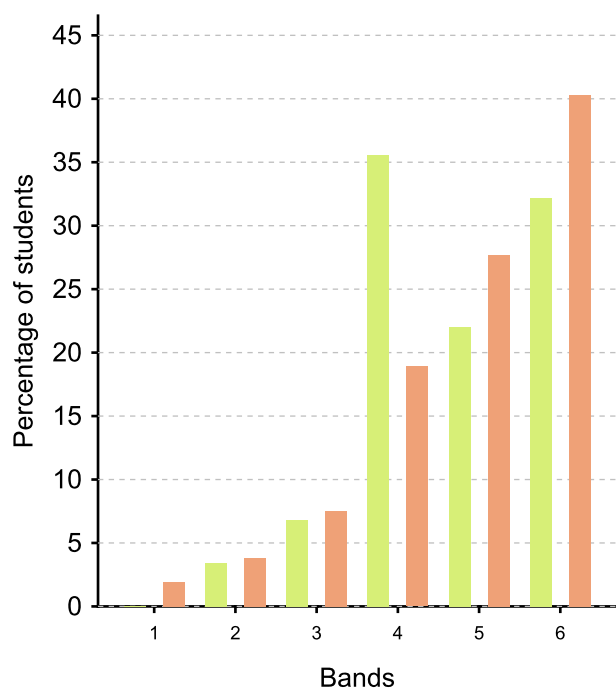
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 the school's NAPLAN data for literacy showed significant difference between Year 3 and Year 5. Year 3 data reflected continued steady improvement. Year 3 data demonstrated strong performance in grammar and punctuation, spelling and reading. Year 3 performance in writing was not as strong as other Literacy areas. Year 5 data in writing and spelling demonstrated a significant change from the growth in 2017. The school's learning and Support committee has analysed 2018 performance data and has suggested several whole school changes in the areas of spelling and writing for 2018. A rigorous focus on spelling has already been implemented and Professional learning is planned for all teachers in 2018.

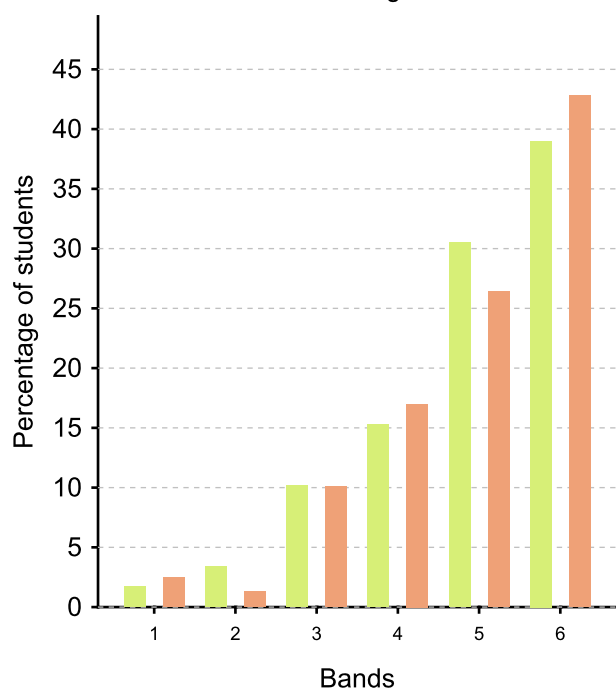
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	3.4	6.8	35.6	22.0	32.2
School avg 2016-2018	1.9	3.8	7.5	18.9	27.7	40.3

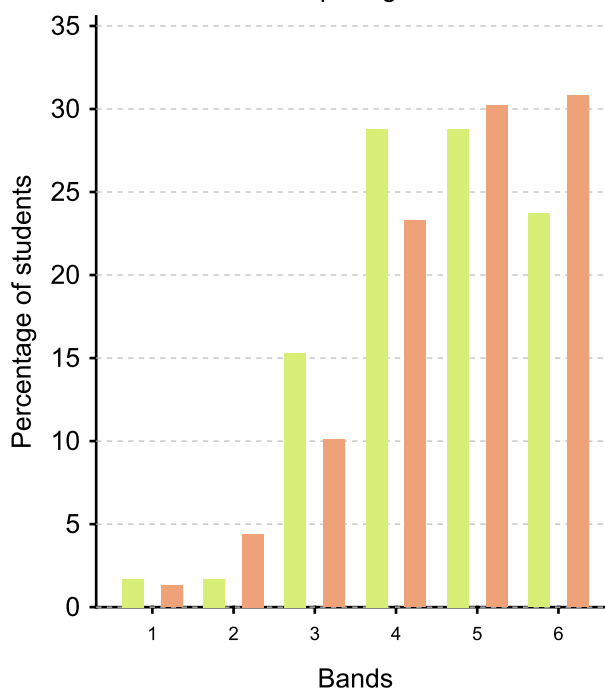
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.7	3.4	10.2	15.3	30.5	39.0
School avg 2016-2018	2.5	1.3	10.1	17	26.4	42.8

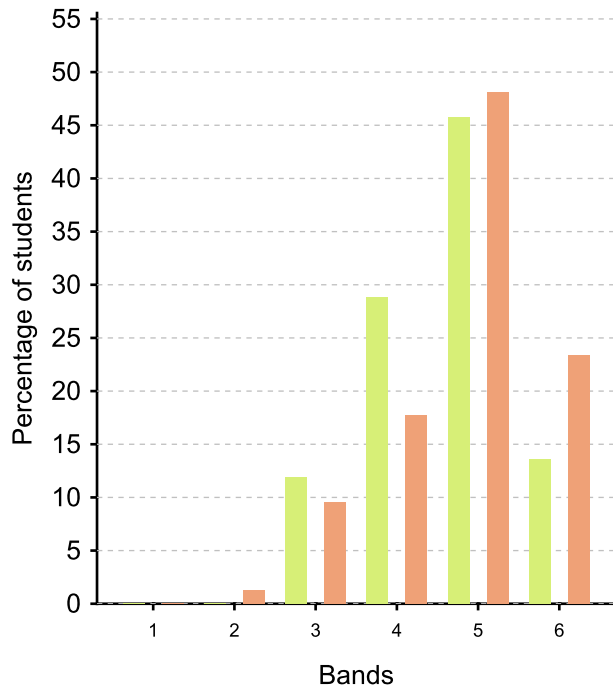
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.7	1.7	15.3	28.8	28.8	23.7
School avg 2016-2018	1.3	4.4	10.1	23.3	30.2	30.8

Percentage in bands:
Year 3 Writing

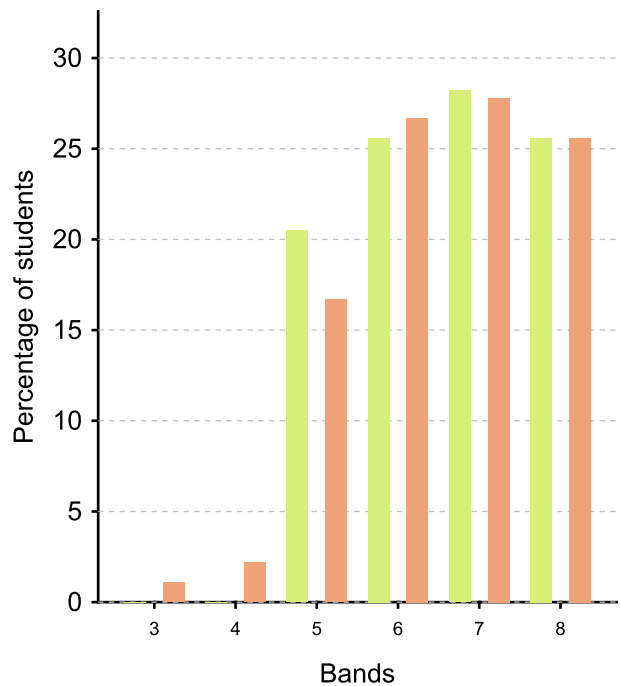


Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	11.9	28.8	45.8	13.6
School avg 2016-2018	0	1.3	9.5	17.7	48.1	23.4

Band	3	4	5	6	7	8
Percentage of students	0.0	10.5	18.4	50.0	7.9	13.2
School avg 2016-2018	3.3	6.7	16.7	35.6	15.6	22.2

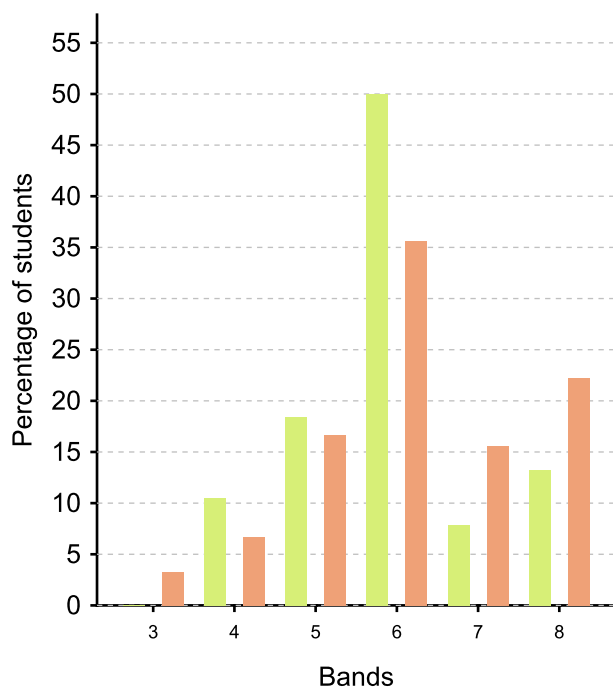
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

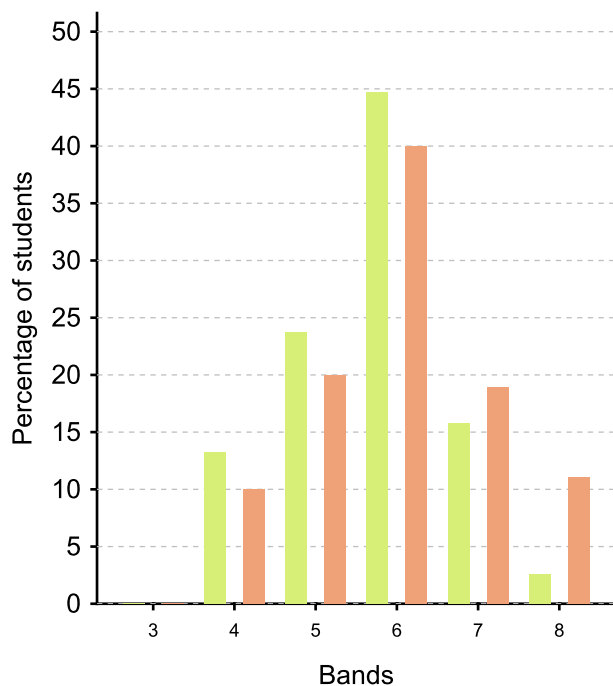
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	20.5	25.6	28.2	25.6
School avg 2016-2018	1.1	2.2	16.7	26.7	27.8	25.6

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

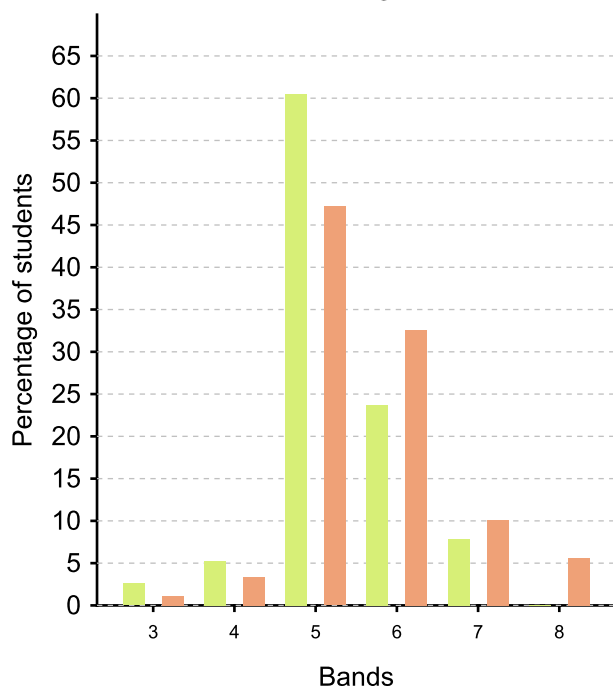
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	13.2	23.7	44.7	15.8	2.6
School avg 2016-2018	0	10	20	40	18.9	11.1

Percentage in bands:
Year 5 Writing

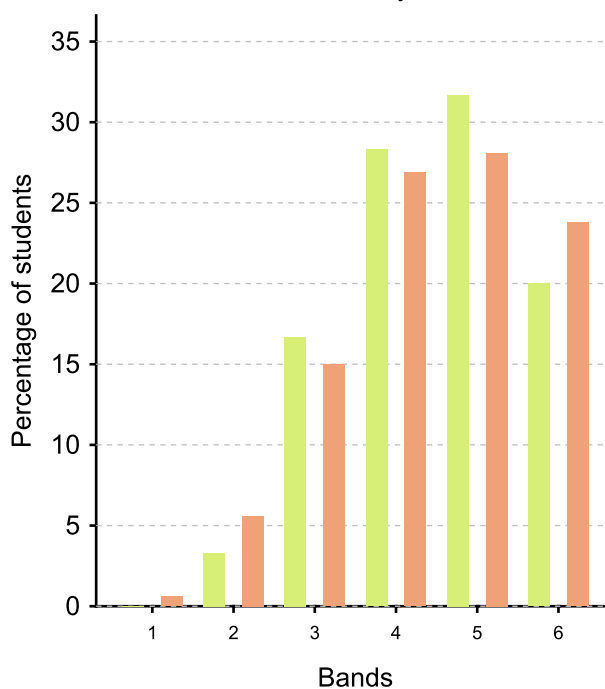


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	2.6	5.3	60.5	23.7	7.9	0.0
School avg 2016-2018	1.1	3.4	47.2	32.6	10.1	5.6

The school's 2018 NAPLAN data for Numeracy demonstrated similar trends to that of Literacy. Year 3 Numeracy performance was stronger than Year 5 performance. Year 5 performance is clustered around middle bands with a small percentage of students in bands 7 and 8. Staff have analysed NAPLAN data to support Year 5 and Year 6 students in 2018.

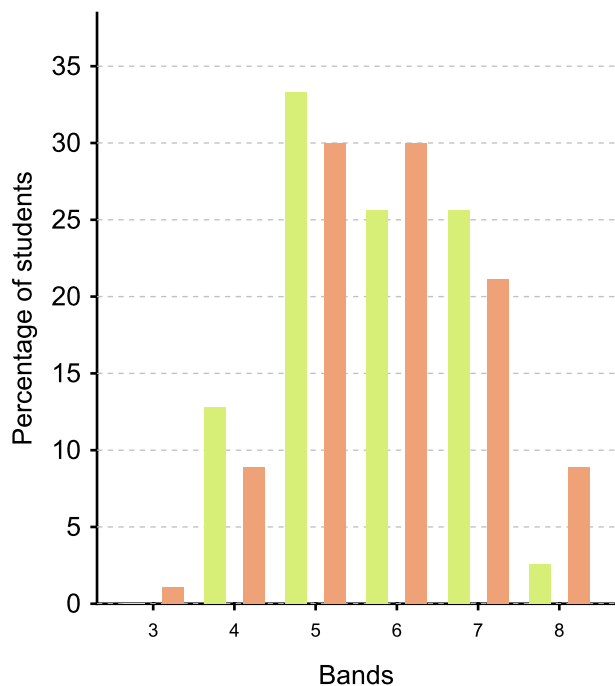
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	3.3	16.7	28.3	31.7	20.0
School avg 2016-2018	0.6	5.6	15	26.9	28.1	23.8

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	12.8	33.3	25.6	25.6	2.6
School avg 2016-2018	1.1	8.9	30	30	21.1	8.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2018, in accordance with the *Premier's Priorities: Improving Education Results*, schools are required to report on student performance for the top 2 NAPLAN bands in reading and numeracy. At Vaucluse Public School, in Year 3, 70% of students were in the top 2 bands for reading and 52% for Numeracy. In Year 5, 54% of students were in the top 2 bands for reading and 29% for numeracy.

Parent/caregiver, student, teacher satisfaction

In 2018 the Vaucluse Public school Community was surveyed using *Tell Them From Me*. The partners in Learning Parent Survey told us that parents felt welcome in the school, teachers and administrative staff were helpful. It told us that we need to give some consideration to scheduling events and that the Principal needed to be more accessible. Parents felt that they were quickly informed when their were concerns about their child but they wanted more support around the social emotional development of their child. Parents felt that teachers showed interest in their child's learning. They also felt teachers had

expectations of observing the school rules and school behaviour. 60% of parents surveyed reported that their child felt safe at school.. Parents surveyed felt the school had a strong commitment to preventing bullying. 60% of parents felt that students with additional learning needs were well supported and that teachers work hard to develop positive friendships for all students.

70% of our students felt well supported in our school. They felt teachers were responsive to their needs.. 70% of students understand their are clear school rules and high expectations of for classroom behaviour. Our students expressed that reading was their favourite part of their homework with writing the least favoured. This has strong implications for our homework program. 95% of our students believe that school is useful in their everyday life and will have a strong bearing on their future.

In 2018 the school community was regularly surveyed. Parents gave feed back on the type of school events they wished to attend and their timing .Parents also gave us positive feed back on communication strategies such as our newsletter. in 2019 we will review the school newsletter on the basis of this feedback. This will have implications for our 2019 planning.

Policy requirements

Aboriginal education

During 2018 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 school based Aboriginal Education Committee drove programs throughout the year. The committee committed to a timeline and kept a rigorous focus on Aboriginal perspectives across all key learning areas. Additional resources were bought for an already comprehensive set of resources that are used to underpin units of work in the classroom. Aboriginal Education was a focus in Collaborative Planning. This strategy ensured a strong focus on the elements of Reconciliation as set out in the Department's policy were maintained across all stages of learning.

Multicultural and anti-racism education

In 2018 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 2018 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.