

# Vaucluse Public School

## 2019 Annual Report



Vaucluse Public School  
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## Introduction

The Annual Report for 2019 is provided to the community of Vaocluse 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.

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### Message from the principal

It is hard to capture the essence of Vaocluse Public School in the one dimensional 2019 Annual School Report. In the 2018 –2020 School Plan the Strategic Direction *Know Students and How They learn*, is the main driver at Vaocluse Public School. The other two Strategic Directions – *Creative and Supportive Learning Environments* and *Future Focused Learning* in comparison are supportive of the implementation of Strategic Direction 1. *Know Students and How They learn* is the mantra at Vaocluse Public school that drives all decision making.

Vaocluse Public School has a very rigorous and active Learning and Support team that meets on a weekly basis. This team is well supported by all members of the Executive, Principal, School Counsellor, three Learning and Support teachers and classroom teachers. Each week Class Reports are presented by classroom teachers and reflect the deep knowledge they hold of individual students. In 2019 there are more than 130 Individual Education Plans (IEPs) and Learner Profiles implemented in the school. This includes students with additional learning needs including Gifted and High Potential students. Each week the Learning and Support meeting is the power house that generates our school. Parents strongly support the program with their contributions to IEPs and support of students.

At the commencement of 2019, Data Conversations were introduced in Week 6 of every term. These Data Conversations strengthened and supported Collaborative Planning. Collaborative Planning has been taking place for the last eight years in Week 10 of each term. Data Conversations consist of the collection of assessment data in English and Mathematics including a writing sample, running record, fluency test, maths assessment, ICAS, NAPLAN and the mapping of students on the Literacy and Numeracy progressions. Data Conversations have proved to be powerful agents of change with teachers identifying need very early in the learning cycle and quickly implementing programs to address individual and group learning deficits.

In 2019 the staff elected to implement an Instructional Leader (IL) role across the school. Karla Aspden, Assistant Principal has taken on this role with much expertise and enthusiasm. The IL has worked closely with teachers and small groups of students to significantly improve learning outcomes in the areas of English and specifically writing.

In Terms 3 and 4 the Executive team, the Instructional Leader and classroom teachers worked closely with two consultants from Student Services, NSW Department of Education, to develop skills in the role of Instructional Leader, mapping students on the Literacy Progressions specifically in the area of writing and the implementation of Lesson Study. This Professional Development has seen a significant growth in the individual capacity of classroom teachers.

In 2019 the VPS P&C again funded for the eighth year an additional day of Learning and Support. They also funded specialised Reading resources from Macquarie University's *Initialit* program to support readers with additional needs. Teachers were trained in Macquarie University's *Initialit* and *Spellit* programs.

All of these strategies keenly focused us on knowing our students and how they learn. Our Data Conversations indicated at a far more microscopic level the improvements our students are making in all curriculum areas.

At VPS we are always strongly focused on developing the whole child. Our students excel in their kindness and strong sense of justice and their role in the world.

Our Aboriginal Education program is an excellent example of this. 2019 was a highlight for Aboriginal Education at VPS. For two terms the whole school and community worked closely on the Reconciliation Mural with Gangarri artist Aunty Kathy Dodd Farrawell. The program was an extraordinary collaboration between school, community and the Aboriginal community. At VPS we believe as Mahatma Gandhi has said: be the change you want to see in the world. Our mural project was a wonderful example of leadership, education and reconciliation.

2019 was a year full of positive change. Our teachers are commended for their diligence, determination, compassion and expertise in ensuring that every student is known and is learning. The introduction of the *Kindness on Purpose* program across the school has lifted our culture of wellbeing into a new dimension. The explicit acts of kindness, the awareness of others and the language around compassion has had a significant impact on the VPS community. We are very well supported by our parent body and the P&C who work extraordinarily hard to raise funds for resources that assist in the implementation of these strategic directions. We also recognize the support of those parents who help us in classrooms, at working bees, in the canteen and the library. I often say that it takes a village to raise a child. The village at VPS is strong, loving and supportive of all our students. We have resilient, compassionate, kind, happy students with a very strong sense of social justice. They are sensitive to their privilege and the responsibility that comes with this. Our students give us great hope for the future.

Yours in gratitude

Maureen Hallahan

Principal

# 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

### Know Students and How They Learn

#### Purpose

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

#### Improvement Measures

***Increase the proportion of students in the top 2 NAPLAN bands for Numeracy and Reading.***

***Increase the proportion of students demonstrating expected growth in Literacy and numeracy on internal performance measures and NAPLAN.***

***Increase the number of teachers participating in Quality Teaching Rounds.***

***Teaching staff are implementing the strategies of Formative Assessment.***

#### Overall summary of progress

In 2019 the development of a Formative Assessment program at VPS was able to be visually evaluated. All classrooms had displayed on their walls evidence of Visible Learning. Each classroom demonstrated evidence of Success Criteria, Learning Intentions, WALTs (We are learning to) and WAGLs (What a Good One Looks Like), Five Stars and a Wish, Exit slips. Classroom teachers were also using Bump it Up walls. Our students were able to articulate their learning intentions when asked. Focus was on the language of feedback used by teachers. Teachers concentrated on rich meaningful feedback in the classroom and also used this focus in the development of the Semester 1 and 2 school reports. There was an emphasis on rich, meaningful, personal information about individual students' learning progress.

In 2019 in Semester 2, all staff worked closely with consultants from Student Services. Deeper understanding of the Literacy Progressions was the initial focus. Discussions around the implementation of the Quality Teaching Framework led to professional learning for the Executive team on the implementation of Lesson Study. Executive staff worked closely with the Executive team at Waverly PS on developing skills in Lesson Study. This has led to a successful implementation of Lesson Study in all stage teams at VPS. Feedback from all staff has indicated a stronger awareness of building their own pedagogical capacity, a strengthening of collaborative planning and a stronger sense of collaboration across the stage teams.

#### Progress towards achieving improvement measures

##### Process 1: **Quality Teaching / Quality Learning**

Plan and develop expertise through professional learning on the Quality Teaching Framework and Professional Standards. This will include implementation of Quality Teaching Rounds to improve teacher practice.

##### **Formative Assessment:**

Implementation of Formative Assessment strategies across all learning environments so that a culture is developed where students can articulate what they know and what they need to know.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• The introduction of Data Conversations has had significant impact on teaching and learning at VPS. These took place in week 6 of each term of 2019. This was made possible with the suspension of the RFF timetable. Teachers already had increased skills in assessment. The use of benchmarks, fluency data, SENNA 1 and 2, and teacher developed assessment was already practiced. The introduction of Spellit, Initialit, and Learning Progressions supported deeper teacher knowledge and judgement.</li></ul>	<ul style="list-style-type: none"><li>• Casuals for Data Conversations and Collaborative Planning.</li><li>• Initialit: Training and reading resources.</li><li>• Spellit: Training and resources</li><li>• Lesson Study</li><li>• Learning progressions</li></ul>



## Progress towards achieving improvement measures

- As the year progressed and teachers increased their capacity in Formative Assessment and Visible Learning, Data Conversations became richer and more productive. Data conversations also had a strong impact on Collaborative Planning. Evidence gathered in the Data Conversations was used in the development of classroom programs. Teachers quickly grasped the significance and power of the data and connected this knowledge to the planning process. By the end of the year the two strategies were working symbiotically and effectively.
- In Term 3 of 2019 the development of Lesson Study skills by the Executive team enabled the program to be implemented across all stages. Stage 3 were very successful at implementation with excellent feedback. Stage 2, Stage 1 and Early Stage 1 did not have the same time allocation but staff were excited by the Stage 3 feedback. In 2020 Lesson Study will continue.
- All staff worked closely on implementing Formative Assessment strategies. By the end of term 1 2019 classrooms displayed evidence of Visible Learning. All classrooms had Success Criteria and Learning Intentions displayed. Students demonstrated the language of Visible Learning.
- Evaluation of feedback took place and staff concentrated on rich feedback being given in class. There was also a whole staff evaluation of Semester 1 and 2 Reports to Parents. Staff concentrated on individual feedback that was unique to each student, ensuring indicators were clear and that general comments did not regurgitate information already given. Focus was put onto general comments that shared information that was unique, positive and informative. The general comment was to give very specific and meaningful information on future directions in learning.
- Feedback from parents indicated the changes in the Semester reports were successful.

### Funding Sources:

- TPL (\$4000.00)
- Low level adjustment for disability (\$500.00)
- P&C Funded (\$5500.00)
- TPL (\$1000.00)
- English language proficiency (\$1000.00)
- TPL (\$7000.00)
- English language proficiency (\$200.00)
- P&C Funded (\$500.00)

## Next Steps

- More staff trained in 2020 in Initialit and Spellit.
- Reading resources from Initialit and Minilit purchased 2020
- Continue to work with the Student Services team on Lesson Study and the Literacy and Numeracy Learning Progressions.
- Staff attendance at Visible Learning conferences.
- Staff participating in the COSIES Formative Assessment network.
- Formalised lesson study timetable implemented.
- Continue to increase staff skills in explicit constructive feedback.

## 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.

#### Improvement Measures

***Student, community and staff feedback indicates positive relationships that optimise learning.***

***Increased number of students reporting a sense of belonging, expectations of success and advocacy at school.***

#### Overall summary of progress

In 2018 VPS implemented Positive Behaviour For Learning. It was planned for this program to support the school's Wellbeing programs. In 2019 there was a strong focus on all staff implementing the program. VPS has a number of Wellbeing programs and 2019 saw these programs organised into a strong single unit under the banner of Student Welfare. In 2019 all staff underwent a refresher of the Bounceback program. We also introduced Kindness On Purpose – a whole school Wellbeing program. In 2019 the Relief from Face to Face (RFF) program took a Creative and Practical Arts(CAPA) focus with particular emphasis on Art and Music. There was also a strong focus on Aboriginal Education and the CAPA program worked closely over two terms with Aunty Kathy Dodd Farrawell and the Gangarri Artist group from Glebe to create a Reconciliation Mural. The Mural project developed strong connections with our community, deepened our local Aboriginal knowledge and created a strong culture of Reconciliation.

#### Progress towards achieving improvement measures

**Process 1:** Continue to build on a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their school life.

The school will collect and analyse data to monitor and refine a whole school approach to wellbeing and engagement.

The school will assess and coordinate all the different wellbeing programs that are currently being implemented.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 2019 was the second year of Positive Behaviour For Learning at VPS. The staff quickly saw the impact of a whole school program where all teachers were using the same language and resources. This was evident early in the term throughout the school and at events such as the School Swimming Carnival. Comparisons were made with previous years and evidence of student regulated behaviour could be seen in all school areas. The PBL committee has worked closely with the PBL coordinator to drive the program effectively. This has been supported by useful resources such as school signage and posters. The introduction of a slot on the agenda of the weekly staff meeting ensured PBL goals were always focused. Feedback was regularly given so that the program could be adjusted with whole school support. Staff support has been a key factor in the success of the program. All staff are using the language of PBL.</li><li>• In 2019 the aim of bringing all Wellbeing programs into a more cohesive framework began to be achieved. A refresher course on Bounceback was delivered by an external consultant. New manuals purchased and resources gave all Stage teams access to teaching programs. The evaluation of the</li></ul>	<ul style="list-style-type: none"><li>• PBL signage and buddy benches, printing and laminating costs.</li><li>• Bounceback Consultant and purchase of Bounceback resources including manuals and library resources.</li><li>• casual teacher to replace teacher attending Bounceback course.</li><li>• CAPA resources for CAPA RFF program.</li><li>• Reconciliation Mural: Artist in residence, material for mural, casual relief for CAPA teacher, additional days for CAPA teacher, catering for Mural Presentation, library resources to support Aboriginal Education.</li><li>• Kindness On Purpose Consultant,</li></ul>



## Progress towards achieving improvement measures

Wellbeing week in Term 1 furthered strengthened the cohesion of Wellbeing activities at VPS.

- The student welfare programs were further reinforced by the introduction of the Kindness On Purpose program at VPS. This Professional Learning consisted of two twilight sessions and then ongoing classroom support. The staff embraced the program wholeheartedly and also found it useful on a personal level. There is evidence of the program throughout the school. All Homework programs across the stages have a Wellbeing matrix of activities as part of their weekly structure. The concept of being kind on purpose has gained significant momentum at VPS. The staff have embraced it wholeheartedly.

- The Reconciliation Mural project was an enormous one. It involved all members of our community. The presence of a group of artists in the playground created wonderful opportunities for discussions with the wider community around Reconciliation. During the period the Mural was being created, the Sydney Film Festival launched the documentary, The Final Quarter featuring the recording of the racist attacks on AFL player Adam Goodes. This resonated strongly with our community and Adam Goodes features in part of the mural. The Sydney Morning Herald picked up the story and featured VPS in one of their daily editions. The Reconciliation Mural project was the embodiment of reconciliation occurring in our community. It was a very profound experience for all our community. The Mural culminated in a wonderful launch with many Aboriginal Elders and dignitaries attending. It was a very proud day for Vaucluse Public School. The creation of the mural was recorded on film and in text and is part of our library archive collection.

- In term 3 staff attended the information session on the transition of Kismatter to a new program – BEYOU. VPS has been a Kismatter school for a number of years and the mental health program has been extremely useful. VPS will continue to use BEYOU as a useful resource for mental health at the school

- For the Term 3 staff development day we teamed with Waverly PS for the day with Behaviour consultant – Sue Larkey, highly regarded in the Autism environment, Sue delivered a day full of practical resources for behaviour management that further supported PBL and classroom management practices.

- In Term 2 and 3 Digital Citizenship and Cybersafety programs were implemented by external sources. These were very successful for students and staff.

library resources for Kindness On Purpose program and stationary resources.

- Casual relief for staff members attending BEYOU program.
- Consultancy fees for Sue Larkey (shared with Waverly PS), library resources, catering.
- Consultancy support for the delivery of Cybersafety and Digital citizenship programs.

### **Funding Sources:**

- School Funds (\$2000.00)
- TPL (\$5000.00)
- School funds (\$500.00)
- School Funds (\$8000.00)
- TPL (\$3000.00)
- Department of Ed special grant (\$5000.00)

## Next Steps

- Professional learning for all staff to use Sentral as an effective way of recording playground behaviour.
- Documented Scope and Sequence of all student welfare activities at Vaucluse Public School.
- To progress to the next tier of the Positive Behaviour for Learning Program. To have a staff member trained as a facilitator in PBL.
- To continue to develop the Aboriginal Education program at VPS so that all members of our community become strong advocates for Reconciliation.
- To continue in 2020 with Digital Citizenship and Cybersafety courses that will also include parents.



## Strategic Direction 3

### Future Focused Teaching and Learning

#### Purpose

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

#### Improvement Measures

***Staff are successfully implementing units of work designed around Project Based learning.***

***Students demonstrate the skills of analysing, evaluating and synthesizing in personalised and project based learning environments.***

#### Overall summary of progress

In 2019 all Stages continued to implement the strategies of Project Based Learning. Through the Collaborative Planning process, all Stages developed Units of Work that included Project Based Learning. The opportunity to be involved in Professional learning through the Stemshare program enabled Vaucluse Public School staff to develop skills in film making and Robotics. In term 4 the Biannual VFLIX film festival was held. VFLIX was strong evidence of the film making skills developed through the Stemshare program. Following the Stemshare Robotics program, the school purchased a set of Robots that are now widely used in the library. The purchase of flexible furniture for Stage 2 and 3 has further supported Project Based Learning by enabling learning spaces to be used more creatively.

#### Progress towards achieving improvement measures

##### Process 1: ***Project Based Learning***

Plan and deliver ongoing professional learning for all staff on Project Based Learning as tools to develop the skills of critical and creative thinking.

Engage and develop critical and creative thinking skills with all students. This will develop the skills of analysing, evaluating, synthesizing and hypothesising.

Staff will collaborate and plan Project Based Learning units of work.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• In Term 1 2019 VPS staff joined with Bronte Public School staff to engage in two twilight sessions with consultants from the Stemshare program using the film making kits. In Term 4 VPS had scheduled the third biannual Film festival –VFLIX. This was an excellent opportunity to build the skills of all staff. Several new staff to the school were able to take advantage also of the knowledge and skills already developed by many of the VPS staff. Those staff members with expertise were able to further develop their film making skills. Commencing the Film Festival project early in the year gave staff a long lead time to prepare their class films.</li><li>• In Term 2 the school used the Stemshare program to borrow the Robotics kit. This was an excellent opportunity for staff and students to develop Robotics and coding skills. The Robotics kit was supported by a consultant visiting the school for the day and working with students and teachers. When the Robotics kit was returned the school purchased an identical kit. This kit is kept in the library and is part of the library program. The kit is able to be borrowed by individual classes.</li><li>• In 2018 and 2019 the VPS P&amp;C has funded the purchase of flexible furniture for Stage 2 and 3 classrooms. this has been extremely successful. The use of standing desks, ottomans, collapsible desks, floor desks has been very successful. The furniture creates an environment that is conducive to learning and our students love the flexibility.</li><li>• Each Stage ensures through Collaborative Planning that there are some elements of Project Based Learning programmed each term. The purchase of</li></ul>	<ul style="list-style-type: none"><li>• Upgrading of ipad resources in the library. Purchase of lapel microphones, soundbars, green screen.</li><li>• Purchase of a Robotics kit.</li><li>• Consultancy support from the Arts unit. Professional development for all staff in editing and production skills.</li><li>• Flexible furniture purchased for an additional three classrooms.</li><li>• Professional learning resources for Project Based Learning from Lane Clark website.</li><li>• Purchase of additional laptops, charging trolleys and upgrade of Wifi.</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• P&amp;C and school funds (\$5000.00)</li><li>• School Funds (\$3000.00)</li><li>• P&amp;C (\$10000.00)</li><li>• School funds (\$1000.00)</li><li>• P&amp;C (\$25000.00)</li></ul>

## Progress towards achieving improvement measures

additional laptops ensures all students have access to technology. The upgrading of Wifi in the school has also supported this.

- The development of the plan for the Reconciliation Mural was also used in Stage 2 and 3 as a Project Based learning opportunity. Senior classes were involved in the development of the plan. Several stages were filmed and at the conclusion of the project archive material has been developed.

## Next Steps

- Continue to develop Project Based Learning skills for all staff
- Flexible furniture for Early Stage 1, and Stage 1.
- Continue to develop film making and Robotic skills for staff and students.
- Investigate new Reconciliation Mural projects.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• EALD specialist employed for .8 and include 0..2 for New Arrivals Program.</li> <li>• 2 ipads</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$50 466.00)</li> <li>• New Arrivals Program (\$20 000.00)</li> <li>• School funds (\$500.00)</li> </ul>	<ul style="list-style-type: none"> <li>• EALD specialist was employed for 4 days per week. This included one day allocation for the New Arrivals Program.</li> <li>• EALD specialist offered Professional Learning for all staff using the ESL scales and the EALD Learning Progressions.</li> <li>• The EALD program was offered in a variety of modes depending on identified need – in class support, small group, withdrawal and specific projects.</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Macquarie University Initialit training and reading resources.</li> <li>• Ipad and laptop for L&amp;S Teacher.</li> <li>• Additional Reading resources for the L&amp;S program.</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$89 027.00)</li> <li>• P&amp;C (\$20 000.00)</li> </ul>	<ul style="list-style-type: none"> <li>• The Learning Support team works closely with the Learning and Support committee. This committee meets weekly.</li> <li>• The Learning and Support team consist of two teachers employed four days per week. The P&amp;C funds one of these days and supports the program with funding for resources such as reading material.</li> <li>• The Learning and Support team deliver professional learning in the areas of numeracy and literacy, Disability Standards in Education and the school developed Learning and Support checklist.</li> <li>• The Learning and Support team is a robust well connected program in the school. In 2019 it developed and assisted with over 130 Individual Education plans including student with additional learning needs and student who are identified High Potential and Gifted.</li> <li>• The Learning and Support teacher coordinated the Learning and Support program, and also three Learning and Support Officers employed under the Integration program.</li> <li>• The Learning and Support teacher effectively coaches and mentors all staff to deliver weekly class reports that profile students in each class.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• QTSS Release (\$73 954.00)</li> </ul>	<ul style="list-style-type: none"> <li>• QTSS funding provided additional release time for the school's leadership team. This enabled the team to work with each of their stages to co-teach, to collaborate and plan teaching programs, to compare work samples and develop curriculum based assessment. Stage 2 and 3 leaders professionally developed their stages using Spellit. This assessment tool has proved to be extremely successful.</li> <li>• QTSS funding was used to initiate and implement Lesson Study across the school.</li> <li>• QTSS funding was used to redeploy an Assistant Principal as a Instructional leader (IL). The Instructional Leader's role focused on writing across the school. The IL worked closely with targeted students, co taught with staff, mentored beginning teachers, worked with identified High Potential and Gifted students and supported the Learning and Support program.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	177	174	188	191
Girls	190	194	189	172

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	95.6	96.4	95.2
1	94.6	91.8	93.8	92.8
2	95.4	94.8	93	91.4
3	93.4	94.7	95.4	93.7
4	94.7	94.5	94.2	93.4
5	93.8	92.7	94	94.5
6	94.8	93.2	93.8	94.6
All Years	94.6	94.1	94.5	93.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

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

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



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.18
Teacher of Reading Recovery	0.2
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

### 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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	686,074
<b>Revenue</b>	4,120,318
Appropriation	3,754,552
Sale of Goods and Services	12,558
Grants and contributions	344,564
Investment income	7,444
Other revenue	1,200
<b>Expenses</b>	-3,958,312
Employee related	-3,455,005
Operating expenses	-503,307
<b>Surplus / deficit for the year</b>	162,006

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

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	732,853
<b>Equity Total</b>	143,462
Equity - Aboriginal	0
Equity - Socio-economic	3,970
Equity - Language	50,466
Equity - Disability	89,027
<b>Base Total</b>	2,495,235
Base - Per Capita	92,091
Base - Location	0
Base - Other	2,403,144
<b>Other Total</b>	232,026
<b>Grand Total</b>	3,603,576

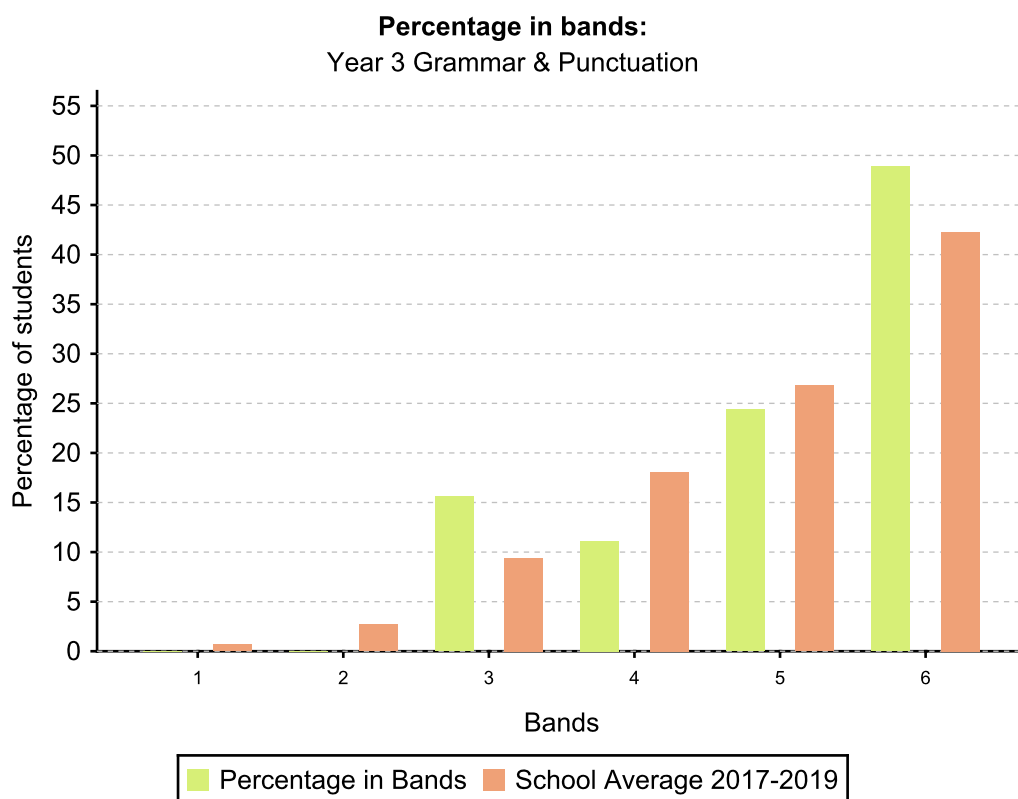
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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

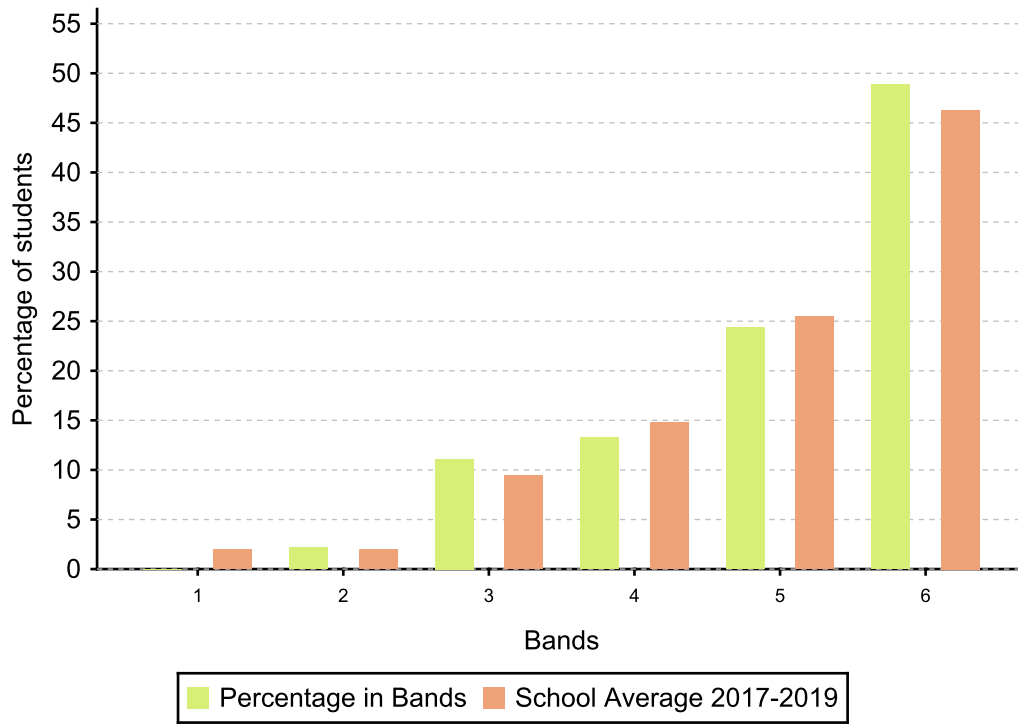
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



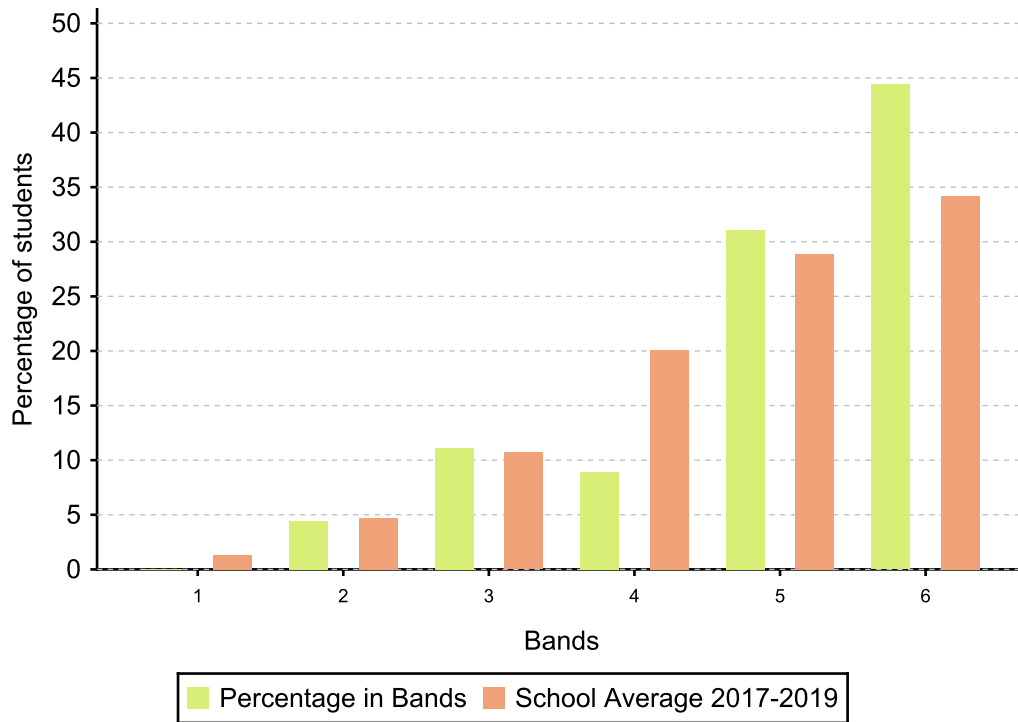
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	15.6	11.1	24.4	48.9
School avg 2017-2019	0.7	2.7	9.4	18.1	26.8	42.3

**Percentage in bands:**  
Year 3 Reading



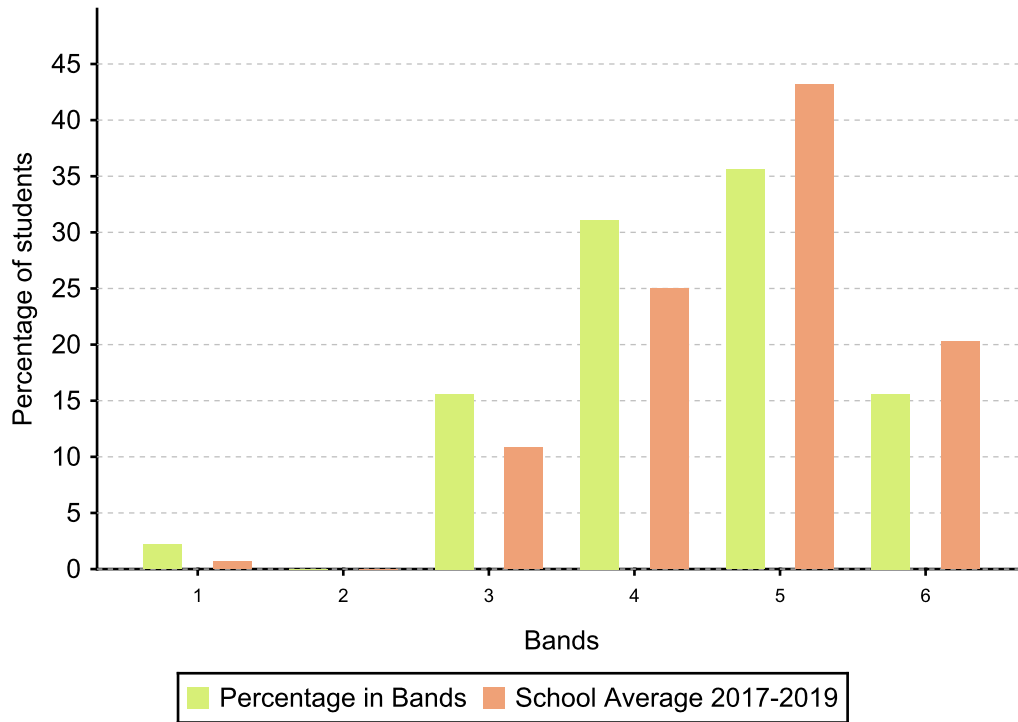
Band	1	2	3	4	5	6
Percentage of students	0.0	2.2	11.1	13.3	24.4	48.9
School avg 2017-2019	2	2	9.4	14.8	25.5	46.3

**Percentage in bands:**  
Year 3 Spelling



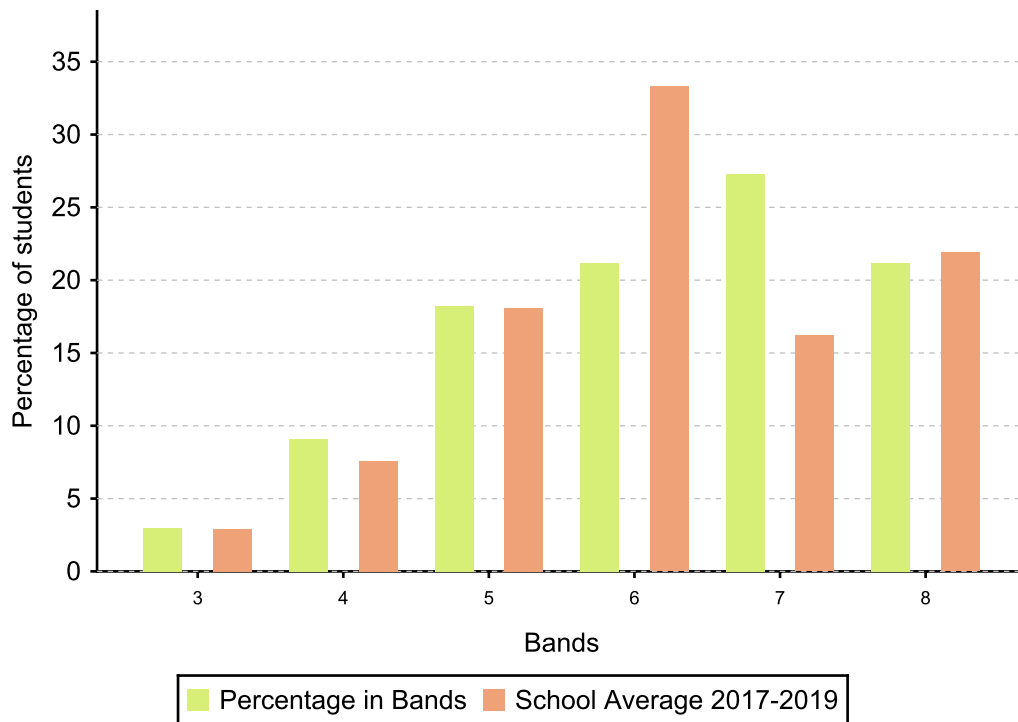
Band	1	2	3	4	5	6
Percentage of students	0.0	4.4	11.1	8.9	31.1	44.4
School avg 2017-2019	1.3	4.7	10.7	20.1	28.9	34.2

**Percentage in bands:**  
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	2.2	0.0	15.6	31.1	35.6	15.6
School avg 2017-2019	0.7	0	10.8	25	43.2	20.3

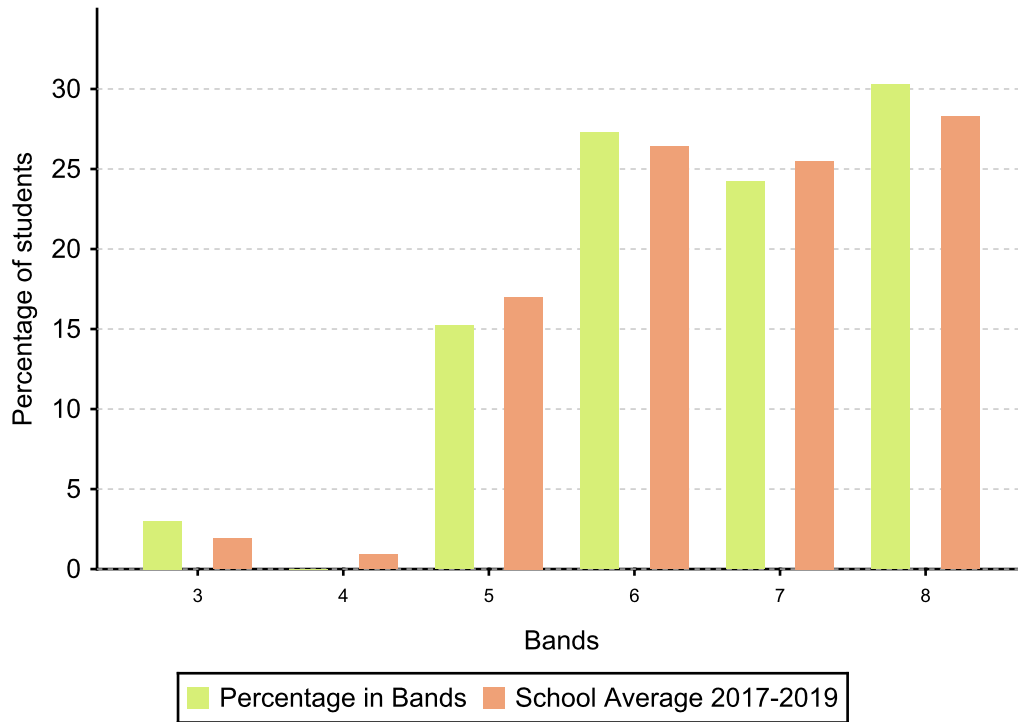
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	3.0	9.1	18.2	21.2	27.3	21.2
School avg 2017-2019	2.9	7.6	18.1	33.3	16.2	21.9

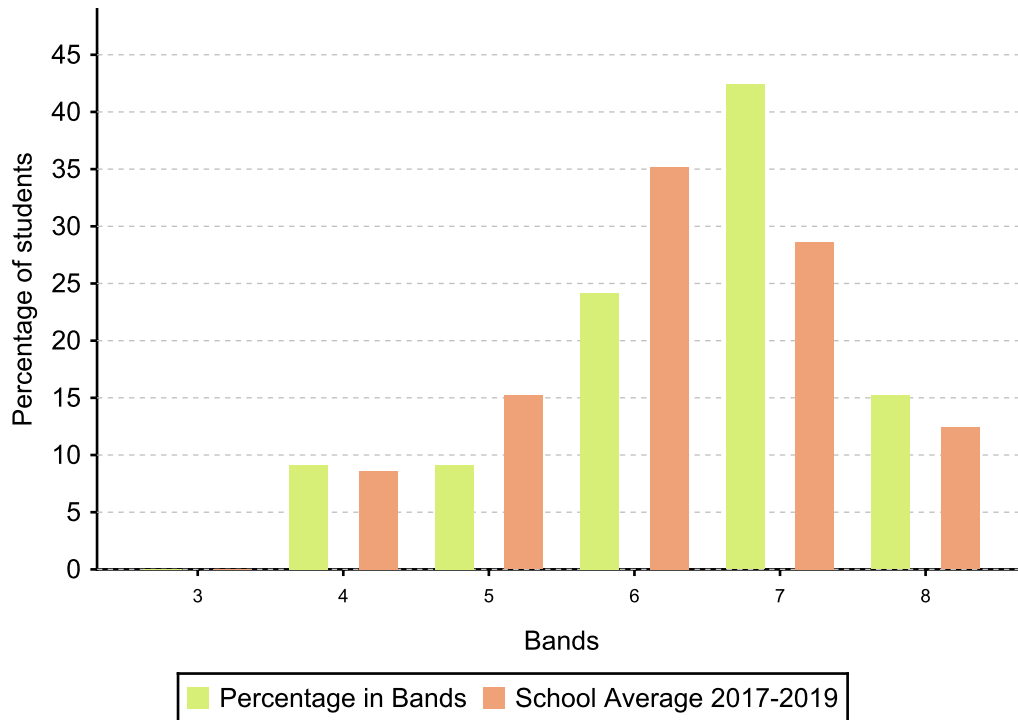


**Percentage in bands:**  
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	3.0	0.0	15.2	27.3	24.2	30.3
School avg 2017-2019	1.9	0.9	17	26.4	25.5	28.3

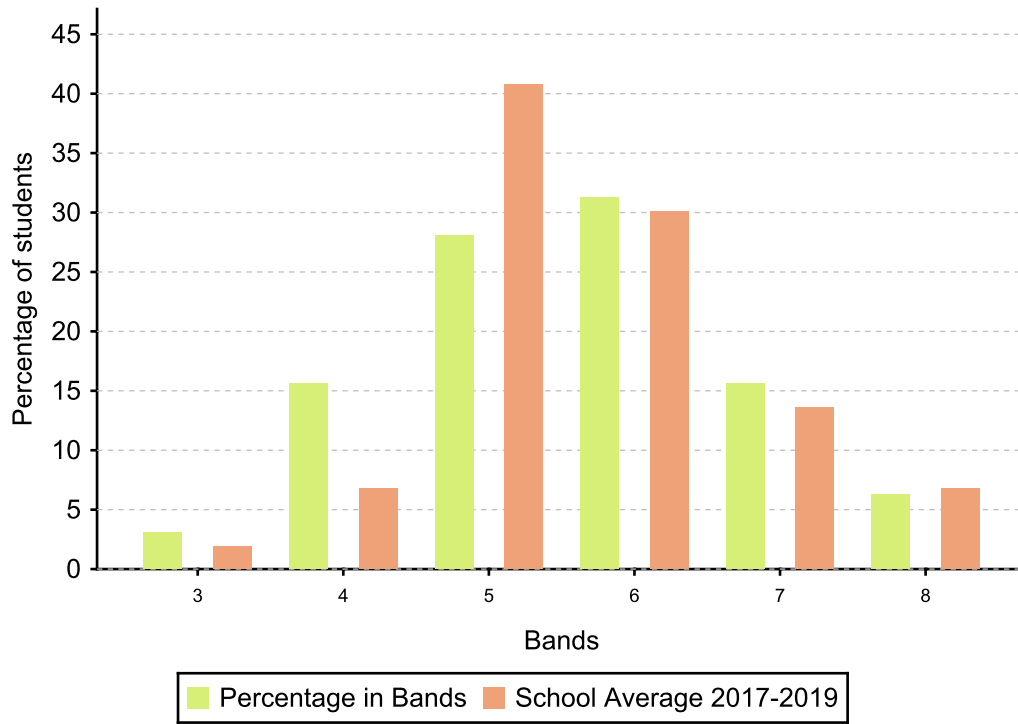
**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	0.0	9.1	9.1	24.2	42.4	15.2
School avg 2017-2019	0	8.6	15.2	35.2	28.6	12.4

### Percentage in bands:

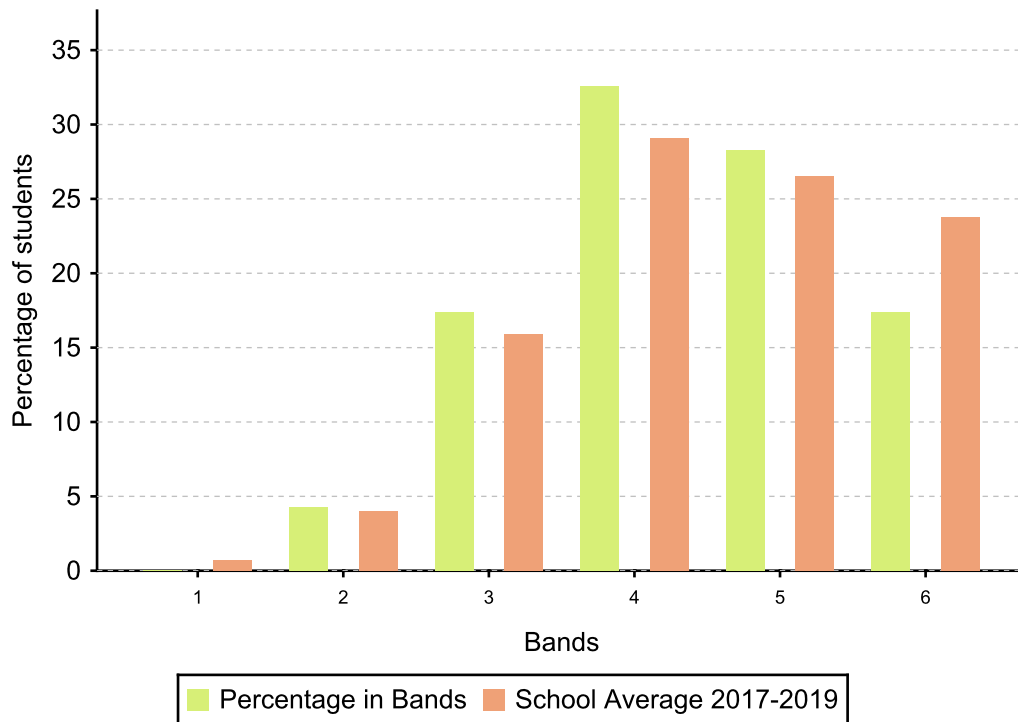
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	3.1	15.6	28.1	31.3	15.6	6.3
School avg 2017-2019	1.9	6.8	40.8	30.1	13.6	6.8

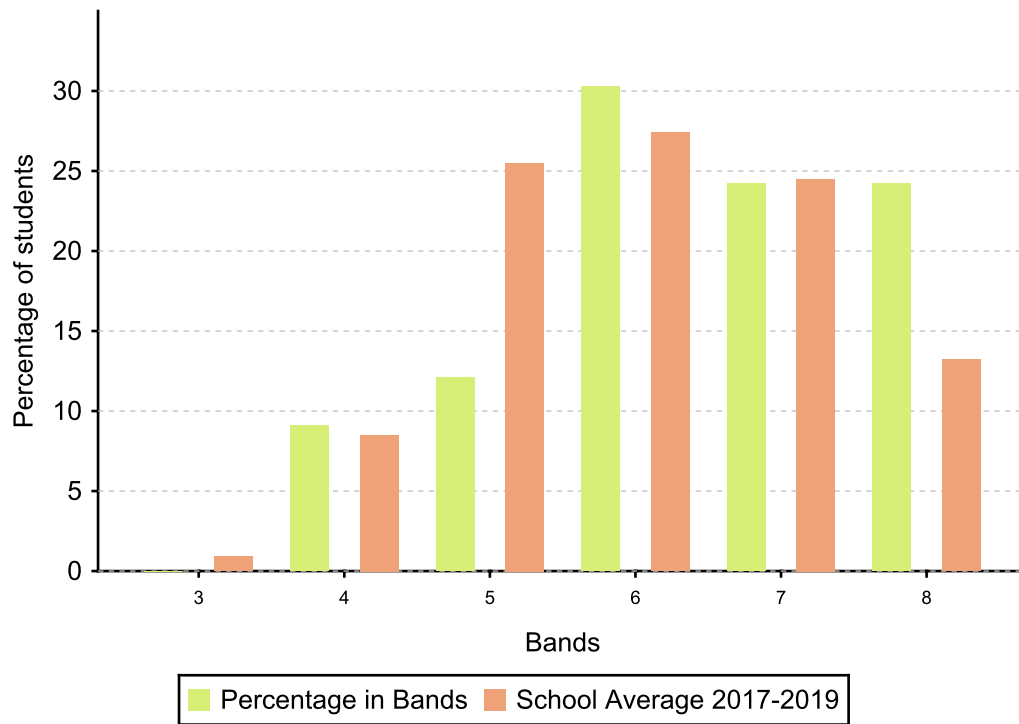
### Percentage in bands:

#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	4.3	17.4	32.6	28.3	17.4
School avg 2017-2019	0.7	4	15.9	29.1	26.5	23.8

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	9.1	12.1	30.3	24.2	24.2
School avg 2017-2019	0.9	8.5	25.5	27.4	24.5	13.2

## Parent/caregiver, student, teacher satisfaction

In 2019 Stage 2 and 3, Parents and Teachers participated in the ***Tell Them from Me*** survey. The survey focuses on levels of student engagement, a positive sense of belonging, motivation and effort. It gauges parents' perceptions of school and it examines teacher's understandings about leadership and pedagogy. Below is a snapshot of the three surveys undertaken in 2019.

### ***Student Outcomes and School Climate***

- 72% of our students feel accepted and valued by their peers and by others at their school.
- 93% have friends at school they can trust and who encourage them to make positive choices.
- 94% believe that schooling is useful in their everyday life and will have a strong bearing on the future.
- 46% do homework for their classes with a positive attitude and in a timely manner.
- 63% are interested and motivated in their learning.
- 91% try hard to succeed in their learning.
- 75% of our students favour the front and top pitch for playing.
- 83% prefer ball games.

### ***On a 10 point scale:***

- 7.2 find classroom instruction relevant to their everyday lives.
- 7.7 feel classroom instruction is well organised with a clear purpose and with immediate feedback that helps them learn.
- 7.4 feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 8.1 feel that teachers are responsive to their needs and encourage independence with a democratic approach.

### ***Partners in Learning: Parent Survey***

### ***On a 10 point scale:***

- 6.9 of parents feel welcome when they visit the school.
- 7.8 are easily able to speak to their child's teacher.
- 7.3 of teachers listen to parents concern.
- 6.0 feel they can easily speak to the Principal.
- 5.8 feel that the school's admin staff are helpful when they have a question or a problem.
- 7.2 feel if there were concerns with their child's behaviour at school, the teachers would inform them immediately.
- 6.8 believe teachers show interest in their child's learning.
- 7.0 believe their child is encouraged to do their best. 7.8 feel their child is clear about school rules for behaviour.
- 7.8 feel their child feels safe going to and from school.
- 7.2 feel their child feels safe at school.
- 7.0 feel teachers help students to develop positive friendships.

### ***Focus On Learning: Teacher Survey***

The teacher survey found that teachers felt strongly that at Vaucluse Public School:

- School leaders helped them to establish challenging and visible learning goals for students.
- School leaders helped them to create new learning opportunities for students.
- They work with school leaders to create a safe and orderly school environment.
- There were very high levels of collaboration across the learning environment.
- Levels of engagement were high in the learning culture.
- That data was regularly used to inform teaching and learning.
- That there were high levels of use of computers and interactive technology.
- A strong understanding of inclusive education and high levels of teaching strategies for students with additional learning needs.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

In 2019 Vacluse Public School was involved in a range of activities that supported the implementation of Aboriginal Education. Staff participated in a number of twilight sessions with the Aboriginal Education Unit. Consultants visited the school on several occasions and worked with staff in developing units of work around Reconciliation. A team from the Aboriginal Education Unit worked with VPS school leaders to write the schools own Acknowledgement of Country. This model of activity was then implemented in other schools in the area by the Aboriginal education Unit.

In Terms 1, 2 and 3 the whole school participated in the design, plan and construction of a large Reconciliation Mural. This is the third Mural that has been created at the school in the last six years. The school has worked closely with the Gangarri Women's Art Collective from Glebe. This group is led by Aboriginal Elder, Aunty Kathy Dodd Farrawell. Aunty Kathy has a strong connection with Vacluse Public School. The Reconciliation Mural was an extraordinary project that included all members of the community. It established a strong focus for Reconciliation and was the vehicle for many wonderful conversations with the community about Reconciliation. The Mural tells several stories. The first is the story of Clinton Pryor who walked from Perth to Canberra to protest the closure of Aboriginal communities in remote Western Australia. It also features Adam Goodes against the backdrop of the documentaries: The Australian Dream and the Final Quarter. these two films highlight racism in Australia. Finally it features the Aboriginal history of the local area and features the fishing lines that stretch from La Perouse to Watsons Bay.

2019 was a profound year for the students of Vacluse Public School.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.