

2021 Annual Report

Vaucluse Public School



Vaucluse Public School

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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

All students at Vaucluse Public school become:

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

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

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 343 students from Kindergarten to Year 6 in thirteen mainstream classes and three classes in a Special Education Support Unit. These classes include two Autism classes and one IO class.

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 sharing healthy foods. A Hebrew Program for background speakers, a specialist STEAM teacher, a Junior and Senior Choir, a ukulele group, chess club, poetry club, cricket club 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, a very committed SRC and a strong and rigorous leadership program.

Our school has a very active Learning and Support Program. The P&C provides additional support for this program. Each year we have in excess of one hundred students on Individual Education Programs (IEPs). The school employs additional Learning and Support staff using Flexible Funding. All school staff are heavily invested in the Learning and Support program. It is the hub of our school. The structure the program provides will be used significantly in the implementation of this School Plan.

The school staff have participated in Collaborative Planning and Data Conversations for several years. There is a productive, collaborative professional culture that underpins strong pedagogical processes. This Strategic School Plan capitalises on the commitment of the school staff to high expectations and ongoing improvement.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 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: Student growth and attainment

Purpose

To continue to develop a school culture that is strongly focused on learning particularly in the areas of numeracy and literacy. This culture is highly engaging and teaching and learning is evidenced based. There is sophisticated analysis of learning growth and outcomes. Teachers consistently collaborate and take shared responsibility for student improvement. They also take responsibility for evaluating the effectiveness of their teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Numeracy
- Literacy

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$22,423.60

Professional learning: \$11,000.00

Integration funding support: \$69,849.00

Socio-economic background: \$4,708.00

Aboriginal background: \$699.02

Literacy and numeracy: \$20,492.66

English language proficiency: \$51,927.33

Summary of progress

NAPLAN data reflects the need to target reading and numeracy to create an uplift to the top two bands. Data indicates an upward trend of growth in value added for students from Year 3 to Year 5.

Teacher engaged in professional learning which was targeted towards implementing evidence based effective teaching strategies in numeracy. Teachers used the assessment data (NAPLAN, Check-In, Year 1 Phonics Screening, PAT and iFSR) to monitor students progress towards learning goals (identifying skill gap for improvement and areas for extension). Covid Intensive Support funds were used to provide explicit literacy intervention using Mini Lit and Multi Lit. Learning sprints in five week cycles targeted identified students who participated in small group interventions. Progress was tracked and monitored using specific learning progressions.

Differentiation of literacy and numeracy programs that address student needs, will continue to form the focus for next year. Lesson studies will support and build the capacity of staff to deliver effective, evidence based programs where all students are challenged and adjustments lead to improved outcomes. Professional learning for all staff on the new K-2 English and Mathematics Syllabus will be a focus as the school prepares for its 2023 introduction.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 NAPLAN Reading bands from 57.6% (baseline) to 66.5% (lower bound)	68.6% of students are now in the NAPLAN top two reading bands for reading, which exceeds the target.
Increase the number of students Achieving Expected Growth in Reading from 61.3% (baseline) to 65.9% (lower bound)	The percentage of students achieving expected growth in reading increased to 84.62% indicating we exceeded the target by 18.7%
Increase the percentage of students achieving in the top 2 NAPLAN Numeracy bands from 40.2%	Due to Covid interruptions, progress towards the target was yet to be realised with 39.5% of students in the top two bands in numeracy.

(baseline) to 51.6%. (lower bound	
Increase the number of students Achieving Expected Growth in Numeracy from 59.7% (baseline) to 64.1% (lower bound	The percentage of students achieving expected growth in reading increased to 69.2% exceeding the lower bound target of 64.1%

Strategic Direction 2: Every Student is Known, Valued and Cared For

Purpose

To continue to develop a strategic and planned approach and build on whole school processes that support the wellbeing of all students so they can connect, thrive, succeed and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Confident, Resilient Learners
- Enhanced Wellbeing Through Community Engagement

Resources allocated to this strategic direction

Low level adjustment for disability: \$91,072.21

Summary of progress

At VPS 2021 saw the introduction of SENTRAL a software to support the tracking of attendance and wellbeing. All staff undertook professional learning with the marking of attendance rolls an initial priority. The centralised system supported staff and the Learning and Support Team in monitoring student attendance and responding to attendance and behaviour concerns. The Learning and Support Team engaged the services of the Home School Liaison Officer to support students and parents identified with attendance concerns, with individual attendance plans implemented. The impact of the Covid pandemic and the extended Learning from Home period saw staff pivot to remote learning and respond to the wellbeing needs of students and their families. Through a targeted, school wide approach students were supported via: daily zoom check ins with class teachers; explicit numeracy and literacy lessons; mindfulness and wellbeing activities; individualised learning opportunities delivered by our learning and support team including extension and support for our EALD students. Staff continued to engage in high quality professional learning which supported cyber safety for students and other professional learning aligned to our strategic directions.

The Learning and Support Coordinator in consultation with the executive and principal will continue to support equity and student wellbeing across the school through the learning and support program. Our strong learning and support team will continue to collaborate with staff to support students with additional learning needs and those recognised as high potential through individual learning plans. Professional learning for staff in identifying high potential students will continue as a focus for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift in student attendance from 82.6% to 87.1%.	The number of students attending greater than 90% of the time or more has increased by 3.5% since 2019.
As measured in the <i>Tell Them From Me</i> survey: Wellbeing: an uplift of 5% in the <i>Sense of Belonging</i> survey (79.8% to 84.8%). Wellbeing: <i>Advocacy at School</i> : an uplift of 2% (90.91% to 92.91%).	The Tell Them From Me survey results did not reflect data that we predicted. Suggestions for this could be due to the impact of Covid. 75% of students felt a sense of belonging which was down on the 2020 result of 79.8%. Advocacy at school also did not meet the expected uplift with data sitting at 75% rather than the expected uplift of 90.91%.
Improvement measured by the School Excellence Framework by 2024: 1. Learning: excelling the <i>Learning Culture</i> Domain. 2. Teaching: excelling in the <i>Effective Classroom Practice</i> Domain. 3. Leading: excelling in the <i>Educational Leadership, School Resources and</i>	The executive team have measured our school against the SEF as sustaining and growing for 2021.

Purpose

To continue to develop a culture where all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence-based teaching strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Feedback, Quality Teaching
- What Works Best

Resources allocated to this strategic direction

QTSS release: \$67,495.04

Summary of progress

Collaborative practices across the school and community continue to flourish. Collaborative stage planning and data conversation days are an embedded practice at Vaucluse Public School. All teachers participate in designated planning and data days each term. The extended Learning from Home period saw the school pivot to the planning and delivery of a 'single unit of work'. The staff collaborated on the planning and preparation of these units of work which were published weekly via digital platforms. These units of work were supported by learning packs that were collected from the school at two week intervals. The learning and support team collaborated with all teachers to ensure all students could access the learning. This tailored approach was responsive to the academic, social and emotional needs of students and their families. Teachers supported and mentored each other as they used new digital platforms and approached which led to high engagement and positive outcomes for our students.

Through lesson study, we will continue to further support and create opportunities for staff to share expertise and to contribute to our local professional learning community: CoSIES. Stage leaders will continue to work closely with their stages to review curriculum and high impact, evidenced based teacher practices. The school will focus on creating opportunities for teachers to share and discuss strategies to implement from professional learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Systems are improved that provide opportunities for teachers to build their capacity by reviewing curriculum, teaching practices and learning programs.	Teachers engaged in professional learning which was targeted towards implementing evidence based effective teaching strategies in literacy and numeracy. Teachers used assessment data (NAPLAN, Check-In, Year One Phonics screening, PAT & iSR) to monitor students' progress towards learning goals (identifying skill gap for improvement and areas for extension).
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classrooms..	Collaborative planning allowed staff to deliver quality programs over the home learning period. Teachers demonstrated the capacity to engage in professional dialogue and evaluative practices that were responsive to the academic and social needs of students over this time.
Teachers evaluate, share and discuss learning from targeted professional development with others in the school to improve whole school practice.	Staff engaged in professional learning that focused on a better understanding on identifying high potential students. They applied this knowledge to presenting class profiles which identified students according to their domains. Differentiated programs were established K-6.
The school identifies expertise within its staff and draws on this to further develop its professional learning community.	

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$69,849.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Vaucluse Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • consultation with external providers for the implementation of restorative practices and supporting students with Autism Spectrum Disorder. • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. All IEPS and PSLPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be monitored and adjusted throughout the year in response to student support needs.</p>
<p>Socio-economic background</p> <p>\$4,708.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Vaucluse Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement MultiLit and MiniLit to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Year 3 and 5 NAPLAN Reading is equal to SSSG.</p> <p>Year 5 Check In Numeracy data above SSSG</p> <p>Year 5 and Year 6 Check In Reading data above SSSG</p>

<p>Socio-economic background</p> <p>\$4,708.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continued monitoring of identified students by the Learning and Support Team and school executive. The Multi and MiniLit reading intervention programs will continue through the employment of specialist staff. Student progress will be closely tracked and monitored by the Learning and Support Team.</p>
<p>Aboriginal background</p> <p>\$699.02</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Vaucluse Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (LaST) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • creation of school literacy resources embedding local language • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: All Aboriginal families engaging with the school and the PLP process. Through school based initiatives attendance and wellbeing is closely tracked and monitored with responsive interventions tailored to meet individual student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the employment of additional staff to deliver personalised support for Aboriginal students and their families. Continued engagement with AECGs and local Aboriginal community elders.</p>
<p>English language proficiency</p> <p>\$51,927.33</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Vaucluse Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in:</p>

<p>English language proficiency</p> <p>\$51,927.33</p>	<p>EAL/D students are more confident, participate in whole class activities and are prepared to take risks with their language use.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further develop staff understanding of the EAL/D progressions.</p>
<p>Low level adjustment for disability</p> <p>\$91,072.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Vaucluse Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Confident, Resilient Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: An increase in students achieving at or above expected growth in NAPLAN results. The school's value add results have improved.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assistant Principals to lead the Learning and Support Team to deliver effective literacy and numeracy programs for identified students including HPGE.</p>
<p>Literacy and numeracy</p> <p>\$20,492.66</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Vaucluse Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Identified students receiving personalised learning programs which target</p>

<p>Literacy and numeracy</p> <p>\$20,492.66</p>	<p>areas of need in their literacy and numeracy growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: To introduce the Instructional leadership initiative within the school. The Instructional Leaders will work in partnership with classroom teachers to improve student outcomes in literacy and numeracy through differentiated evidence based teaching practices including High Potential and Gifted Education.</p>
<p>QTSS release</p> <p>\$67,495.04</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Vaucluse Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Feedback, Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use data sources to inform teaching programs and drive student achievement. Teaching programs include differentiated learning opportunities for all students including High Potential and Gifted.</p> <p>After evaluation, the next steps to support our students with this funding will be: To implement an instructional leader to support staff in the delivery of evidence based teaching and learning programs - Literacy and Numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Vaucluse Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in: The intensive approach has resulted in improved engagement in learning. Evidence can be seen in reading assessments, teacher observation, PAT, Check-In, NAPLAN and ifSR data. The percentage of students attaining the</p>

<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>lower bands has decreased. The percentage of students performing in the top two bands has also increased.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching staff using other flexible funds to extend small group reading and writing intervention programs.</p>
<p>COVID ILSP</p> <p>\$17,699.97</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who did not make anticipated progress. <p>The allocation of this funding has resulted in: Identified students achieved significant progress towards their numeracy learning goals. Improved NAPLAN results for students performing in the top two bands. A decrease in the percentage of students performing in the bottom two bands.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	188	191	187	189
Girls	189	172	142	145

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	95.2	95.4	96
1	93.8	92.8	95.7	94.9
2	93	91.4	94.8	92.2
3	95.4	93.7	94.8	92.7
4	94.2	93.4	94.7	94
5	94	94.5	95.2	92.6
6	93.8	94.6	93.5	92.4
All Years	94.5	93.5	94.9	93.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	13.94
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	916,283
Revenue	3,935,852
Appropriation	3,692,424
Sale of Goods and Services	1,598
Grants and contributions	213,514
Investment income	843
Other revenue	27,473
Expenses	-4,332,933
Employee related	-3,573,718
Operating expenses	-759,216
Surplus / deficit for the year	-397,081
Closing Balance	519,202

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.

	2021 SBAR Adjustments (\$)
Targeted Total	69,849
Equity Total	148,407
Equity - Aboriginal	699
Equity - Socio-economic	4,708
Equity - Language	51,927
Equity - Disability	91,072
Base Total	3,061,193
Base - Per Capita	83,860
Base - Location	0
Base - Other	2,977,333
Other Total	233,388
Grand Total	3,512,837

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Students

- 9.2 Students that do not get in trouble at school for disruptive or inappropriate behaviour.
- 6.3 Students are interested and motivated in their learning.
- 8.7 Students try hard to succeed in their learning.
- 7.8 Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 7.1 Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- 7.5 Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 8.3 Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 8.2 School staff emphasise academic skills and hold high expectations for all students to succeed.

Parents

- 7.1 Parents feel welcome
- 5.9 Parents are well informed
- 5.9 Parents support learning at home
- 7.0 School supports learning
- 7.4 School supports positive behaviour
- 8.0 Safety at school
- 7.1 Inclusive school

At Vaucluse Public School we certainly recognise the complexities around Covid and the extended Learning from Home period. Due to restrictions placed on schools our families and community members were unable to access the site and many whole school events were cancelled. We missed the face to face contact and interactions with our families.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.