

# 2022 Annual Report

## Vaucluse Public School



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# Introduction

The Annual Report for 2022 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 310 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.

Teachers at the school 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.

The 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, choir, chess club, a dance program also contribute to the rich learning environment the school provides. The school runs a number of additional activities that contribute to the culture including a very committed SRC and a strong and rigorous leadership program.

Vaucluse Public School has a very active Learning and Support Program which oversees targeted intervention and enrichment. The school employs additional Learning and Support staff using Flexible Funding. All school staff members 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 focused data conversations for several years. There is a productive, collaborative professional culture that underpins strong pedagogical processes. The school's Strategic Improvement Plan capitalises on the commitment of the school staff to high expectations and ongoing improvement for all members of our learning organisation.

## 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	2022 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	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

**Beginning teacher support:** \$10,000.00  
**Literacy and numeracy intervention:** \$22,983.34  
**Low level adjustment for disability:** \$5,000.00  
**QTSS release:** \$40,000.00  
**Professional learning:** \$11,646.75  
**Literacy and numeracy:** \$20,492.66  
**Per capita:** \$30,000.00

### Summary of progress

The school exceeded the set reading target for 2022. An average of 71.39% of students in Years 3 and 5 achieved in the top 2 bands for Reading. However, the proportion of Year 3 students in the top 2 bands was higher than that for Year 5 students. A targeted approach to reading groups and instruction in K-2 appears to have delivered strong results. This approach was extended to students in Stage 2 in the second semester of 2022 and included an emphasis on professional learning and evidence-based pedagogies such as explicit instruction for improved student outcomes. The engagement of an APCI (Assistant Principal, Curriculum and Instruction) in 2023 will enhance the school's capacity to further improve and strengthen the teaching of reading at school. Extending the home reading program is also a target area, supporting the learning partnership with families by encouraging students to read appropriate texts at home, working with families to prioritise home reading, and providing relevant resources and other supports. In numeracy, the school has been working on building the capacity of teachers to use data to inform teaching practice. The school's guided data package from 2022 indicated a need to focus on deeper conceptual understandings in the areas of place value and additive thinking. Whole-school professional learning shifted focus to delving deeper into the new syllabus for K-2 and 3-6, uncovering the big ideas, linking with the progressions, using new on demand assessments such as the IfSR (Interview for Student Reasoning), and number talks as a pedagogical strategy to uncover student thinking and enhance conceptual understandings. While working towards the target, the school will continue to build understanding and capacity in these new focus areas in 2023, for improved impact on student 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
Increase the percentage of students achieving in the top 2 NAPLAN Reading bands from 57.6% (baseline) to 66.5% (lower bound).	Students achieving in the top 2 NAPLAN Reading bands have increased to 71.39% (an average of Year 3 and Year 5 students scoring in the top 2 Reading bands in 2022). Students in Year 3 scored significantly higher than the set target, with 90% students achieving in the top 2 NAPLAN Reading bands.
Increase the percentage of students achieving in the top 2 NAPLAN Numeracy bands from 40.2% (baseline) to 51.6% (lower bound).	Just over 37% of students undertaking NAPLAN in 2022 achieved in the top 2 Numeracy bands in 2022 (an average of Year 3 and Year 5 students scoring in the top 2 bands for Numeracy). While this result was lower than anticipated, a careful analysis of NAPLAN scores including cohort trends has enabled us to put specific strategies in place for targeted improvement.

Increase the number of students Achieving Expected Growth in Reading from 61.3% (baseline) to 65.9% (lower bound).	As NAPLAN was not held in 2020, no growth data is available for the Year 5 cohort in 2022. Classroom teacher observations and as well as internal school assessment data suggest current strategies are supporting student growth.
Increase the number of students Achieving Expected Growth in Numeracy from 59.7% (baseline) to 64.1% (lower bound).	As NAPLAN was not held in 2020, no growth data is available for the Year 5 cohort in 2022.

## 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:** \$79,775.46

**English language proficiency:** \$61,333.42

**Per capita:** \$32,000.00

**QTSS release:** \$20,000.00

**Socio-economic background:** \$5,668.04

**Integration funding support:** \$55,317.00

**Aboriginal background:** \$1,453.81

### Summary of progress

While it was pleasing to see an uplift in student attendance, this remains a target area for the school as the school is working towards raising attendance rate to well above 90%. There were various reasons for students not attending school, in 2022 the impacts of COVID remained as students and staff stayed home when they were unwell. Some other illnesses also spiked at times in 2022 including Influenza and other viruses. As travel restrictions reduced, some families took the opportunity to go on a holiday or extended visit overseas to see family. In 2023 the school will continue to focus on attendance as a wellbeing and resilience indicator and work with the community to support improved attendance at school. The data from the 2022 *Tell Them From Me (TTFM)* survey indicated an upward trend in the key TTFM measures, although the relatively small number of participants reduced the overall reliability of the data. TTFM survey data will be used into the future to gauge participant responses, but a new initiative will include asking students '4 Key Questions' (Halbert & Kaser, 2017) to increase student voice, gather additional data related to student confidence and resilience, and enhance the reliability of the evidence. While the school aims to be 'excelling' in all elements of the School Excellence Framework, a deeper approach to self-assessment this year included using specific evidence sets to determine the school's current level of achievement as well as identifying next steps. In the areas of 'Reporting', 'Data Skills and Use' and 'Teaching and Learning' there was some evidence that the school could self-assess as 'Sustaining and Growing' but a key next step within the 'Sustaining and Growing' indicator could also be identified. As such, assessment suggested 'Delivering' in these areas with the expectation of strengthening in the near future. Next steps for 2023 include soliciting parent feedback on reporting processes to further engage them in school processes that support learning for wellbeing and academic success; a focus on consistency in data use; and formalising new mentoring programs for early career teachers and aspiring leaders.

### 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%.	In 2022, student attendance data showed an attendance rate of 87.6%. This is higher than the state average. Over 45% students had an attendance rate of 90% or above. The school will continue to actively monitor and use student attendance data to develop strategies to further improve the learning culture and student wellbeing at the school.
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</i>	An upward trend in wellbeing is indicated by results from the 2022 <i>Tell Them From Me</i> survey. The <i>Sense of Belonging</i> survey showed an increase of 2 percentage points to 84%. A more modest increase in the <i>Advocacy at School</i> resulted in an uplift to 90%. Student and community wellbeing

<p><i>School:</i> an uplift of 2% (90.91% to 92.91%)</p>	<p>remains a key focus area at Vaucluse Public School as the school drives improvements in learning for wellbeing and academic success.</p>
<p>Improvement measured by the School Excellence Framework by 2024:</p> <ol style="list-style-type: none"> <li>1. Learning: excelling the <i>Learning Culture</i> Domain.</li> <li>2. Teaching: excelling in the <i>Effective Classroom Practice</i> Domain.</li> <li>3. Leading: excelling in the <i>Educational Leadership</i> Domain.</li> </ol>	<p>The School Excellence Framework annual self assessment provided us with an opportunity to dig deeper into systems for improved impact on student learning and wellbeing. The school's self assessment included the use of data and evidence to identify where the school is currently situated and highlighted specific goals for improvement. Consequently, three elements previously rated as 'sustaining and growing' have been adjusted to 'delivering'. Specific goals have been identified to enable to school to shift into 'Sustaining and Growing' and towards 'Excelling'.</p>



### 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
- Effective classroom practice

### Resources allocated to this strategic direction

**QTSS release:** \$11,021.18

**Professional learning:** \$14,500.00

**Per capita:** \$20,000.00

**Low level adjustment for disability:** \$5,119.18

**Beginning teacher support:** \$20,434.00

**: \$11,646.00**

### Summary of progress

Identifying specific elements from the School Excellence Framework for primary focus has enabled us to have impact at a whole-school level rather than individualised pockets of improvement. These improvements in the areas of Curriculum, Assessment, Effective Classroom Practice and Educational Leadership include whole-school professional learning meetings with specific Learning Intentions and Success Criteria; follow up in team and subsequent whole school meetings; an adjusted timetable that prioritises opportunities for teachers to collaborate and learn together; and a focus on the development of beginning teachers and aspiring leaders. Key initiatives implemented during 2022 include a revised timetable that is designed to support and promote teacher collaboration; specific framework to support beginning teachers using a flexible approach to meet the needs of individual teachers; team and whole school norms to support the embedding of a collaborative culture; team collaboration days each term that are focused on embedding new curriculum and the use of data to inform teaching practice. Teachers at the school have focused on elements of the School Excellence Framework to improve teaching and learning programs This has included:

- professional learning around the High Potential Gifted Education framework towards the development of a whole school approach supported by a common understanding of excellence in HPGE;
- an audit of teaching and learning data currently collected in order to establish a comprehensive and effective system of data collection that includes appropriate data from a range of different sources;
- a whole school focus on number talks as a pedagogical strategy to strengthen teaching and learning in numeracy by focusing on student conceptual understandings and mathematical reasoning skills;
- a sustained focus on the school's Positive Behaviour for Learning (PBL) framework to ensure a supportive, cohesive, well-coordinated approach, and
- a systematic approach to learning support for academic success and wellbeing, including enrichment opportunities for students; teacher mentoring; team teaching and increased opportunities for teacher collaboration and classroom observation.

Staff changes during 2022 and some staff vacancies had an impact on the momentum of individual teams. A priority is to continue to build the capacity of teams in order to mitigate the impacts of staff absence or individual staffing changes. Next steps for 2023 include formalising the school framework for beginning teachers and aspiring leaders; and specific processes that actively seeks feedback from students, staff, parents and the community on school performance.

### 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
Lesson planning and classroom management embedded at 'Sustaining and Growing'.	Quality Feedback, Quality Teaching: Specific elements in the School Excellence Framework have been identified for focused improvement towards 'Excelling' including Curriculum, Assessment, Effective Classroom

Lesson planning and classroom management embedded at 'Sustaining and Growing'.	Practices and Educational Leadership.
Improvement in SEF element 'Data Skills and Use' by consolidating 'data literacy' at 'Sustaining and Growing'.	What Works Best: Staff at Vaucluse Public School have focused on High Expectations, Use of Data to Inform Practice, Assessment, and Wellbeing for improved student outcomes.
Improvement in SEF element 'Learning and Development' by embedding 'coaching and mentoring' at 'Sustaining and Growing'	The school has improved in the 'Learning and Development' element by embedding some effective coaching and mentoring for beginning teachers and teaching teams. Teachers have reported higher levels of real time support and increased confidence in their teaching skills.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$55,317.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Confident, Resilient Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Successful integration of students into mainstream classrooms in which they are provided with targeted physical, emotional social and academic support. Students at Vaucluse Public School are well supported by an effective and proactive Learning and Support team that ensures early intervention, targeted responses to meet student need, and a focus on the whole child which prioritises home and school learning partnerships.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to harness the ability of the learning support team to have direct impact on student learning outcomes by increasing the focus on HPGE and providing targeted and individualised support to students to ensure all students are provided with appropriate challenge and support in their learning.</p>
<p>Socio-economic background</p> <p>\$5,668.04</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Confident, Resilient Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through numeracy programs to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Every child is engaged in number talks to promote student mathematical thinking and reasoning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Use data gathered from formative and summative assessment to develop a bank of rich learning tasks to provide appropriate challenge and support for improved student outcomes.</p>
<p>Aboriginal background</p> <p>\$1,453.81</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</p>

<p>Aboriginal background</p> <p>\$1,453.81</p>	<p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Confident, Resilient Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Enhanced cultural competency around Aboriginal Education including connections with country and learning, as well as enhanced Personalised Learning Plans (PLPs) for improved learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the school's partnership with community elders and work with staff, students and families to deepen understandings and significance of Aboriginal perspectives for all members of the school community. We look forward to continuing this learning in a new native garden which has been created through community collaboration for deeper connections with land and to broaden opportunities for Aboriginal Education within the school.</p>
<p>English language proficiency</p> <p>\$61,333.42</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Confident, Resilient Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved teacher capacity to cater for the needs of EAL/D students as well as targeted support for EAL/D students through in-class support and some withdrawal groups.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to extend the impact of the program through co-teaching and the allocation of teacher time to develop programs that enhance the teaching of literacy through other curriculum areas such as mathematics, geography, history, physical education and creative arts.</p>
<p>Low level adjustment for disability</p> <p>\$89,894.64</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul>

<p>Low level adjustment for disability</p> <p>\$89,894.64</p>	<ul style="list-style-type: none"> <li>• Confident, Resilient Learners</li> <li>• Quality Feedback, Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention [Minilit] to increase learning outcomes</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased teacher capacity to meet the diverse needs of students in the classroom. Enablers have included collaboration between teachers to develop bespoke personalised learning programs for specific students, timetabling that enables teachers to team-teach, observe other teachers and work with members of their team and across teams.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Enhance the school's use of systems such as the learning progressions to track student growth, inform teaching practices and support the development of student learning goals.</p>
<p>Professional learning</p> <p>\$26,146.75</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Vaucluse Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Quality Feedback, Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• working with specialist teachers to unpack evidence-based approaches to using data to inform teaching and learning</li> <li>• harnessing expertise in the school to deliver professional learning around mathematics with a focus on the big ideas in number (key conceptual understandings)</li> <li>• teacher collaboration to develop a framework around the use of number talks to uncover student thinking and enhance mathematical reasoning</li> <li>• collaboration with a network of schools to develop capacity in data literacy for impact on student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Lesson programming and planning is informed by an appropriate range of data that is from a variety of sources, relevant, timely, and provides teachers with the information they need to improve student understandings in mathematics.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to harness the potential of the Interview for Student Reasoning (IfSR) to uncover students' conceptual mathematical thinking and further enhance teacher planning. Using the Numeracy Learning Progressions will further support an analysis of data at the cohort and individual level to allow for planning that best meets student learning needs.</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Literacy and numeracy</p> <p>\$20,492.66</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• teacher release to engage staff in data days and collaborative planning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff release for data days has been one of our most successful interventions in 2022. Teachers used this time to work together to analyse cohort and individual student data and then collectively design programs to respond to identified gaps or determine next steps in learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A broadening of data days to include a focus on curriculum implementation and progress monitoring through use of the Literacy and Numeracy progressions. On demand testing can also be harnessed in a targeted way to provide a broader range of student data sources that can be used to inform teaching.</p>
<p>QTSS release</p> <p>\$71,021.18</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Confident, Resilient Learners</li> <li>• Quality Feedback, Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Release time for executive planning as well as release time for teachers to work in collaborative teams has allowed for the support of classroom programs through co-planning co-teaching and targeted professional learning. Collaboration with other schools has broadened the professional learning we have been able to offer to staff, and enhanced leader capacity to support team-based data-informed practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> joining an instructional rounds network to strengthen the quality teaching practices. The rigorous framework of identifying a problem of practice, observation and data gathering, analysing data and identifying patterns and developing recommendations will enhance expertise at our school as well as providing an additional and rich data source to inform teaching and learning programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,983.34</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$22,983.34</p>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• 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</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of staff to analyse student data and identify areas of need. A targeted approach to specific intervention for students identified 'at risk' using a systematic phonics program has been successful in reducing the gap with improvements in reading, spelling and writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue enabling teachers to collaborate and develop effective teaching and learning programs, with a focus on years 3-6 as we implement the new syllabuses in English and Mathematics. Targeted intervention will continue for years K-6 using evidence-based programs. Ongoing monitoring and evaluation will enable us to have optimal impact on student learning outcomes.</p>
<p>COVID ILSP</p> <p>\$16,992.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted learning intervention has resulted in improvements for identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue working with targeted groups using evidence-based literacy practices.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	191	187	189	183
Girls	172	142	145	126

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	95.4	96.0	88.9
1	92.8	95.7	94.9	86.3
2	91.4	94.8	92.2	87.1
3	93.7	94.8	92.7	85.9
4	93.4	94.7	94.0	84.6
5	94.5	95.2	92.6	86.2
6	94.6	93.5	92.4	85.3
All Years	93.5	94.9	93.7	86.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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



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

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

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.92
Literacy and Numeracy Intervent	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

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	519,202
<b>Revenue</b>	3,781,233
Appropriation	3,531,932
Sale of Goods and Services	6,080
Grants and contributions	234,330
Investment income	5,492
Other revenue	3,399
<b>Expenses</b>	-4,013,589
Employee related	-3,481,225
Operating expenses	-532,364
<b>Surplus / deficit for the year</b>	-232,355
<b>Closing Balance</b>	286,847

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	55,317
<b>Equity Total</b>	158,350
Equity - Aboriginal	1,454
Equity - Socio-economic	5,668
Equity - Language	61,333
Equity - Disability	89,895
<b>Base Total</b>	3,015,511
Base - Per Capita	88,524
Base - Location	0
Base - Other	2,926,987
<b>Other Total</b>	248,215
<b>Grand Total</b>	3,477,393

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents were invited to give feedback following the school's week of open classrooms during Term 3. Feedback included positive comments around the relationships between students and teachers, as well as engagement in and enjoyment of learning. Further parent feedback was received during the Kindergarten transition program in Term 4, which included positive comments about the inclusive nature of the school and the learning programs that are offered. Data from the Tell Them from Me (TTFM) survey indicated high levels of student advocacy at school, a sense of belonging (including an upward trend in this aspect over the past few years including 2022) and expectations for success (100%). In a survey conducted in Term 4, 2022, Teachers indicated their satisfaction with the school focus on collaboration, inclusion, professional learning for improved student outcomes, and an individualized approach to Learning and Support. Future focus areas identified in the surveys include increased opportunities for staff innovation and deepening the whole-school approach to Aboriginal Education.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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