Our school at a glance

Located on the South Head peninsula in Sydney’s Eastern Suburbs, Vaucluse Public School is committed to helping each child reach his/her maximum potential through a strong emphasis on academic learning combined with each child’s social, physical and emotional development.

The school has an enrolment of just over 120 students from Kindergarten to Year 6 in six mainstream classes and one class in a new support unit established in 2009.

Critical to the school’s planning and programming is the development of literacy, numeracy, and technology and information skills. Extra-curricula programs offered at our school include Italian and Hebrew, band, choir, debating, public speaking, gardening and environmental education as well as an active and stimulating incursion and excursion program.

The school enjoys a strong sense of community which is reflected in its policies and programs. Parents and people from the local community work in close partnership with the staff to support and promote the school.

Messages

Principal’s message

Many outstanding events have made 2009 a remarkable year at Vaucluse Public School.

The community’s response to the Victorian bushfires at the beginning of the year showed the spirit of generosity and compassion that underpins the values at Vaucluse Public School. The appeal started with two of our students arriving at school with a shoebox full of money they had collected on their way to school. The generosity and compassion grew from there. Paul Kelly’s song “From Little Things Big Things Grow” was soon displayed on our noticeboard and, in many ways, became the theme for the year.

A support class was established in 2009. The success of the support class is demonstrated through the co-operation of staff and students to ensure inclusivity and the valuing of differences.

This year, students in Years 3 and 5 have gained excellent NAPLAN results. Both senior and junior debating teams won the district competitions. Other enrichment programs included the ‘Artist in Residence’; gymnastics and dance. Excursions included Taronga Zoo, the Great Aussie Bush Camp, The Sydney Observatory, Sculptures by the Sea, and The Conservatorium of Music.

The success of the school vegetable garden was acknowledged by Woollahra Council, being awarded first place for the best ‘Sustainable Garden’. The school community’s application to participate in the Stephanie Alexander Kitchen Garden program was successful and we are now preparing for the implementation phase in 2010.

Community events, including Vaucluse under the Stars; the finale of the 150 Years’ celebrations and the opening of the Commemorative Pathway; and Grandparents’ Day were well attended and, once again, showed the generosity, commitment and support of staff and community.

The school’s building program is underway. The school now has a larger and more effective administration office, a photocopy room and a much improved computer laboratory. The next stage of the building program is to construct, in 2010, three classrooms and an administration office in the Year 1/2 building.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Brian Nethery
Principal
**P&C message**

With Mr Brian Nethery, our new principal, formally entrenched in the school, we held our first function, the annual "Under the Stars". Once again it was a success and also a wonderful opportunity for our community to meet Brian.

Another highlight was Grandparents’ Day. The sun shone, the children danced and sang and our visitors spoke of their childhood.

In March we held our stall at Rose Bay Secondary College at the introduction to new students for 2010.

In May, we held our final celebration for our 150th year. At the ‘Big Day’ we opened our Commemorative Path and our time capsule, had our Walkathon from the present Vaucluse Public School site to the Gunya (the original school site) and back. The day was amazing, with locals, ex-students, dignitaries, past and present staff all enjoying the day.

This year, one of our major focuses has been the vegetable garden and the process of writing the application for the ‘Stephanie Alexander Kitchen Garden Project’. In December, we were advised of the success of our submission and the school is now able to fully implement the project in 2010.

As neither of us will be standing for re-election, we would like to thank everyone for their ongoing support. We see that ‘the boat’ is now steering a pretty smooth course and we are very happy to have been involved in saving ‘it’ from hitting the rocks.

To our new President, we hope that you enjoy your term as much as we have.

*Andy Bromberger and Mandy Suppree Co-Presidents*

**Student representative’s message**

2009 at Vaucluse Public School was another successful year for our Student Representative Council. Mrs Weiss co-ordinates the council and assists us with the organisation of projects and programs.

Our year began by helping with the collection of goods and funds for the victims of the Victorian bush fires. Letters were written to the students of Kinglake Public School so that they each knew friends were not far away.

We assisted with the Community Leaders’ Breakfast held in September when our vegetable garden was visited by former Federal Opposition Leader, Malcolm Turnbull; State Member for Vaucluse, Peter Debnam; Woollahra Municipal Council Mayor and the Commander of HMAS Watson.

As School Leaders, we also took on mentoring roles for younger and new students in our school. These included peer support, playground safety and assistance with conflict resolution. Our leadership skills were also put to good use on the four day camp organised for students in Years Three to Six.

In Term 4, we organised a Sun Awareness Day on which all students contributed a gold coin to the Cancer Council. We came to school in beach gear and we remembered to ‘slip, slop and slap’.

We enjoyed being a part of our community and we thank Vaucluse Public School for encouraging our leadership skills.

*Anastasia Uricher and Jason Wu School Captains*
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolments increased during the year for the first time since 2005. Projected numbers for 2010 indicate two Kindergarten classes will be formed.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>88.6</td>
</tr>
<tr>
<td>1</td>
<td>88.0</td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
</tr>
<tr>
<td>3</td>
<td>93.4</td>
</tr>
<tr>
<td>4</td>
<td>91.1</td>
</tr>
<tr>
<td>5</td>
<td>93.2</td>
</tr>
<tr>
<td>6</td>
<td>95.4</td>
</tr>
<tr>
<td>Total</td>
<td>91.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

Parents are required to provide a note of explanation for all absences including early and late arrivals. Unexplained absences are followed up through the Assistant Principals and parents are contacted if their child is absent for 3 or more days without notification.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2HF</td>
<td>2</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>3/4A</td>
<td>3</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>3/4A</td>
<td>4</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>4/5H</td>
<td>4</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>4/5H</td>
<td>5</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>6/5A</td>
<td>5</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>6/5A</td>
<td>6</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Support</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Structure of classes

The classes at Vaucluse Public School have been organised so that support staff, in collaboration with class teachers, can focus on targeted students across and within stages to ensure that maximum learning outcomes are achieved for all students.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

An experienced, cohesive staff team collaboratively plans teaching/learning programs to enhance learning outcomes for the students. Classroom teachers are supported by 2 teaching Assistant Principals. Specialist and support staff complement the class programs and further enhance learning outcomes through Languages Other Than English (LOTE) in Hebrew and Italian; Library; Technology; English as a Second Language (ESL); and Music. The school administrative staff team comprises one full-time office manager and a part-time officer.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3.9</td>
</tr>
<tr>
<td>Total</td>
<td>12.5</td>
</tr>
</tbody>
</table>

None of the staff at Vaucluse have an Indigenous background. Two members of the teaching staff were on leave in 2009. Two members of the teaching staff were transferred to other schools in 2009.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: 47,079.00
- Global funds: 158,637.00
- Tied funds: 50,199.00
- School & community sources: 119,225.00
- Interest: 2,655.00
- Trust receipts: 4,309.00
- Canteen: 0.00

**Total income**: 382,044.00

**Expenditure**

- Teaching & learning
  - Key learning areas: 7,218.00
  - Excursions: 29,953.00
  - Extracurricular dissections: 85,379.00
- Library: 3,420.00
- Training & development: 9,084.00
- Tied funds: 64,566.00
- Casual relief teachers: 24,701.00
- Administration & office: 34,924.00
- School-operated canteen: 0.00
- Utilities: 27,735.00
- Maintenance: 20,666.00
- Trust accounts: 7,045.00
- Capital programs: 4,936.00

**Total expenditure**: 319,647.00

**Balance carried forward**: 62,397.00

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

The students of our school have, once again, demonstrated their commitment to learning and their willingness to work towards excellence.

Achievements

Artist in Residence

All students participated in the 'Artist in Residence' program funded by the P&C. Inspired by the 'International Year of Astronomy 2009', the students designed and represented themselves as 'aliens' and then, using a traditional papier mache technique and recycled materials, went on to form models which were brightly coloured and originally decorated.

This year, we entered the “Sculpture by the Schools” competition. The theme is ‘movement’. Our entry, the Vaucluse Public School Sundial, cleverly illustrates how a sundial captures movement by shadow whilst remaining still. Again, we have tried to use only recycled products to emphasise our love of nature and the importance of protecting our environment.

K-2 Visual Art

Students in our junior school, assisted by staff and parents, participated enthusiastically in Chinese brush-stroke painting, tie-dyeing, sewing, puppet and mask making, cooking and picture frame decorating.

Music

All students have been involved in music lessons focusing on the fundamentals of understanding music, music appreciation and performance. In Kindergarten and Year 1, students have experimented with un-tuned percussion to create atmosphere and depth to raps, rhymes and rounds. Students from Years 2 to 6 have been learning how to play the recorder and how to read music. They have increased their performance repertoire and are proving themselves to be competent musicians.

The Senior and Training Bands’ music was adapted to suit the instrumentation. The Training Band progressed so well that in term 3 our Band Director decided to combine the two. It is a credit to both bands that they have been able to play so harmoniously and that they are so focused as a collaborative, co-operative team. The Bands performances include Presentation Day, the HMAS Watson annual Carols by Candlelight Picnic and special events throughout the year. One of our senior band members has been accepted into the Conservatorium of Music.

Our choir’s performances included entertaining representatives from the Department of Education and Training, prospective Kindergarten parents and carers, members of the community at the school’s 150th Anniversary, Open Day and St Peters church.

Debating and Public Speaking

Debating is taught to all students in Stage 3 (Years 5 and 6). On an inter-school level, our school entered two teams in the Bondi District Debating Competition. Both teams produced outstanding results as they grappled with huge issues such as the economy, the environment and science. Our A team came equal first with Woollahra Public School and our B team was the outright winner.

Our participation in the Multicultural Perspectives Public Speaking Competition was rewarded with excellent performances and a Highly Commended award.

We were also represented admirably across all stages in the Bondi District Public Speaking Competition.

Dance

All students participated in a specialist Dance Program during term 3. Dances included partner, disco, progressive and pop. The program culminated in a school disco, attended by over 90% of our student population.
Sport

This year, four teams participated in the PSSA netball competition. The students co-operated well within their teams and, with the help of a parent who trained the teams each week, made significant improvements throughout the season. The overall success of the teams is inspirational, particularly when the size of the school is taken into account.

The soccer teams were coached by a parent volunteer throughout the season. Significant improvements in skills and tactics were evident and our students enjoyed success, often against much larger schools. The students demonstrated their commitment, team-work and maturity as a squad.

Gymnastics

The school has a gymnastics program every Wednesday in the school hall. All students from Kindergarten to Year 6 participated in the gymnastics program, with demonstrated improvements in strength, flexibility, confidence and basic skills.

District Participation

Following our school carnival in February, a small but strong team of students represented Vaucluse Public School at the District Swimming Carnival held at the Des Renford Aquatic Centre in March.

Twenty three students represented our school at the District Athletics Carnival in August and seven students in the District Cross Country held at Centennial Park in May.

Our District Cross Country team competed at Centennial Park on Monday, 18th May.

K-2 Sport

The K-2 Sport Program, involving skill development through kicking, passing, dribbling, throwing and catching balls; skipping and circuit activities, culminated in our Athletics Carnival held in September at Parsley Bay.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

NAPLAN results – Year 3 and Year 5

Thirteen Year 3 and nineteen Year 5 students sat the NAPLAN literacy and numeracy tests in 2009. The assessments measured aspects of reading, writing, spelling, grammar and punctuation and numeracy.

In Year 3, students performed better in reading, spelling, grammar and punctuation than in writing. As a group, they performed better in literacy than numeracy.

Similarly, in Year 5, students performed better in reading, spelling, grammar and punctuation than in writing. As a group, they performed slightly better in literacy than numeracy.
The following charts illustrate the students’ NAPLAN results and compare them with previous school results, state averages and results from similar schools. (LSG – Like School Groups)

**Literacy – NAPLAN Year 3**

- **Year 3 reading**: 64% of Year 3 students achieved results in band 6.
- **Year 3 writing**: 45% of Year 3 students achieved results in band 5 and band 6.
- **Year 3 spelling**: 72% of Year 3 students achieved results in band 5 and band 6.
- **Year 3 grammar and punctuation**: 73% of Year 3 students achieved results in band 5 and band 6.
Numeracy – NAPLAN Year 3

54% of Year 3 students achieved results in band 5 and band 6 in numeracy.

Literacy – NAPLAN Year 5

58% of Year 5 students achieved results in band 5 and band 6 in reading.

31% of Year 5 students achieved results in band 5 and band 6 in writing.

48% of Year 5 students achieved results in band 5 and band 6 in spelling.
53% of Year 5 students achieved results in band 5 and band 6 in grammar and punctuation.

**Numeracy – NAPLAN Year 5**

48% of Year 5 students achieved results in band 5 and band 6 in numeracy.
Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>84</td>
</tr>
<tr>
<td>Spelling</td>
<td>84</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

The school's curriculum programs incorporated awareness of Aboriginal culture.

Our Bush Tucker garden is being expanded and signage is underway. We have focused on bushland restoration and a wild-life track.

**Multicultural education**

The school's Languages Other Than English programs, together with English as a Second Language support all students according to their needs and backgrounds.

Approximately 75% of the students at Vaucluse Public School learn Italian and 25% learn Hebrew.

The Italian program highlights included cooking and art. The students converted the Italian room into a mini pasta factory in order to hand make pasta carbonara.

The children participating in the Hebrew program focused on celebrations of festivals in a different way. For Purim they made stained glass windows and Hamen Tashen for the whole school. Pesach involved a Seder shared with friends from other public schools and the making of a Matza Pizza. For Jewish New Year, the students enjoyed a visit from the Shofar Factory and each child made and varnished their own Shofar.

**Respect and responsibility**

Vaucluse Public School reinforces core values through its Personal Development program that focuses on inclusivity, celebration of differences, leadership, peer support and cultural awareness; student welfare programs and community partnerships.

Each week, programs are designed to reinforce the values of respect and responsibility and, through the award structure, students are acknowledged at weekly assemblies.
Other programs

Medical School

Our senior students participated in a 'Medical School Program' that was taught by a parent, Dr Genevieve Carbonatto who explained some of the workings of the human body including the respiratory system, the skeletal system, the anatomy of the heart and cardiopulmonary resuscitation.

The students discussed bacteria and viruses, concentrating on their characteristics, differences and how they cause infection. With the help of the microbiology department from the Royal Prince Alfred Hospital in supplying Agar plates, the children grew bacteria and produced some impressive colonies.

Vegetable Garden

Our mission is to engage the students in a hands-on experience that teaches them how to grow vegetables, herbs and fruit using sustainable garden practices. We have created a dynamic, edible garden that gives our students the opportunity to witness and understand the benefits of reducing our environmental footprint. With a water tank, worm farms, compost bins, seed banks and produce stalls; our vegetable garden is totally sustainable.

The most successful 2009 crops include: spinach, lettuce, broad beans, corn, eggplant, cabbage, cauliflower, broccoli, pumpkin, snow peas, tomatoes, echinacea, chives, mint, parsley, strawberries, blueberries, lavender, basil, rosemary, lemongrass, carrots and bananas.

Our garden was once again the recipient of a Woollahra Council Community Grant this year. The garden won the Woollahra Council Garden award in the Sustainable Garden – Edible category and featured in the national newspaper, The Australian, in June.

Progress on 2009 targets

Target 1

Improve student learning outcomes in literacy

Our achievements include:

- An increase in the number of students participating in debating and public speaking.
- The school's debating teams winning the District Competition.
- Increased literacy standards in school-based assessments.
- Improved NAPLAN performance.

Target 2

Improve student learning outcomes in numeracy.

Our achievements include:

- Improvement in student achievement data from SENA tests and Count Me in Too.
- Improved NAPLAN performance in numeracy.

Target 3

Use technology and connected learning to enhance all teaching/learning.

Our achievements include:

- The establishment of a new, fully operational computer laboratory.
- The Easy School Report program being used by all staff.
- Teaching staff using the interactive whiteboards to support teaching and learning.
- Collaborative computer education planning within and across stages.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Writing and Future Directions in order to increase enrolments.

Educational and management practice

In 2009, there was a major review in the school to report on and make recommendations about future directions for and marketing of the school in order to increase enrolments.

Background

The school’s enrolments have fallen over the last four years. Whilst there is anecdotal information about reasons why families have left the school, there is no specific data available.

It was decided to survey staff, students and parents/carers to ascertain the elements that are most valued and directions needed to be implemented for our school. These agreed key outcomes would provide a foundation from which to establish a school improvements’ plan.

Such a plan would include enhanced academic outcomes; inclusiveness and a culture that acknowledges and celebrates differences; enhanced communication strategies; improvements to the physical space; transition to school and raising awareness about our school in the wider community.

Findings and conclusions

Parents felt that it was important to focus on local press coverage and to work with the principal to raise awareness about the positive qualities of our school. The upgrading of the school’s website was seen as essential. With the assistance of a parent, this was designed and implemented.

In order to widen the range of available programs, the P&C agreed to fund an ‘Artist in Residence’ program to include all students.

Increased funds were allocated to design a school brochure that focused on harmony and inclusivity.

A school improvements committee was established.

Links and partnerships with the wider community were enhanced through the school’s garden project.

The newsletter was designed to showcase achievements and to focus on open, honest communication.

The transition to school program was refined and expanded to include Big School Visits, an Information Evening and Parent/Carer information sessions.

Funding through the Commonwealth Government’s National School Pride program enabled the relocation of the computer laboratory and a refurbished administration area.

Future directions

The school needs to:

• Continue its marketing strategy and focus on the reporting of achievements within and across the community.
• Build numbers from Kindergarten. (The projected numbers for the 2010 intake show an increase of 90%)
• Advertise programs such as the Garden Project and the proposed Stephanie Alexander Kitchen project.

Curriculum

Background

Literacy is a major focus at Vaucluse. During 2009, the school evaluated how writing is delivered to a diverse group of students and identified that which constitutes an effective writing program.

Findings and conclusions

Students need to achieve a benchmark that identifies core knowledge of the conventions that govern written language.

To achieve this, the school must:

Implement programs that utilise connections between writing and reading;

Provide time for literacy blocks that include modelling, joint construction and independent writing sessions;

Plan assessment and evaluation strategies (ongoing and formative of process and product) so that modifications can be made;

Resource classrooms to reflect the diversity of resources found in children’s homes and communities as well as what is required to be a successful writer;
Future directions

Develop writing benchmarks for students.

Design and implement a whole-school policy that focuses on teaching and learning strategies that improve learning outcomes for all students.

Create structures and support mechanisms that enable all students to learn at high levels.

Incorporate co-operative teaching, parallel programming and collaborative planning that utilise specialist and support staff in the delivery of writing.

Ensure that information is conveyed and reported on accurately and objectively and that teacher judgement is consistent.

Provide ongoing professional learning to ensure that all staff members are engaged in learning and purposeful collaboration to create a community of learners.

Ensure teaching/learning programs in writing are differentiated and that children are immersed through effective, stimulating and inclusive learning environments.

Professional learning

Professional learning is seen as a critical component in the delivery of best practice. In 2009, staff attended professional learning programs and courses in line with priority areas from our Management Plan 2009 – 2011. These included:

- Analysis of NAPLAN data.
- Using interactive whiteboards within the Connected Classroom framework.
- CPR and Emergency Care training.
- Maximising student engagement through the use of interactive whiteboards.
- Analysing writing K-6.

School development 2009 – 2011

Vaucluse Public School’s core values focus on the development of a love of learning in all students. Problem-solving, information skills, technology and communication within literacy and numeracy form benchmarks for the school’s key competencies.

The NSW Department of Education and Training has identified targets for 2010. These are the ongoing improvement of learning outcomes for all students in literacy and numeracy; the introduction and implementation of Connected Learning; to increase student engagement in all Key Learning Areas and to enhance teaching and learning in Aboriginal Education.

Targets for 2010

Target 1

Improvement of learning outcomes for all students in literacy and numeracy

Strategies to achieve this target include:

- Analysis of NAPLAN data to identify areas of concern.
- The use of data from SENA tests and Count Me in Too to guide teaching and learning.
- Community information sessions to support parents and carers regarding literacy and numeracy practices.
- The development of a school writing plan.
- Increased budget allocation for reading resources.
- Professional learning focusing on literacy and numeracy teaching and learning within the Quality Teaching framework.
- Identification of strengths and weaknesses through Best Start for Kindergarten students.
- STLA support for targeted students.
- Uninterrupted literacy and numeracy blocks to maximise teaching/learning time for all students.

Our success will be measured by:

- Improved overall achievement in NAPLAN tests.
- Reduction of students achieving Band 2 for students in Years 3 and 5 by 25%.
- Increased focus on writing in teaching/learning programs.
- Literacy and Numeracy programs that target individual student needs and which result in improved student achievement.
- Increased literacy and numeracy achievement in school-based assessments.

Target 2

The introduction and implementation of Connected Learning:

- Staff members have participated in professional learning programs in the use of interactive whiteboard technology.
- A new computer laboratory providing access to connected classroom activities has been established.
Strategies to achieve this target include:

- Ongoing training for staff in the use of interactive whiteboard technology.
- Increased student access to technology.
- Planning and implementation of programs across Key Learning Areas which integrate technology.
- The use of online support materials which enhance teaching/learning.
- Increased budget allocation for resource purchase.
- The employment of a computer specialist to integrate Science and Technology, Music and Information Skills.

Our success will be measured by:

- All teaching staff planning and implementing computer education across key Learning Areas.
- The design and implementation of reporting systems within Connected Classroom teaching/learning plans.
- Teacher evaluations indicating increased confidence and competency.

**Target 3**

To increase student engagement in all Key Learning Areas.

Strategies to achieve this target include:

- Evaluating and revising the school's Gifted and Talented policy.
- Revising policies across Key Learning Areas to ensure that Gifted and Talented activities are embedded within differentiated programs.
- Engaging parents and local community members to support extra-curricula, specialist programs.
- Engaging students in leadership programs.
- Enhancing staff capacity to improve learning outcomes using the Quality Teaching framework.

Our success will be measured by:

- Staff and student engagement and motivation.
- The implementation of differentiated programs.
- Professional dialogue demonstrating awareness and understanding of the Quality Teaching framework.

---

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Brian Nethery  Principal
Lesley Abellitis  Assistant Principal
Sheree Arkatow  NSWTF Representative
Andy Bromberger  P&C Co-President
Mandy Suppree  P&C Co-President

**School contact information**

Vaucluse Public School
Cambridge Avenue, Vaucluse 3030
Ph: 9337 2672
Fax: 0337 2163
Email: Vaucluse-p.school@det.nsw.edu.au
Web: www.vaucluse-p.school@det.nsw.edu.au

School Code: 3325

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: