Our school at a glance

Vaucluse Public School is located on the South Head Peninsula in Sydney’s Eastern Suburbs. It has an enrolment of 163 students from Kindergarten to Year 6 in seven mainstream classes and two classes in a recently established Special Education Support Unit.

The school is committed to helping each child achieve her/his full potential in all areas of their academic, social, physical and emotional development.

The primary focus of the school’s planning and programming is the teaching and learning of literacy and numeracy. Additional programs that enrich the learning opportunities for students include science, technology, environmental education, creative arts including band, choir and the visual arts, public speaking and debating, Italian and Hebrew, physical education, sport and health, the Stephanie Alexander Kitchen Garden program as well as an active and stimulating visiting artists 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 the students and promote the school.

Messages

Principal’s message

I have much pleasure in presenting the 2010 Vaucluse Public School Annual Report. The report articulates the strong student focus in our school and celebrates a year of “Learning and Growing Together”.

During 2010, the school has welcomed more than sixty new students and their families. Many of these students started in Kindergarten and two kindergarten classes were formed for the first time in five years. The Special Education Support Unit has grown and now has twelve students in two classes, an autism class and a class for moderately intellectually impaired students.

Students in Year 3 and Year 5 achieved pleasing results in their NAPLAN literacy and numeracy tests, particularly in the growth between Year 3 and Year 5. Students’ results in spelling, grammar and punctuation were outstanding.

The school’s enrichment programs have included computer skills, languages, gymnastics and dance, debating and public speaking. The choir has enjoyed a successful year that culminated in a combined schools choir evening at Rose Bay Secondary College in November. 2010 has been the Year of Sustainability and all children participated in science units of work that concluded with a wonderful ‘Watertight’ day that was run by the Sydney Observatory Environmental Education Centre. To add to these enrichment activities, all children participated in exciting school excursions to places near and far including Canberra and the snow, Elizabeth Farm and Bi-Centennial Park, Darling Harbour, Taronga Zoo, Sydney Opera House to watch the Australian Ballet, Sculptures by the Sea and local excursions to Parsley Bay and the new Watsons Bay Library.

The spirit of generosity of parents supporting the school and its programs has been outstanding this year. The P&C has been very active, making many valuable contributions to the school. A highlight of the year has been the growth of the Stephanie Alexander Kitchen Garden program, extending our award winning vegetable garden to a new level. This has been the year of the working bee as time and time again, large groups of parents and helpers have transformed the vacant block in Village High Road into an outstanding vegetable garden. The school environment has continued to improve and can boast a marvellous bush track that was officially opened by Mr Don Ritchie in June.

Building the Education Revolution has made a big impact at the school as the old Year 1 / 2 building has been refurbished into three new classrooms that will provide an excellent teaching and learning environment for the children of Vaucluse for years to come. A covered walkway has also been constructed from the K-2 buildings to the canteen.

In 2010, as the school grows and prospers, “Learning and Growing Together” has become the motto at Vaucluse Public School.

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 and/or School Council message

The school has been very fortunate to have had a very committed and active P&C Committee this year, building on the excellent work of the previous year. The over-riding objective we set ourselves was to invest in projects that clearly showed the school was back in the business of growing after many years of declining enrolments.

The projects selected were needed to revitalise some run-down aspects of the school whilst also setting some aspirational challenges which would make the school a talking point in the community. On many occasions last year and early this year I said that VPS was one of the best kept secrets in the Eastern Suburbs and we needed to get that secret out.

I believe this has been achieved. We are well on the way to achieving most of the ambitious objectives we set ourselves. But before summarising them I want to pay tribute to your P&C Executive Committee, namely: Ilana Akres, Leanne Bell, Tam Elsum, Pam Jacob, Ingrid Ohlsson, Catherine Ross and John Stallman.

I do not propose to single out individual efforts because this has truly been a team effort. They have been a delight to work with and very professional in their approach in what are sometimes difficult circumstances. We are all volunteers, and I am in awe of the hundreds and hundreds of hours of time willingly given to the school that no-one really sees. This is in addition to the vast army of parent helpers who turn out for the specific P&C projects and fundraisers. Thank you all.

The most visible act in the P&C’s activities has been the Stephanie Alexander Kitchen Garden project. The executive committee early on decided that this was a project too large to be funded by the school community, and the Garden subcommittee was therefore challenged with the task of arranging funding from the broader Vaucluse community. To date this has been extremely successful, with funding objectives well progressed. The acceptance by Malcolm Turnbull of the patron position is testimony to the reality that this project has broad community support.

The efforts of an army of helpers have transformed what was once an unused and unsightly entrance to the school into a vegetable garden which has become a wonderful advertisement of parent co-operation and enthusiasm. Construction planning for the actual kitchen is also well underway. To date, the P&C has directly earmarked $11,000 to this project.

The other main decision of the committee this year was to approve special funding to enable the school to operate with an additional mainstream class. This commitment totalled $15,000.

A range of other activities has been completed by the committee, or in advanced state of planning:

- The Bush track was completed at minimal cost by a small band of dedicated volunteers. It is a great hit with the children. ($1,000)
- The Buzz Book has become an invaluable tool in school communications. I don’t know how we did without it before. ($200)
- A school grounds maintenance and upgrade program for 12 months has been funded from an anonymous donation ($7,500)
- A plan to re-turf several of the playing areas is underway, initially planned to commence in spring ($21,000 approved), but progress has been delayed while awaiting confirmation of an additional government grant.
- New gym equipment purchased from another anonymous donation ($1,000)
- Funding provided to allow the running of a literacy support program – ($8,600)
- New computer desks purchased, again made possible by an anonymous donation ($5,000)
- Purchase of a projector for the hall ($2,000);
- Renovation and re-establishment of the infants sand-pit area ($1,000);
- Creation of a moveable banner for marketing and advertising school activities ($2,000);
- Grant to cover the first year’s costs of the SAKG gardening expert ($8,000)

I hope you will agree that this has proven to be a most productive year.

Lastly it would be remiss of me not to highlight the pleasure the committee has had working with our Principal, Brian Nethery, and his dedicated team of talented teachers and staff. We have a wonderful school. Thanks for your support and generosity this year.

Geoff Norman
P&C President
Student representative’s message

2010 has been a successful year for our Student Representative Council (SRC) at Vaucluse Public School. We have been active during the year raising money for charities. We had a crazy hair day in Term 1 to raise money for Stewart House. The children made a gold coin donation and arrived at school with a colourful range of hairstyles. On Daffodil Day, all the children wore yellow clothing to raise money for cancer research. We had a Sports Colours Day at the end of Term 3, again to raise money for Stewart House. In Term 4, the children wore a range of creative hats and sunglasses for Sun Awareness Day.

As School Leaders, we also took on mentoring roles for younger and new students which included peer support, helping with playground safety and assistance with conflict resolution.

Our leadership skills were often put to good use during the year at assemblies and performances, during our Year 5/6 excursion to Canberra and the snow in September, and when visitors came to our school. In particular, there were two events where we were involved as school leaders. The first was the official opening of The Bush Track in June by our local hero, Mr Don Ritchie. The second was the Official Garden Launch of the Stephanie Alexander Kitchen Garden Program. This was an evening function in November where our role was to host the many visitors who came to the school including Malcolm Turnbull, The Member for Wentworth and Patron of the program at Vaucluse; the State Member for Vaucluse; Woollahra Municipal Council Mayor, the Commanding Officer of HMAS Watson and renowned Sydney chef Kylie Kwong.

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

David Angles and Natalie Norman
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

After a number of years of decline, student enrolments started to increase in 2009 and this trend continued in 2010 as the school welcomed more than 60 new students during the year. For the first time in five years, the school was able to form two Kindergarten classes. Also, as the table below shows, boys outnumbered girls for the first time in five years.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>124</td>
<td>111</td>
<td>72</td>
<td>58</td>
<td>85</td>
</tr>
<tr>
<td>Female</td>
<td>128</td>
<td>122</td>
<td>95</td>
<td>71</td>
<td>66</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90</td>
<td>85</td>
<td>90</td>
<td>85</td>
</tr>
<tr>
<td>Region</td>
<td>80</td>
<td>75</td>
<td>80</td>
<td>75</td>
</tr>
<tr>
<td>State DET</td>
<td>70</td>
<td>65</td>
<td>70</td>
<td>65</td>
</tr>
</tbody>
</table>
Management of non-attendance

Student attendance rates improved significantly in 2010 from those of previous years and for the first time in three years, attendance rates were better than regional and state averages.

Parents are required to provide a note of explanation for all absences including early and late arrivals. The assistant principals are required to follow up any unexplained absences and parents are contacted if their child is absent for three 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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>KJ</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>K-W</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3/4A</td>
<td>3</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>3/4A</td>
<td>4</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>4/5A</td>
<td>4</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>4/5A</td>
<td>5</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>18</td>
<td>25</td>
</tr>
</tbody>
</table>

Structure of classes

The school formed seven mainstream and two special education classes in 2010.

In the mainstream section, the school formed two Kindergarten classes, a Year 1 class and a Year 2 class. The primary section had three composite classes—a Year 3 / Year 4 class, a Year 4 / Year 5 class and a Year 5 / Year 6 class.

In the special education unit, the school formed an Autism class and a class for children with moderate intellectual disability (IO class).

Classes at Vaucluse Public School have been organised so that support staff, in collaboration with class teachers, can focus on 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.

The school has a non-teaching principal. The seven mainstream classes are taught by two assistant principals and five classroom teachers. The school has a Special Education Support Unit that was established in 2009. It has two classes that are taught by an assistant principal and a special education teacher. During the year, two autism outreach teaching positions were established at Vaucluse.

An experienced, cohesive staff team collaboratively plans teaching/learning programs to enhance learning outcomes for the students. Specialist and support staff complement class programs and further enhance learning outcomes through Languages Other Than English (LOTE) in Italian and Hebrew; 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. The school has a general assistant who is employed for one day a week.

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>Assistant Principal Special Education</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher Special Education</td>
<td>1</td>
</tr>
<tr>
<td>Autism Outreach Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>16.2</td>
</tr>
</tbody>
</table>

Two new teachers were appointed to Vaucluse at the beginning of 2010. One member of the teaching staff was on leave in 2010 and another teacher commenced maternity leave in Term 2. One member of the administration staff at Vaucluse has an Indigenous background.

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>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</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: 30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward $62396.71</td>
</tr>
<tr>
<td>Global funds 109562.26</td>
</tr>
<tr>
<td>Tied funds 148746.37</td>
</tr>
<tr>
<td>School &amp; community sources 126734.13</td>
</tr>
<tr>
<td>Interest 5845.08</td>
</tr>
<tr>
<td>Trust receipts 2921.00</td>
</tr>
<tr>
<td>Canteen 0.00</td>
</tr>
<tr>
<td>Total income 456205.55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas 1903.78</td>
</tr>
<tr>
<td>Excursions 28189.11</td>
</tr>
<tr>
<td>Extracurricular dissections 77987.26</td>
</tr>
<tr>
<td>Library 2447.72</td>
</tr>
<tr>
<td>Training &amp; development 5681.54</td>
</tr>
<tr>
<td>Tied funds 90378.54</td>
</tr>
<tr>
<td>Casual relief teachers 25660.58</td>
</tr>
<tr>
<td>Administration &amp; office 25074.38</td>
</tr>
<tr>
<td>School-operated canteen 0.00</td>
</tr>
<tr>
<td>Utilities 28894.34</td>
</tr>
<tr>
<td>Maintenance 20547.97</td>
</tr>
<tr>
<td>Trust accounts 3410.20</td>
</tr>
<tr>
<td>Capital programs 0.00</td>
</tr>
<tr>
<td>Total expenditure 310175.42</td>
</tr>
<tr>
<td>Balance carried forward 146030.13</td>
</tr>
</tbody>
</table>

During the year, the school received a one-off tied grant of more than $65,956 to establish a Stephanie Alexander Kitchen Garden program. Most of this money is included in the balance carried forward (please see above). It will be used to construct the kitchen in 2011.

The P&C generously donated $15,000 towards the cost of an above establishment teacher so that the school could operate with seven classes throughout the year. The P&C also contributed $8,600 to pay for a literacy support program in Semester 2.

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the school the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

K-2 Visual Arts

All students from Kindergarten to Year 2 participated in enrichment groups. The activities included Chinese brush-stroke painting, puppet and mask making, sewing, making soft toys and pom-poms, tie dying, and picture frame decorating.

Sculptures by the Sea

As part of the school’s art enrichment program, students from Years 3-6, a Kindergarten class and the IO class enjoyed an excursion to Sculptures by the Sea.

For the senior students, the excursion culminated in a workshop where they expressed their creativity in a variety of activities.

Dance

Every Friday morning during Term 3, all students from Kindergarten to Year 6 participated in a specialist dance program called “Footsteps”. Dances included partner, rap and disco. The program culminated in a school disco, attended by over 90% of our student population.
Music

All students have participated in music lessons focusing on the fundamentals of understanding music, music appreciation and performance. 2010 has seen students performing on a number of occasions such as Grandparents Day, Open Day, various Kindergarten days, a K-2 music concert in November and Musique sur l’Herbe, a Year 3-6 outdoor evening concert in December.

One of the highlights of the year was our participation in the Combined Schools Choir at Rose Bay Secondary College in November. Another musical highlight has been the development of the 2030’s rock band that has delighted audiences on a number of occasions throughout the year.

The school’s Presentation Day in December featured two excellent percussion items by Soda Adlmayer, the recipient of the music scholarship in 2010.

The school’s final performance for the year involved participating at the HMAS Watson annual Carols by the Bay evening in December.

Debating and Public Speaking

Debating is taught to all students in Year 5 and Year 6. Vaucluse entered two teams in the Bondi District Debating Competition. Both teams were rewarded with many successes as they tackled huge issues such as; science has changed our lives for the better, homework should be banned, the positives and negatives of city life and animal testing should be banned. The A team of Year 6 students won three of their five debates while the B team of Year 5 students won their competition.

All students from Kindergarten to Year 6 participated in school based public speaking opportunities. Two Year 4 and two Year 6 students were then chosen to compete in an inter-school Multicultural Perspectives Public Speaking Competition.

Sport

The Sports calendar for 2010 has been both busy and eventful.

The introduction of our daily PE program has ensured that every student is involved in some physical activity on a daily basis. Research has shown that the initial physical activity experiences which a child has at school, impacts significantly on attitudes and practices in later life. We have continued to develop fundamental motor skills at Vaucluse, through gymnastics, PE, dance and weekly sport. A new skills based sports program for K-2 students has been implemented.

Through regular involvement in fun and challenging activities we are developing these positive attitudes and habits of participation amongst our children and establishing Vaucluse as a health promoting school. Many thanks to all the teachers for their help and enthusiasm in making this work.

Our school continues to compete on par with other schools in the district through the PSSA competition and our netball and soccer teams all had successful seasons in 2010.

The school was well represented at the PSSA District trials and four students qualified for Sydney Regional carnivals: Zavia Leslie-Adam in tennis; Taite Moir, Jordan Swibel in athletics and Georgina Bannister in swimming, cross country, girls’ soccer and athletics. The Overall School Sports Champion for 2010 was Georgina Bannister and the winning house was Wentworth.
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 these assessments.

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

NAPLAN results – Year 3 and Year 5

Ten Year 3 and eighteen Year 5 students sat the NAPLAN literacy and numeracy tests in 2010. 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.

Literacy – NAPLAN Year 3

78% of Year 3 students achieved results in band 5 and band 6 in reading

78% of Year 3 students achieved results in band 5 and band 6 in writing

67% of Year 3 students achieved results in band 5 and band 6 in spelling
67% of Year 3 students achieved results in band 5 and band 6 in grammar and punctuation.

77% of Year 5 students achieved results in band 6, band 7 and band 8 in reading.

50% of Year 3 students achieved results in band 5 and band 6 in numeracy.

72% of Year 5 students achieved results in band 6, band 7 and band 8 in writing.
83% of Year 5 students achieved results in band 6, band 7 and band 8 in spelling.

94% of Year 5 students achieved results in band 6, band 7 and band 8 in grammar and punctuation.

83% of Year 5 students achieved results in band 6, band 7 and band 8 in numeracy.

Progress in literacy

The following five graphs illustrate the strong growth in student achievement for students whose progress could be tracked between Year 3 and Year 5. The graphs show growth in each of the four aspects of literacy and in numeracy that was achieved at Vaucluse and compares this growth to similar schools and state averages.
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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

An awareness of Aboriginal culture has been a strong focus in all curriculum programs throughout the school in 2010.

The Bush Tucker Garden continues to mature and will start bearing fruit in the next couple of years. The new bush track with its wonderful sandstone overhangs offers an excellent venue for reflecting on local Aboriginal life in the past.

Acknowledgement of Country is an initial part of all assemblies and formal meetings at the school. The Aboriginal and Torres Strait Islander flags are flown daily on the school flagpole.

Multicultural education

Languages Other Than English (LOTE) programs underpin multicultural education in the school. All students from Kindergarten to Year 6 learn a language. Approximately 80% of the students at Vaucluse Public School learn Italian and 20% learn Hebrew.

The Italian program is designed to balance between learning to speak, read and write the language and exploring some aspects of the rich culture of Italy such as cooking, art and history.

The children participating in the Hebrew program focused on learning the language and learning about celebrations and festivals. These included Purim, Shavuot, Rosh Hashanah, Yom Kippur, Succot and Chanukah. Highlights of the year were Passover where the students sang and showed off their knowledge at the demonstration Seder and then the senior excursion to the Savion Restaurant where the students ordered traditional Israeli food in Hebrew and then wrote amazing stories in Hebrew about their excursion.

All the students combined to celebrate Harmony Day in Term 1 with singing, dancing and the celebration of different foods.

English as a Second Language (ESL) programs support all newly enrolled students according to their needs and backgrounds.

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.

The Student Representative Council nominates a student from each class to receive a kindness award at a special assembly at the end of each term. The presenting of these awards is the culmination of a priority school program that promotes the values of kindness and respect for everyone.

The Stephanie Alexander Kitchen Garden Program

2010 has been a huge year for this exciting project at Vaucluse Public School. It has been the year of the working bee as time and time again, large groups of enthusiastic parents spent time on the weekends converting the overgrown vacant block into a fabulous and fruitful vegetable garden.

In all those hours spent together, we have built more than a garden; we have built the Vaucluse Public School community. Malcolm Turnbull has come on board as our patron. Rudi Adlmayer has been officially hired to do what he has been voluntarily doing for years – run the garden program and Ilana Akres has commenced running small cooking classes in the canteen.

Plans for the kitchen are well under way and it is hoped that the cooking and eating part of the program will be well under way by the end of Term 2.

Along with special guests Malcolm Turnbull and Kylie Kwong, The school community celebrated a successful year with a fabulous Garden Launch on a warm November evening that attracted many people from the Vaucluse community and beyond.
Progress on 2010 targets

Target 1

_Improvement in learning outcomes for all students in literacy and numeracy_

Our achievements include:

- An increased focus on writing in all teacher professional learning and teaching/learning programs throughout the school.
- An overall improvement in NAPLAN test results, particularly in spelling, reading and grammar and punctuation.
- A reduction in the number of students achieving Band 2 in their NAPLAN tests by 25%.

Target 2

_The introduction and implementation of connected learning_

A connected classroom was established in the school in 2009. Due to the disruption and the need to temporarily place classes because of the Building the Education Revolution works and the refurbishment of a number of classrooms, the computer room was unable to be used as a connected classroom in 2010.

Our achievements include:

- Teachers are more frequently using classroom interactive whiteboards to support teaching/learning in all KLA’s.
- Improved NAPLAN results in all aspects of literacy and numeracy.

Target 3

_To increase student engagement in all Key Learning Areas_

With the financial assistance of the P&C, the school was able to maintain an above establishment class throughout 2010. In addition, the school implemented a literacy support program for Year 1 and Year 2 students.

Our achievements include:

- The establishment of smaller classes to improve teaching and learning.
- Significant progress in reading and writing results for students in the literacy support program.

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 2010, the school evaluated School Management and Reading.

Educational and management practice

To improve its effectiveness, the school attempts to gauge the opinions of people on aspects of educational and management practice. In 2010, the school decided to gauge people’s thoughts about management in the school.

Background

A SchoolMap survey was issued on a random basis to staff, families and senior students. This was a voluntary survey that looked at different aspects of management in the school.

Findings and conclusions

Analysis of results revealed that people are generally positive about the management of the school. Aspects of management that scored strong positive responses included:

- Student welfare needs are reflected in the school’s policies, processes and practices.
- The school employs a range of strategies to ensure effective communication with students and parents.
- The educational needs of the students are met by the school.
- The allocation of money and other resources are managed effectively in the school.

Survey results indicate that the school needs to:

- Make major changes from time to time to improve what it does; and
- Ensure teachers undertake extra training to improve their classroom teaching.

Future directions

The surveys highlighted the need to determine what major changes are needed to improve school management and to ensure that teaching in the school reflects current educational practices, particularly in information technology.
Curriculum
The curriculum area that the school decided to evaluate in 2010 was reading.

Background
The primary English syllabus is organised into three strands: talking and listening, reading and writing. The school agreed that the primary focus should remain on improving student writing outcomes so that results better reflect those in the other aspects of English. However, teachers agreed that areas of reading were inadequate and staff and parents participated in meetings and focus groups and a survey was completed by senior students.

Findings and conclusions
- There was a need to establish a school literacy support program for Year 1 and Year 2 students.
- Students should use a broader range of class reading materials including newspapers, magazines, and information on the internet.
- There is a lack of contemporary reading materials for the students in Stages 2 and 3.

Future directions
- Continue to target students with an identified need in Year 1 and Year 2 in a one-to-one school literacy support program.
- The P&C to help purchase sets of recently published novels for use in classroom reading groups and in literacy circle activities.
- Students will participate in an online individual reading program called Lexile that will be supervised by the librarian.

Professional learning
Professional learning is seen as a critical component in the delivery of best practice. In 2010, staff attended professional learning programs and courses in line with priority areas from the school Management Plan 2009 – 2011. These included:
- Literacy including analysing writing K-6.
- Numeracy including Maths tutoring program
- Analysis of NAPLAN data
- Quality Teaching
- Maximising student engagement through the use of interactive whiteboards.
- CPR and Emergency Care training.
- Merit Selection Panel training.

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 2011. 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 2011

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 and assisting students with their homework.
- Purchasing reading resources for the senior classes with P&C funds.
- 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.

Our success will be measured by:
- Improved overall achievement in NAPLAN tests.
- 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:

Strategies to achieve this target include:

- Professional learning in the use of interactive whiteboard technology.
- Launch a new computer room with a facility to access connected classroom activities.
- Ongoing training for staff in the use of interactive whiteboard technology.
- Increased student access to technology.
- 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.

Our success will be measured by:

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

Target 3
To increase student engagement in learning

Strategies to achieve this target include:

- Engaging students in leadership programs.
- Enhancing staff capacity to improve learning outcomes using the Quality Teaching framework.
- Implementing the school’s Gifted and Talented policy.
- All teachers are effectively using classroom interactive whiteboards to support teaching and learning.
- Engaging parents and local community members to support specialist programs.

Our success will be measured by:

- Staff and student engagement and motivation.
- Improved results in NAPLAN tests.
- 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.

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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: