School Context Statement

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 305 students from Kindergarten to Year 6 in twelve mainstream classes and three classes in a Special Education Support Unit.

Our teachers promote an inclusive culture based on the values of caring and kindness. In a safe and supportive environment, children form lasting friendships from Kindergarten to Year 6. All enjoy a strong sense of belonging where parents and members of the local community work closely with teachers and staff to support the students.

Vaucluse Public School values the development of the whole child and celebrates their achievements in all areas – academic, environmental, debating and public speaking, sports, the creative arts and in community and cultural activities.

Our school boasts a dynamic Stephanie Alexander Kitchen Garden Program where children enjoy an exciting journey of sowing, nurturing, harvesting, cooking, presenting and consuming healthy foods.

A Mandarin Language Program, a Hebrew Program for background speakers, a specialist Music teacher, a junior and senior choir, rock band, recorder group and band, and a Gymnastics program also contribute to the rich learning environment the school provides. The school runs a number of additional activities that contribute to the culture such as soccer club, drama club, a very committed SRC and a strong and rigorous leadership program.

The combination of rich learning programs and a beautiful setting make Vaucluse Public School a delightful place to be.

Principal’s Message

As I sit and look back at 2014 I am filled with much hope and confidence for the future. Vaucluse Public School has been on a rapid trajectory of growth for the past several years. In recent times we have been featured in national newspaper articles because of our significant growth in population. For the last two years we have taken only in area enrolments and still our population grows. Not only have we undergone transforming physical changes but wonderful change has occurred in the classrooms.

In 2014 part of our school was painted. The playground was transformed with new asphalt, new basketball, netball and games courts. In 2014 we began to look refreshed and revitalised. With a growing school population we were able to increase the Library and administration resources. Our school library is the hub of the school and wonderful support from parents, grandparents and the P&C has transformed this space into an exciting learning environment. The technology resources in the library including a network of computers, an Interactive Whiteboard and class sets of ipads and ipad minis for K-2 students enable the library to deliver digital media programs for all students. We have also through the generosity of parents boosted library reading resources significantly. The Stephanie Alexander Kitchen Garden Program continues to be a life force in our school. This year we are seeing students with high levels of skills after three years of the SAKG program. On Mondays and Tuesdays at Vaucluse PS we run our own Masterchef classes.

Teaching and learning has also undergone transformation with the implementation of the new
Australian Syllabi. In 2014 teachers participated in a great deal of Professional Learning around the new English syllabus, new Mathematics syllabus, new History syllabus and creative and critical thinking. Teachers were heavily involved in a great deal of other Professional learning. The capacity of the teaching staff is evident by the quality of programs in and out of the classroom. These programs have been well supported by the P&C who have raised significant amounts of money. In 2014 the P&C funded large amounts of resourcing for the school. The resources purchased included three interactive whiteboards, ipads, guided reading resources, a k-6 comprehension program, and library resources. The inclusion of netball and basketball courts has also transformed our school. This is a part of a greater whole that the P&C have supported financially this year. Our classroom programs also were greatly enhanced by parents as part of the Class Parent Program. Together we are making a big difference.

Vaucluse Public School has three core strengths – its students, its staff and its community. In 2014 the three groups worked very closely together to achieve a great deal. Our children come to school happily and engaged in exciting learning. Our students have a strong sense of social justice and have been actively involved in a number of service learning projects this year. They have supported local charities for cancer, homelessness and poverty. They have also supported a number of international aid organizations. Our Student Representative Council regularly had lots of ideas for making a difference. A week does not go by without someone popping their head in with an idea or a suggestion for making this a better place. We are proud of our student’s sense of social justice. They have a strong commitment to helping and it is evident in our playground and around the school.

At Vaucluse Public School there is a strong sense of wellbeing. The location of the school in one of the most beautiful parts of the world – Sydney Harbour – provides us with many, many opportunities literally at our back door. The vastness of playing areas within the school also contribute to a sense of harmony. Well maintained classrooms, a dedicated group of teachers and strong community support all contribute to make our school a very special place.

Maureen Hallahan
Principal

P&C Annual Report

I look back over the past year as President of the P&C with pride recognising an impressive number of achievements due to the combined enthusiasm and commitment of so many parents. Our school continues to grow and our needs are greater. The newly appointed P&C Executive have worked hard to identify and prioritise VPS’s needs for the future. Our agreed objectives are 1) to improve communication to parents 2) to raise funds for increased educational resources 3) to assist with the maintenance of the school grounds and buildings, and 4) to create an open and welcoming atmosphere.

We finish 2014 in a strong financial position thanks to a solid fundraising program supported
by parents and the local business community, and strong financial management.

There are many programs that parent volunteers operate such as the Stephanie Alexander Kitchen Garden (SAKG), the clothing pool, the walkathon, extra-curricular programs, book covering sessions, working bee’s, class parents program to name a few.

Other memorable achievements in 2014 included revamping Vaucluse Under the Stars with a ‘Country Fair’ theme to welcome our families into the new year, launching of a VPS Facebook page, re-organising the clothing pool, the working bee’s, introducing extra curricula programs such as dance, karate, soccer and netball and two external events being the VPS Trivia Night and ‘kids’ dinners at Watsons Bay.

The fundraising activities in 2014 have delivered our children a wonderful netball and basketball court, more than $35,000 worth of readers, indigenous and science books, a much needed ‘comprehension program’ for students, cabling around the school, ipads, four electronic whiteboards, the outdoor classroom and maintenance of the school grounds. Along with the P&C’s usual financial assistance for learning support

We would like to thank all parents who took the time to respond to the P&C Parent Survey. Your feedback and insights are helpful in planning for future developments. In light of the results, our priorities for the upcoming year include upgrading the toilet blocks, providing passive play areas, delivering additional technology, improve buildings around the school, support for enhancing learning and student well-being activities, and delivering a solution around pedestrian safety including signage, a parent safety roster and flashing lights at the school gates.

Recent research suggests that a vital ingredient to a student's engagement and learning is parental participation. Involvement in the educational process is one of the best expressions of support a parent can show a child. Parents also gain the opportunity to participate in decision-making on how to spend funds to best assist the school and its students.

The spirit that’s been created within our school is infectious with our kids being the beneficiaries. The opportunity is ours to continue making VPS a better place for our children’s academic and social development.

With the cooperation and support of VPS’s wonderful faculty, parents and the P&C are extremely well positioned to achieve our priorities and improve our kid’s educational experience.

We welcome as many parents as possible to get involved and to remain informed about your child's education; it is extremely rewarding and you, your children and your community will benefit.

Stephanie Atkinson
President
Vaucluse Public School P&C
Your children, our school community – working together

Student Information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies
Student Enrolment Profile

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<th>Year</th>
<th>2008</th>
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Student Attendance Profile

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<td>Garden Specialist</td>
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Workforce Information

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

Workforce Composition

Position

- Principal: 1
- Deputy Principal(s): 0
- Assistant Principal(s): 4
- Head Teachers: 0
- Classroom Teacher(s): 15
- Teacher of Reading Recovery: 0
- Learning and Support Teacher(s): .4
- Teacher Librarian: .8
- Teacher of ESL: 0
- School Counsellor: .2
- Mandarin Teacher: .8
- Hebrew Teacher: .4
- General Assistant: .3
- Kitchen specialist: .4
- Garden Specialist: .2

Relief From Face To Face: .8
School Administrative & Support Staff: 8
Total: 32.1

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 there were no indigenous people employed at Vaucluse Public School. In 2014 the school’s Executive team grew by one. There were two Assistant Principals in Stage 2 and 3, one Assistant Principal in Early Stage 1 and Stage 1 and one Assistant Principal in the Support Unit. Because of increased school population the Library position went to four days a week. There was also an additional day for administration.

Teacher qualifications

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

Qualifications % of staff

- Degree or Diploma: 100%
- Postgraduate: 30%

Professional Learning and Teacher Accreditation

In 2014 all staff were involved in Professional Learning. An hour and a half was allocated on a weekly basis to whole staff Professional Learning. This took place each Tuesday afternoon after school. Areas covered were as follows:

- Child Protection
- NSW DEC Employee Code of Conduct including Dress Code
- Introduction to the new NSW Science & Technology Syllabus written for the Australian Curriculum
- Revisit of the new NSW English Syllabus written for the Australian Curriculum
- Revisit of the new NSW Mathematics Syllabus written for the Australian Curriculum
- Anaphalaxis
- Emergency Care and CPR
- Assessment Strategies and the development of Individual learning plans
- Role of Learning and Support, Every Student Every School, Disability Standards in Education
- Autism in the Classroom

Students

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State DEC

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</table>
• Understanding Reconciliation and implementing Aboriginal Education
• Literacy and Numeracy Continuums
• Using SMART Data
• Reading and Writing Assessment
• Comprehension and Spelling
• Technology: BYOD and ipad technology, digital media including istop motion, Animationish and educational Apps
• Information Skills
• Cooperative Planning and using BOSTES Program Builder

In 2014 the ongoing implementation of the new English syllabus continued. The implementation of the new maths and science syllabus also began. The whole staff participated in a Learning Community conference based on creative and critical thinking.

In 2014 there were four new scheme teachers working towards accreditation. A mentoring program was established to support these teachers.

In 2014 Staff Development days were focused on the implementation of the new English, Mathematics and Science syllabi. There was also Professional Learning around digital Media, Spelling, Reading, Writing including Grammar and Punctuation.

**Beginning Teachers**

In 2014 there were three Beginning teachers - two permanent and one temporary. All teachers participated in a mentor program and attended three Beginning Teacher Conferences. The mentor programs consisted of weekly meetings, additional release from face to face teaching, individual mentoring sessions and in class support. As part of the Cosies (Community of Schools in the Eastern Suburbs) they also participated in Beginning Teacher Network meetings and visiting other schools to observe exemplary practice. Within the school a program of class visits and demonstration teaching was established. These teachers also began their two year accreditation process under the supervision of their Mentor teacher.

**Financial summary**

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

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<td><strong>Total income</strong></td>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2014 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 2014**

**Academic achievements**

**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.

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**Year 3: Reading**

**Year 3: Grammar and Punctuation**

**Year 3: Spelling**
Year 3: Writing

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3: Numeracy

Year 5: Grammar and Punctuation
Other Achievements:  
Stephanie Alexander Kitchen Garden 
Program: Garden

2014 in our Stephanie Alexander Kitchen Garden was an excellent year for all involved. The program turned to a more hands on and practical experience for the children whilst school teaching staff took more control of relating kitchen garden themes into their curricula, such as maths, science and art key learning areas. To mirror this, schools stage 2 and 3 term units were incorporated into garden lessons by the Kitchen Gardener.

The garden provided an arena for children to learn about the soil and pH, how plants grow, and the role of compost and organic matter.

Other topics included:

- The study of garlic, its origins, how to grow it and what cultures utilise it for cooking.
- Biodiversity in the garden included splitting a native bee hive (Tetragonula carbonaria) and observing its hive.
- The role seed saving plays in gardens and the importance of preserving heirloom seeds of fruit and vegetables.
- We looked at the effects of sending seeds on the space shuttle including native seeds from Australia.
- For NAIDOC week classes used the Bush ucker Garden and learned about bush tucker such as lemon scented myrtle, native ginger and sandpaper figs. Children also discussed cultural and natural heritage issues of Indigenous Australians.
- An excursion was arranged to Nielson Park looking at the role of National Parks and why they are so important for natural and cultural heritage.
- Children also measured and completed basic design for 3 new garden beds. A process that allowed children to measure linearly and in volume.

Children planted cauliflower, broccoli, cabbages, kale, radishes, broad beans, sweet peas, lettuce, corn, cucumbers, tomatoes, garlic, beetroot, spinach, silverbeet, horseradish, onions, leeks, spring onions and parsley. From seed, seedling and cuttings.

From a volunteering point of view one parent attended and assisted with classes allowing classes to be more structured in smaller groups, this was ideal. One International Baccalaureate student from a local high school and one parent attended assisting with garden duties such as weeding and composting.

Chickens were maintained by three volunteers including egg collection, feeding and coop maintenance. Six new Isa Browns chickens were donated by a parent and were introduced to the coop. Chickens were healthy and inoculated. They are laying dutifully.

Overall we had a fantastic year covering a lot of subjects and had some great discussions. On a positive note it was also great to have more of the program relate back into the classroom outside kitchen garden time.

I look forward to a bigger and better 2015 expanding the garden for more production and teaching the children about growing, harvesting, preparing and sharing.

Rudi Adlmayer  
Kitchen Gardener.

Stephanie Alexander Kitchen Garden 
Program: Kitchen

Since taking over as the cooking specialist mid 3rd term 2014, I have been fortunate to have shared my love of cooking healthy, fresh seasonal foods with the children of Vaucluse Public School. Most of this food has been grown in our very own...
school garden. With some help from our resident chickens, we have also indulged in the freshest, most vibrant eggs available! We have juiced, blended, whisked, pounded and rolled our way through a myriad of menu’s utilising our kitchen to it’s fullest potential, creating culinary dishes for all to taste & experience. Our motto is “Just give it a try, you never know what it tastes like until you experience it”... Many parents would be amazed by the palette of our blossoming foodies!

We welcome volunteer parents/carers to these classes to share the experience with the children and they love having you there too! All our menus are on the school website for you to try at home too, which I highly recommend, as the children gain valuable skills and confidence in the kitchen. With the changing seasons, so does the diversity of our produce and I look forward in 2015 to continuing our culinary journey together.

Ange Davids
Kitchen Specialist

Vaucluse Orchestra and Rock Band

Vaucluse Public School enjoys the talents of its musically inclined students through their participation in our school orchestra and rock band, which performs at assemblies once a term, special school events and Carols at Watsons Bay. Ms Karla Aspden who works with Ms Alex Bieri and Mr Chris Wilson who rehearses with the Rock Band once a week coordinates both bands.

The orchestra uses a band method book called Essential Elements book 1 for rehearsal. Students are able to take private lessons at school to encourage their mastery of their favourite instrument. Lessons occur during lunch hour or before and after school in order not to interrupt valuable learning time. Students from Kindergarten to Year 6 are invited to participate. At the end of each year the school hosts musicians from Music Partnerships to take each class for a ‘blow test’. Students from K-6 listen, look, feel and try different instruments of an orchestra in order to gain a deeper insight into instrument preferences. After this session a note is sent home for students and parents to register their choice of instrument for the following year.

Karla Aspden
Band Coordinator
**Public Speaking**

In addition to the school’s K-6 classroom public speaking program, this year our school competed in the Multicultural Perspectives Public Speaking Competition as well as The Greater Southern Sydney Primary Schools Public Speaking Competition. The Multicultural Perspectives Public Speaking Competition aims to promote, support and develop students’ skills in public speaking. We had four representatives, one from each year 3-6. These representatives went to compete in the local final at Rose Bay Public School on the 19th June. They did an outstanding job of representing our school and developed their skills in speaking to a large audience with both prepared and impromptu speeches.

The Greater Southern Sydney Primary Schools Public Speaking Competition was held at Birchgrove Public School on the 20th October and the school was represented by four students, one from each stage. This was the first time students from kindergarten and Year 2 have represented the school at an inter school public speaking competition and their skill and confidence in delivering both prepared and impromptu speeches was truly impressive.

**Debating**

The debating program is open to all interested students from years 3-6 in Terms 1 and 4 as part of lunch time debating club while inter-school debating and coaching is offered to students from year 5 and 6 in terms 2 and 3.

Lunch time debating club helps provide students 3-6 with a range of skill building activities without the formal framework of a team debate. The goal of these sessions is to give students in years 3 and 4 an introduction to the skills involved in formal debating and help them to decide if they are interested in developing these skills further in years 5 and 6. For students in years 5 and 6 it is an opportunity to refresh their skills and help mentor the younger students.

This year students from Years 4, 5 and 6 participated in the Bondi District Debating Competition. For some students, it was their very first experience at debating, including Year 4 students who had to compete against year 5 students from other schools! They worked very hard during both class and their own time to learn and practice skills working as a team, developing arguments and effective rebuttal. It was wonderful to watch the students’ confidence and abilities develop throughout the year! They really represented the school with maturity and enthusiasm. Their determination and hard work was rewarded with the A team winning the competition.

**Laura Caesar**  
Public Speaking and Debating Coordinator

**Drama Program**

In 2014 A drama program was established at Vaucluse Public School. Students from years 2-6 auditioned for the program which was held one lunchtime a week. The students did vocal and physical warm ups, improvisation activities and Play Building exercises to create a play.

The play entitled, ‘The West Tree’ was Play Built by the ensemble and drama teacher David Todd. After the play was cast the students started rehearsing in preparation to submit an audition tape for the regional drama festival. The audition was accepted and the drama ensemble went to NIDA to perform in the Sydney Schools Drama Festival.

The play was very well received and was subsequently accepted into the highly coveted State Drama Festival which is run by the arts unit and held at the Seymour Centre. Sydney Schools Arts director Susan Sukkar saw the performance at NIDA and invited the ensemble to also perform the piece at the ‘Come Together’ festival at the Sydney Town Hall. ‘Come Together’ is a celebration of the arts and teaching and learning across the greater Sydney Region.

It was a great honour to perform the play to so many audiences. The students and the school
community were very proud of the achievements of this ensemble most of whom had only started acting at the start of the year.

David Todd  
Drama Coordinator

Digital Media Program
In term 4 Stage 2 & 3 participated in the VPS Digital Media Program. The program was run by the staff members every Friday and incorporated relevant links to the HSIE, PDHPE, CAPA and English Syllabuses. Each class was divided into three groups who each focused on a different mode and content area. The groups had to script a short film that encompassed elements of live action, stop motion and digital animation. Each module ran for 3 weeks and these elements were all critical sections of the finished film.
The live action footage was scripted by the group, filmed using green screen technology lit with professional film lights, shot on an HD camera and edited by the group on final cut pro on a Macbook Pro.  
The stop motion module was created using the school’s brand new ipads. The app ‘iStopmotion’ and ipad tripods were purchased for the program. The app allowed the students to tell their stories by using rapid photography with ghosted images while moving figurines and text around.  
The digital animation element took place in the computer lab using the PC software ‘Animation-ish.’ Animation-ish is a program that allows students to draw images and with multiple slides – animate them. The school also purchased graphic tablets and stylus pens to enable the students to draw their images as if they were drawing on paper.

The final projects were edited together then screened on the new VPS audio visual system in the school hall with all Stage 2 and 3 students, teachers and parents in attendance.

David Todd  
Digital Media Coordinator

Sport
The growing body of research finds that team sport plays a positive role in the all-round development of young people, including improved academic achievement, higher self-esteem, and fewer behavioural problems.

Many studies on the effects of sport focus on the five “C’s”— competence, confidence, connections, character, and caring. The many facets of playing sport—the discipline of training, learning teamwork, following the leadership of coaches and captains and learning to lose—all help develop these five C’s in our children.

For many students, primary school offers them their first exposure to organised sport and as such plays a key role in determining whether early sporting experiences are positive or negative. School sport represents a ‘window of opportunity’ for the development of skills, values and attitudes that underpin a child’s ability to access and enjoy physical activity and sport during childhood and in later life.
Coaches and parents are key influencers when it comes to sport living up to its potential for building character.

Vaucluse has had another excellent sporting year in 2014 with a large number of students competing at District and Regional level. Our PSSA netball and soccer teams all had successful seasons and our in-school programs continue to go from strength to strength.

During 2014 Vaucluse students participated in the Premier's Sporting Challenge. The program aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. Students from K - 6 participated by logging time spent in a broad range of recreational pursuits during playtime, as part of school sports programs and at weekends. It is clear that we have a very active group of students at Vaucluse with the weekly targets easily met. At the end of the program each child received a certificate for their efforts and the school was awarded the Diamond level certificate, the highest level achievable.

The lunchtime Soccer clubs have grown this year with girls and boys from K-2 participating enthusiastically, learning some skills and the value of fair play.

Enthusiasm and participation at our school sports carnivals has been encouraging and student’s skills have been developed through programs in Athletics, Gymnastics, Soccer, Brazilian Jujitsu, Dance, Tennis and Yoga.

Tom Styles
Sports Coordinator

Vaucluse Public School Student Representative Council

The Vaucluse Student Representative Council is a student-based civic organisation designed to help promote school spirit and leadership among students. In 2014 representatives were elected from each class K-6. The representatives were gender balanced and served for one school semester. New representatives were elected for the second semester. Council members demonstrated leadership qualities by serving as good examples of behaviour through their words and actions. All members participated in approved activities, which enhanced the quality of both the physical and behaviour environment of the school.

The purpose of student council was:
- To develop positive attitudes and to practice good citizenship.
- To promote harmonious relations throughout the entire school.
- To improve student/faculty relationships.
- To improve school morale and general welfare.
- To provide a forum for student expression.
- To plan special events or projects.

Objectives of the Student council was to:
- Maintain open communication between students and school staff.
- Be involved in many community minded projects.

School service: Clean up, school
- fundraisers
- Community service: National fundraisers, Recycling projects

The commitment to these goals was seen in their fundraising efforts for endangered species, the homeless, collecting books for indigenous literacy programs, raising awareness of diseases such as cancer and rare chromosomal disorders. They also tackled litter on the playground through supervising Nude Food Wednesdays and applied for environmental awards.

The work of the SRC is an important one. Our students make a big difference through all their efforts and leadership. All members of the Vaucluse School Community appreciate the work of our SRC.

Karla Aspden and Kara McEnemy
SRC Coordinators
Aboriginal Education

At Vaucluse in 2014 we had three main focus areas for Aboriginal Education. We explored the Aboriginal heritage of our local area as part of Reconciliation Week. We connected with a remote school in the Tiwi Islands in the Northern Territory for NAIDOC Week and we told stories through art as part of a mural project with Gangari artist Aunty Kathy Dodd Farrawell.

For Reconciliation Week each class focused on a different element of Aboriginal history and culture from our local area. We researched street names, hunting weapons, local identities and bush food to name a few topics. The year six students investigated the ‘Recognise’ movement aimed at recognising Aboriginal people as the first people of our nation in the constitution. This culminated in a week of celebrations including a bush tucker study session, a cruise on the harbour on the Tribal Warrior and a visit from Aunty Fay Carroll to welcome us to country at our Reconciliation Assembly.

For NAIDOC week we completed a buddy film project with Kindergarten and Year 6 students from Vaucluse and Milikapiti Schools called ‘Big Kids Helping Little Kids.’ The two schools showed how their buddies helped them at school and every day life. This was accompanied by a cultural study of the Tiwi Islands which was facilitated across the school by David Todd who had taught in the NT for a year and was able to share his stories and language of the culture.

At the end of the year Gangari artist Aunty Kathy Dodd Farrawell worked with fellow artist Cassie and the students to create a mural that depicted the significance of Aboriginal culture in our local area. The students worked collaboratively with Aunty Kathy to create a visually beautiful and meaningful piece of permanent outdoor art for our school.

David Todd
Aboriginal Education Coordinator

Multicultural Education and Anti-Racism

Languages Other Than English (LOTE) programs underpin multicultural education in the school. All students from Kindergarten to Year 6 learn a language. 88% of the students learn Mandarin and 12% learn Hebrew.

The Mandarin program is designed to balance between learning to speak, read and write the
language and exploring some aspects of the rich culture of China 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. All our students combined to enjoy a very colorful Harmony Day in Term 1 with singing, dancing and the celebration of different cultures in the school. We also recognized Refugee children and girl students in African countries.

**Learning and Support**

Students who experience difficulties in basic areas of learning and behaviour are supported through our school's Learning and Support Team that meets weekly. This includes support for students with significant learning difficulties, mild intellectual disabilities, language disorders and behaviour needs. The team also identifies Gifted and Talented students and how to cater for their needs.

Students do not need a formal disability diagnosis to access support through these resources, including students with autism spectrum disorders or mental health disorders who have lower level needs.

In attendance is executive staff, the school counselor, referring teachers, the Principal and Margaret Nay. Margaret Nay is our Learning and Support Teacher (LAST) who works with students three days a week. Her role within whole school initiatives is to improve outcomes for students with additional learning and support needs.

The role is responsible for the design of specialist learning programs identified with specific learning needs. Ms. Nay works an additional day supporting Maths and Literacy groups in Stages 2 and 3. She mentors beginning teachers to enrich their understanding and delivery of the curriculum. Students in Year 1 and 2 participated in the Multilit program run by Support Teacher Wendy Lonergan. The program improves decoding and fluency skills in reading.

**Learning and Support Teacher (LAST)**

The role of the Learning and Support Teacher as a member of the school learning and support team is to:

- Work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- Plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- Model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- Provide direct support for students with
additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.

- Provide professional specialist advice, support and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home.

- Provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team, and to assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

**Karla Aspden**
Learning and Support Coordinator

**Vaucluse Public School Support Unit**

In 2014 the Support Unit at Vaucluse Public School welcomed 5 new students and their families into the Autism class. For the first time the Junior IO class became a Year K-2 class and the Senior IO class a primary Year 3-6 class. This allowed for an increased number of integration opportunities across the school in all year groups. The teachers in the Support Unit also managed to align the Science, Creative Arts and HSIE units of work studied throughout the year with the units of work that the students’ same age peers in mainstream were also completing. As a result of this collaboration, students in the Support Unit attended mainstream excursions to Wildlife World, the Museum of Sydney, Sculpture By the Sea, the Art Gallery of NSW and Sydney Harbour National Park. The Support Unit also took part in the Bella Program at the Museum of Contemporary Art, a program designed specifically for students with special education needs.

In addition, the Support Unit completed a unit of work on Celebrations, culminating in a final end-of-year celebration that was planned and orchestrated by the students. Activities included designing a menu, online shopping for the ingredients, cooking and food preparation, the creation of invitations using Microsoft Publisher, choreographing dances to music they had chosen and creating special decorations, including white paper cranes following video instructions. Students experimented with a range of tools, mediums and multi-media during the Celebrations unit, including ipads and specific applications, the interactive whiteboard and software, photographs from their own personal birthday parties and a variety of literature, including the text Rak Niwili

This year the Support Unit also implemented the New Mathematics and Science and Technology Syllabi written for the Australian Curriculum. Students took part in hands-on and practical mathematics activities on a daily basis in order to address the new objectives of the new Mathematics Syllabus. The Senior IO class were fully integrated into the Primary Digital Media program where students completed a term of activities in small groups with their mainstream peers across Years 3-6. Activities included creating a series of films using the program Animationish, a green screen kit and video camera and ipads using the istopmotion application.

Several students from the Support Unit were actively part of the Junior and Senior Choirs throughout the year and performed in December in the annual Carols at the Bay celebration at Watson’s Bay.

2014 saw the Support Unit conclude its sixth year since it was established at Vaucluse Public School in January 2009. With the outstanding support of the local community and staff body, it continues to grow and flourish.

**Nicki Steevens**
R/Assistant Principal of Support
School Planning and Evaluation
2012—2014

School Evaluation Processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Community consultation through surveys, P&C forums, Parent / Teacher Interviews, Class Parent forums.
- Staff and student forums and surveys.
- Executive and Staff planning meetings.
- School Improvement Committee Meetings.
- Vaucluse Public School’s NAPLAN data.
- Vaucluse Public School’s PLAN Data.
- School based assessment
- Parent feedback at Parent / Teacher Interviews.
- Vaucluse Public School Learning and Support Committee
- Vaucluse Public School Curriculum Committees
- Whole School Professional Learning meetings.

School planning 2012-2014:
School Priority 1

Numeracy
Outcomes from 2012–2014

- Increased levels of numeracy achievement for every student.
- Improved diagnostic assessment of numeracy learning in Kindergarten.
- All staff participates in Professional Learning in all strands of Mathematics.
- Improved Year 3 and Year 5 student achievement in NAPLAN.

Evidence of Progress Towards Outcomes in 2014:

- More than 95% of Year 3 students and 90% of Year 5 students achieved at or above the national Minimum Standards (NMS) in the 2014 NAPLAN tests.
- In Year 3 70.2% of students achieved in Bands 4,5 & 6 for Numeracy. In Year 5 57 % of students achieved in Bands 6,7,& 8 for Numeracy.
- In 2014 59 % of Year 5 students achieved greater than or equal to expected growth.
- Students at risk were identified. These students were referred to the Learning and Support Committee. Individual Learning Plans were developed for these students and monitored and evaluated by the Learning and Support Committee.
- School timetables reorganized to provide blocks of time to implement stage Mathematics and Programs in Stage 1, Stage 2 and Stage 3.
- Classrooms continued to be resourced with concrete materials. Resource lists were supplied by Mathematics consultant Anita Chin. These were purchased and used in classrooms throughout the year.
- The Quality Teaching Framework used for the development of maths Programs.
- The Numeracy Continuum used to map individual students and inform Individual Learning Programs for students at risk.
- The Numeracy Continuum use to map all students.
- All K-2 staff using SENNA assessment strategies to analyse learning.
- K-2 staff introduced to TEN Program.

Strategies to Achieve These Outcomes in 2014

- Analyse school, PLAN , NAPLAN and ICAS data to identify trends and develop strategies to improve student performance
• Identify and develop Individual Learning Plans for students in two lowest bands
• Provide Professional Learning opportunities around the Australian Curriculum for Mathematics.
• Continued implementation of streamed mathematics groups across all stages.
• Continued implementation of Mathletics. Parent and Teacher Professional Learning to support implementation.
• In school Professional Learning for SENA and Count Me In Too.
• Implementation of the Numeracy Continuum to map all students.
• Continued resourcing of classrooms with concrete mathematics materials.
• Continued development of Assessment strategies including rubrics, Learning Intentions and rich feedback.
• Continued implementation of DEC K-6 Mathematics Scope and Sequence.
• Continue to implement Collaborative Planning to insure all stages have differentiated teaching and learning programs.
• Stage teams to continue to develop assessment tasks, comparative work samples to enable consistency of teacher judgement.
• Integration of the Stephanie Alexander Kitchen Garden Program into hands on Mathematics activities.
• Stage teams identify items from SMART Data where Vaucluse Public school fall below the State and Regional averages and develop programs to address these deficits.

• Improved Year 3 and Year 5 student achievement in NAPLAN

**Evidence of Progress Towards Outcomes in 2014:**

• More than 94% of Year 3 students and 96% of Year 5 students achieved at or above the national Minimum Standards (NMS) in the 2013 NAPLAN tests.
• In Year 3, 77% of students achieved in Bands 4, 5 & 6 for Literacy. In Year 5 84% of students achieved in Bands 4, 5 & 6 for Literacy.
• In 2013 85.7% of Year 5 students achieved greater than or equal to expected growth.
• Students at risk were identified. These students were referred to the Learning and Support Committee. Individual Learning Plans were developed for these students and monitored and evaluated by the Learning and Support Committee.
• School timetables reorganized to provide blocks of time to implement stage Literacy Programs.
• The Quality Teaching Framework used for the development of Literacy Programs.
• The Literacy Continuum used to map individual students and inform Individual Learning Programs for students at risk.
• The Literacy Continuum use to map all students.

**Strategies to Achieve these Outcomes in 2014:**

• Analyse school, PLAN, NAPLAN and ICAS data to identify trends and develop strategies to improve student performance.
• Identify and develop Individual Learning Plans for students in two lowest bands.
• Provide Professional Learning opportunities around the NSW English Syllabus for the Australian Curriculum.
• Continued implementation of streamed mathematics groups across all stages.
• Continued implementation of Reading Eggs and Spellodrome. Parent and Teacher Professional Learning to support implementation

**School Priority 2**

**Literacy**

**Outcomes from 2012–2014**

- Increased levels of literacy achievement for every student.
- Improved diagnostic assessment of literacy learning in Kindergarten.
- Improve the effectiveness of the teaching of English.
Implementation of the Literacy Continuum to map all students
Continue to implement Collaborative Planning to ensure all stages have differentiated teaching and learning programs.
Stage teams to continue to develop assessment tasks, comparative work samples to enable consistency of teacher judgement.
Integration of the Stephanie Alexander Kitchen Garden Program into 3-6 Literacy Programs.
Stage teams identify items from SMART Data where Vaucluse Public School fall below the State and Regional averages and develop programs to address these deficits.
All students to be encouraged to participate in the Premier’s Reading Challenge and the Premier’s Spelling Challenge.
Continue to purchase resources including quality literature resources for implementation of the NSW English Syllabus for the Australian Curriculum, additional resources for the Library to support units of work, additional Take Home Reading books for classrooms and Guided Reading Texts from Level 8 to Level 25.
School timetabling organised to provide for literacy blocks. This is to enable stage streamed literacy groups to be implemented.
Allocation of human resources to reduce sizes of literacy groups. This is to ensure groups with most needs are the smallest in composition.
Continued implementation of Literacy Resource room.
Additional Professional Learning including classroom support for the development of assessment practices.
All staff to receive Professional Learning in Writing such as VCOP and seven steps To Writing.
Vaucluse Public school P&C to fund an additional LAST day in 2014.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.
In Term 4 2014 the school began the consultation process for the development of the 2015 – 2017 School Plan. The following are the Strategic Directions and Purposes for the School Plan that are a product of this extensive consultation.
Every student in our care to be actively engaged and supported in meaningful, challenging and future-focused learning experiences to achieve and thrive as confident and positive learners, leaders and responsible, productive citizens.

Strategic Direction 1: Learning
Know Students and How They learn
Purpose:
To further develop a learning culture where student learning is underpinned by high quality Numeracy, Writing, Spelling and Multi Modal Digital Literacy teaching. Lessons and learning opportunities are engaging and teaching strategies evidenced based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices to plan for the ongoing learning of each student in their care.
Strategic Direction 2: Wellbeing
Create and maintain Supportive and Safe Learning Environments

Purpose:
To evaluate school practices and further develop a common understanding, consistent approaches and shared commitment to the development of learner wellbeing.

Strategic Direction 3: Community
Engage with Colleagues, Parents / Carers and the Community

Purpose:
To further develop positive and respectful relationships across the school community. These relationships will underpin a collective responsibility for a productive learning community.

Parent/Caregiver, Student, and Teacher Satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Vaucluse Public School continued to undergo significant change and growth. This has been reflected in a large increase in school enrolments. In 2014, to evaluate current programs, the school undertook a number of community forums. Many of these have taken place through the P&C organization. Through these forums, the school took the opportunity to evaluate community satisfaction with the school, identify qualities that had been successful and future directions for the school. The outcomes of these processes will be reflected in the 2015-2017 Vaucluse Public School Plan.

Findings and Conclusions
The community identified:
- The community's level of satisfaction with the school was high overall.
- Members of the P&C expressed a strong need for improved written communication and timely notification of school activities.
- The need for the school website to be regularly updated.
- Parent information evenings on specific areas such as technology.
- The physical environment of the school is highly valued and should be regularly maintained.

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.

Maureen Hallahan: Principal
Karla Aspden: Assistant Principal
Lesley Abellitis: Assistant Principal
Nicki Steevens: R/Assistant Principal
Corinne Montano: SASS Staff
Giselle Gabbani: R/SAM

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