Our School At A Glance
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 200 students from Kindergarten to Year 6 in nine 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 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.

An Italian Language Program, a specialist Music teacher and a Gymnastics program also contribute to the rich learning environment the school provides. The combination of rich learning programs and a beautiful setting make Vaucluse Public School a delightful place to be.

Staff
2012 was a year of significant change. The school grew and two new classes were created. The mainstream classes went from seven to nine classes. A new Principal and Assistant Principal were appointed after a Merit Selection Process. These appointments were taken up from the commencement of the 2012 school year.

Vaucluse Public School has enjoyed continuity of staff for 2012 with remaining teachers having been in their positions in 2011.

Messages
Principal’s Message
2012 was a significant year of change for Vaucluse Public School. The change period was marked by the arrival at the beginning of the school year of Karla Aspden, the new Assistant Principal responsible for the Kindergarten, Year 1 and 2 Department and the retirement of much loved Principal Brian Nethery. I commenced my Principal role at the same time also.

The popularity for the school has grown and in 2012 enrolments increased. Two new additional classes were formed bringing mainstream classes to nine. Because of increased numbers our Library allocation increased by a day giving the Teacher Librarian three days in the school. Our Ancillary allocation also increased by a day. The three classes in the Support Unit also increased their enrolments.

2012 also saw the completion of the Stephanie Alexander Kitchen Garden Program and the full implementation of the program into our Teaching and Learning Cycle. With the completion of an industrial sized kitchen located in a spectacular part of the school we were able to utilize the space for a variety of activities including a Tea and Tissues Morning Tea, morning tea for Mother’s Day, Father’s Day, and Grandparents Day. Both the kitchen and garden are versatile spaces and they are used for a variety of activities.
A very active and committed school community led by the P&C organized many wonderful events. The year commenced with a welcome theme and Vaucluse Under the Stars raised $12,000 for classroom maths equipment. School functions such as Harmony Day, Grandparents Day, Mothers and Father’s Day, the Sleep walkathon, Book week Celebrations and weekly assemblies are extremely well supported by the community. A very well organized class parent program capably supports individual classes, teachers, students and parents. The P&C have raised significant funds to support Literacy, Numeracy and Technology Programs in the school. A number of Working Bees were held throughout the school to maintain the beautiful grounds. There is a very strong community culture within the school. There are a variety of opportunities for parents to participate in their school. A large number of parents took advantage of these opportunities in 2012 to make Vaucluse a better place.

One of the significant achievements of 2012 was the arrival of our twelve core Library. The schools increased numbers meant the three classrooms that were the library had to be utilized for class purposes. It was a very exciting day in May for the whole school when twelve trucks and a crane delivered our new school library. The Librarian Laura Caesar had capably packed up the library in previous weeks. The move to the new library was capably executed by a team from HMAS Watson. The move was quickly and expertly finished in a day. We are most appreciative of the support we receive from HMAS Watson. The P&C have been very focused in 2012 on fund raising to equip the new library for twenty first century learning.

Vaucluse Public School offers a dynamic learning environment. It has a strong sense of local history and is located in picturesque grounds. The completion of the Stephanie Alexander Kitchen and Garden has added a wonderful new dimension to the unique opportunities that the school offers. The school motto of Learning and Growing Together demonstrates the strong commitment of students, staff and parents.

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.

Maureen Hallahan
Principal

P & C President’s Report

As parents, we can be proud of our school, and all we have done these last few years. We can be proud of what our school stands for, and of the happiness and educational support that it provides our children.

So much of the positive energy at Vaucluse is created by the kindness, love and joy of the caring adults who share and participate in our children’s lives, week after week, during the school year.

Though having served since 2010, it has only been in the last couple of months that I have begun to relax in my role, to appreciate the strength of Vaucluse Public School, and see what good hands it is in.
For these last few years, we have had a strong, committed group of parents, driven to achieve even greater things for the school than I could ever have imagined when I first set foot in Vaucluse in 2002. Their commitment, both on the Executive but also in other non P & C roles, provides a strong base by which to lend support to the needs of the school, and ensure that the needs of the children are being met.

With the new resources provided by the P & C in the last 2-3 years, funded by the generosity of parents, along with our new facilities, I can see that Vaucluse has fully entered the 21st century. Along with the imaginative educational curriculum for 2012, contemporary educational needs and expectations of a modern primary school world are beginning to be provided. Whilst there is more to be done, the path is clear, towards technology, arts and drama, sport and creativity.

The increased number of families to the school has eased the historical burden of parent support from the few. The enthusiastic manner in which new parent help has become available, to meet the varied, and ever demanding needs of a growing school population, is evidence of the commitment they have to provide the best for our children, as the backbone of our local community.

During the same period, we have secured a strong foundation of young and experienced staff upon whom to rely for our children’s education, comprising a positive and able team who can provide our children with a rich primary school education. They are positive, creative and enthusiastic. They are also caring and nurturing. A good combination.

Vaucluse is a school that has deep roots in the community of Vaucluse and Watsons Bay, roots 150 years deep. There are many parents bringing their children to the school who were students here themselves. That is a wonderful legacy.

In my time as a parent at Vaucluse, I marvel at the course the school has travelled, and can honestly believe that it has never felt, or looked, better as it has in the last year. So much has been achieved, and so many have done so much. The investment of time, energy and commitment by staff and parents has been outstanding, and the seeds of that labor have borne fruit. There are too many to thank.

There are many parents who have stood up, and served, and given their all, in times of need. Each has had children, a family life, commitments, a job, or jobs, to do. Yet they all have found the time to slot Vaucluse into their lives. I used to wonder why. But now I know. This school is central to our community, a place where both children and parents to come together and share the growing and learning experience, of how to be a great student, and a good parent, together. Many parents often feel so familiar, that Vaucluse is a home from home, a place with many memories, of fun, hard work, chaos and most all, community. Sometimes you need to get away, and then you miss it all, and need to get back. Just like home. That’s certainly how I feel.

As with all years, as with children, parents and carers, leave us. It is only to be expected as each Year 6 passes through. Each, in some small or large (or even very large) way, has contributed to making Vaucluse what it is in 2012, during their time here. I wish I could have thanked them all. However few have provided the endless periods of energy and commitment in supporting the school, week in, and week out, as Catherine Stallman in the Clothing Pool, for over 10 years. At the end of this year, Catherine will also be leaving (though she assures me, not from the community). A big effort and a big thank you.

In summary, in 2012, the P& C parent community at Vaucluse is in a strong, positive and financially secure position (though we are spending the money fast on more resources). In 2012, we have a well-balanced, exciting primary school, which retains its open, relaxed and caring atmosphere. It has a school community in which all parents and carers are, and should be made to feel welcome.
I encourage you to come to the P & C each term, and contribute to the growth of our community, and give your personal, positive, touch.

Tony Rowan
President, Vaucluse P & C

Student Representative’s Message

The Student Representative Council (SRC) at Vaucluse has worked towards making our school a better place. Each Semester in 2012, two students from each class are voted by their classmates to be SRC members. Vaucluse Public School is committed to raising funds for those in need. 2012 was a very successful year of fundraising for our school community. Throughout the year various themed activities were organised by the SRC to help charities in Australia and overseas. Some of these activities included: a Crazy Hair Day, Bandaged Bear Day, Jeans for Genes Day, and several Mufti Days. The money that was raised from these activities went to charities and appeals such as: Stewart House, The Smith Family, the Sydney Children’s Hospital, and the Cancer Council.

The SRC consists of the School Captains and Prefects, and two elected students from each class. Apart from fundraising, we also help younger students and welcome new students to our school. This year we have had many new students join our school and we hope we have helped them feel important and appreciated members of our community. Also, as school leaders we were invited to attend the Woollahra Council School Grants presentation. Vaucluse Public School received a grant that was used to plant Indigenous plants and label the Bush Tucker Garden.

In 2012 the school Leaders took on active roles. They met each week with the Principal Miss Hallahan to discuss what was happening in the playground and ways of helping. This was a very good weekly session and we learnt lots from each other. We also organised a special program called the School Leader’s Initiative. We organised Care Bags for homeless people living in Surry Hills. Each class had to bring in items such as shampoo and deodorant. We took these bags to the Bread of Life Program in Surry Hills and distributed them to the homeless people that came to eat there.

Every year school leaders take on important liaison roles during Education Week and the Kindergarten Orientation Program. In both of these events we welcomed visitors, new students and their parents to our school.

An important every day role for the SRC is leaders in kindness. We have tried to model being kind at every opportunity. We have given out Kindness Awards on a regular basis. We believe by doing this we make our school a better place.

We would like to thank the teachers, students and parents who have helped us throughout the year and made 2012 an enjoyable and successful year.

Lachlan Scholl and Leila Reuven
2012 Vaucluse School Captains

Significant Programs and Initiatives

Library
2012 was a landmark year for the library as it hosts a variety of clubs at lunch times such as the debating
and chess clubs, as well as being open to the students during lunch times for reading, borrowing, returning, board games, puzzles and other activities.

We were lucky to have a visit from author Patricia Bernard who has written over 20 books for children, including “The Riddle of the Trumpalar”, “The Mask”, and “Claw of the Dragon”. A larger-than-life character, her visit was very entertaining and informative.

2012’s Book Week theme was “Champions Read”. To celebrate this year, we had our own school “Reading Olympics”. Each class participated as a team representing a shortlisted book and competed in events which required both reading and fitness skills. We also had a competition to match the teacher to their favorite book; not a simple challenge! Some of the books the teachers chose were “Little Women”, “The Paper Bag Princess”, “Miss Lily’s Fabulous Pink Feather Boa” and “The Sign of The Seahorse”.

This year was a great year for the library, growing, changing and working to find new ways to support the school community.

**Debating**

2012 was another great year for debating at Vaucluse Public School.

With both a year 5 team and a year 6 team, this year was the with the arrival of a new building and the move into it! Luckily there was plenty of help to be had from the students, teachers, parents and even some recruits from HMAS Watson!

The new library is fast becoming a popular place to escape the hustle and bustle. In 2012 Vaucluse Public School entered the Premier’s Debating Challenge. In the past the school has participated in the Bondi District Debating Competition; the key element of the Premier’s Challenge which makes it so much more difficult is the one hour preparation time. Our students faced this challenge with great energy and team work skills.

Over the debating season our students’ steady improvement and development in their confidence and higher order thinking skills was clear. They represented the school so well – interacting with the students from other schools with such friendliness, courtesy and politeness. Some of the tricky topics they tackled were “That school uniform should be banned”, that “Parents should ban their kids from using social networking sites” and that “All children should have to play a sport”.

This year was also the first time we have run a lunch time debating club. A great opportunity for students 3-6 to start developing debating skills, this has been a fun, effective way to start students on their debating journey.

**Public Speaking**

This year at Vaucluse, all students from Kindergarten to Year 6 participated in school based public speaking opportunities. Through the school’s participation in the Multicultural Perspectives Public Speaking competition, a student from years 3, 4, 5 and 6 were selected to compete in the competition. Our students did a fantastic job sharing their opinions on topics such as “Racism – it’s just not funny”, “What being Australian means to me” and “Every family has a story”.

Public speaking at Vaucluse continues to be a great way to develop student’s confidence and communication skills.

**Support Unit**

In 2012 the Support Unit at Vaucluse Public School grew in numbers across the 3 classes (Autism class, Junior IO and Senior IO) with the arrival of several new students across Kindergarten to Year 6. Students in the Support Unit were integrated into mainstream classes such as gymnastics, music, singing, dance, the Stephanie Alexander Kitchen Garden program, Scripture, Hebrew, physical education and visual arts. The students enjoyed taking part in whole school events with their mainstream peers such as the celebration of Harmony Day, Grandparents’ Day, Mother’s Day, Father’s Day, Book Week, Presentation Day and Science Week.
The Support Unit is an important part of Vaucluse Public School and the surrounding community. Students were able to access all Sports Carnivals, the Year 5-6 Canberra trip, the Sculptures By the Sea exhibition, the Primary gymnastics excursion to Olympic Park as well as weekly community access to picturesque local places such as the Lighthouse Reserve, Parsley Bay, Robertson Park and Watson’s Bay. Students' in the Support Unit were also provided with opportunities to experience special events such as the New South Wales Bocce Competition, Special Olympic events and the Variety Club Children’s Christmas Party at Darling Harbor.

To sum up, 2012 was a fantastic year of growth and inclusion for the Support Unit. While the relationship with the local community was continually strengthened, the Vaucluse Public School Support Unit also established and reinforced ties with other special settings such as the Support Units at Rainbow Street, Rose Bay Secondary College and Gardener’s Road Public Schools, Giant Steps, Wairoa School, ASPECT and the Holdsworth Respite Centre. The dedication of all staff at Vaucluse Public School allowed true and genuine inclusion to become a reality in 2012.

**Stephanie Alexander Kitchen Garden Program (SAKGP)**

Throughout 2010 to 2012 our school designed and created the kitchen and garden that students continue to maintain all year round. Students use the produce from the garden to create healthy meals in cooking classes. The program aims to link a garden, a kitchen and the final food on a table. The emphasis is learning about food and encouraging children to eat it. Some of the produce we grow in our garden includes strawberries, bananas, tomatoes, eggplant, chillies, potatoes, chives, carrots, cauliflower, broccoli, various herbs, beans, onions and so much more.

In 2012, Builder- Glenn Wright (Vaucluse PS parent) and his team have capably executed the renovation of the Stephanie Alexander Kitchen. The staffroom was incorporated into a kitchen and staffroom with seated area to dine in and an architecturally designed kitchen. Parent input provided electricians, plumbers and skylight contractor. In 2012 a new chicken coop was constructed in the garden. A parent Working Bee weekend was utilized and a beautiful home for ten hens was created.

Classes from years 3 to 6 work in the garden weekly with our garden specialist Mr. Rudi Adlmayer where they are involved in planting seeds, harvesting garden beds, weeding, creating and working with compost, discovering insects and other animals, understand plant life cycles, working in groups and collaborating with each other, working safely with tools and a range of other garden related activities. Many parents and community members are volunteers in the garden and during our working bees.
Students also participate in weekly cooking classes with Ms. Ilana Akres who is the kitchen specialist. Here children learn about kitchen safety, using a range of kitchen equipment, preparing and serving food, healthy eating, and working in groups and collaborating with others. Students are encouraged to manage their time so that they are able to cook, eat the finished product and clean their kitchen area as well.

We have some wonderful volunteers who participate in kitchen lessons each week. The volunteers each help groups of students to understand and create the recipe of the day. The volunteers contribute significantly to the program. Without volunteers the program would not be as successful as it is.

The school curriculum has continued to be enhanced through the implementation of the Stephanie Alexander Kitchen Garden Project through Stages 2 and 3 over two days a week. Early Stage 1 and Stage 1 have used the kitchen as a Science laboratory to look at gases, make volcanoes and to make fairy tale food such as gingerbread men. Students have also planted in the garden to study plant life cycles.

In 2012 the full implementation of the Stephanie Alexander Kitchen Garden Program has taken place at Vaucluse Public School. It is a program that has contributed great depth to many of the Teaching and Learning Programs in the school. The Kitchen and the Garden are wonderful assets to the school. The physical spaces provide the source of much rich learning. The Kitchen has also offered a wonderful community meeting place where many morning teas and meetings have taken place. In 2012 both spaces provided a platform for much creative learning.

**Learning and Support**

The Learning and Support Team for Vaucluse Public School aims to facilitate processes and strategies to cater for the needs of all students who have special needs within the school. Such needs could include physical, social, emotional, behavioral and academic concerns.

The team is a decision making body that meets every Tuesday morning. The Team, including the school counsellor works to maximize the use of school resources and personnel to have a coordinated and efficient structure to improve learning outcomes for students and staff. The co-coordinator is Ms Karla Aspden.

The school has two teachers who share the Learning and Support (LAST) role. They are Ms. Wendy Lonergan and Ms. Margaret Nay. Their roles are embedded within whole school initiatives to improve outcomes for students with additional learning and support needs. These teachers demonstrate their roles by:

- working collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- planning, implementing, modelling, monitoring and evaluating teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- planning, implementing, modelling, monitoring and evaluating individual adjustments for learning where required, with the classroom teacher, student and/or parent or carer

The Kitchen Specialist and Garden Specialist work collaboratively with the teachers each term to plan lessons that authentically link the program to curriculum. The program is funded through an annual parent levy.
modeling exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs

providing 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 e.g. Multi Literate program) including the areas of social integration, language and communication, literacy, numeracy and behavior. This may include students with confirmed disabilities.

providing 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 maximize learning opportunities for students at school and at home

providing professional specialist advice and assistance about students with additional learning needs to the school’s learning and support team, and

assisting with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

**Student Achievement in 2012**

**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**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>111</td>
<td>72</td>
<td>58</td>
<td>85</td>
<td>104</td>
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<tr>
<td>Female</td>
<td>122</td>
<td>95</td>
<td>71</td>
<td>66</td>
<td>78</td>
<td>98</td>
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</table>

2012 saw considerable growth in enrolments. There were three Kindergarten classes formed. The school grew from seven Mainstream classes to nine classes.

**Student Attendance Profile**

<table>
<thead>
<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
<td>88.6</td>
<td>95.6</td>
<td>96.3</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>88.0</td>
<td>95.1</td>
<td>94.6</td>
<td>95.2</td>
<td></td>
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<td>2</td>
<td>94.0</td>
<td>96.5</td>
<td>94.6</td>
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<tr>
<td>3</td>
<td>93.4</td>
<td>95.5</td>
<td>96.5</td>
<td>94.2</td>
<td></td>
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<tr>
<td>4</td>
<td>91.1</td>
<td>95.9</td>
<td>96.4</td>
<td>92.0</td>
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<tr>
<td>5</td>
<td>93.2</td>
<td>95.9</td>
<td>94.7</td>
<td>93.7</td>
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<tr>
<td>6</td>
<td>95.4</td>
<td>93.5</td>
<td>96.0</td>
<td>95.7</td>
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<tr>
<td>Total</td>
<td>94.8</td>
<td>91.4</td>
<td>95.5</td>
<td>95.6</td>
<td>94.9</td>
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**Management of Non-Attendance**

Student attendance rates continued to be slightly above both regional and state averages in 2012.

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.

**Staff Information**

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

**Staff Establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
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</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.5</td>
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<tr>
<td>Total</td>
<td>16.5</td>
</tr>
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</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no Indigenous people employed at Vaucluse Public School in 2012.

**Staff Retention**

In 2012 all permanent staff returned to the school from the 2011 school year with the exception of the Principal and one Assistant Principal.

**Teacher Qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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**Financial Summary**

In 2012 Tied Grants that were carried forward continued to be used to complete the construction of the Stephanie Alexander Kitchen Garden Program. We received additional funds from the Department of Schools and Communities and a donation from the P&C towards the Kitchen Garden Program.

The P&C very generously donated in total $41,928.50 in 2012. $21,827.29 was for the reimbursement of salaries for personnel employed in the Stephanie Alexander Kitchen Garden Program. The remainder was to fund the purchase of Literacy, Library, Technology and Mathematics resources.

A full copy of the school’s 2012 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.

<table>
<thead>
<tr>
<th>Income</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>460852.91</td>
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</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
<td>0.00</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>381779.56</td>
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</table>

<table>
<thead>
<tr>
<th>Income</th>
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</thead>
<tbody>
<tr>
<td>Balance carried forward</td>
<td>79073.35</td>
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</tbody>
</table>

A full copy of the school’s 2012 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 2012**

**Achievements**

**Music**

Music at Vaucluse is structured to relate to varied levels of student knowledge and expertise.

A music teacher from Rose Bay Secondary College visits once a week, teaching choral proficiency, practical music theory and simple instrumental skills to all students from Kindergarten to Year 6. Students are learning valuable skills in problem solving, cooperative learning, motor function and aural perception. Students in Kindergarten have been
developing their musical skills through raps, rhymes and rounds.

Many students take lessons in a wide variety of instruments from visiting tutors, particularly through the ‘Big Note School of Music’. These instrumentalists form the basis of the school’s 2030 rock band. They were able to showcase their talents to the school at various times throughout the year.

The choir, consisting of students from Year 3 to Year 6 focuses on making singing enjoyable and fun. The repertoire was chosen to give students exposure to different styles of music and challenge them to sing in other languages. It has included African folk songs, Caribbean calypso, 80’s pop songs and ballads. As the students have become more confident, the complexity of the songs has increased to a standard where the students are now performing music with split parts and harmonies. The choir takes the opportunity to present their skills at as many school functions as possible.

In 2012 a more rigorous weekly school assembly was introduced. Each class has taken a turn in presenting at assembly. It is here that much of the music’s program has been showcased.

**Band**

In Term 4 of 2012 we began to plan for the establishment of a Band Program at Vaucluse Public School in 2013. At the beginning of November we welcomed the start of a school band which will be an exciting new adventure. The band program is coordinated by Ms. Karla Aspden and supported by Alex Bieri from a private company, Music Partnerships. Expressions of Interest were sent out to the school community. The opportunity to play in the band is open to children in Years 1 – 6 and caters for all levels of playing ability. Private tutors will come into the school from the commencement of 2013, to provide individual music lessons to support the band program. Children will have the opportunity to learn the following instruments; guitar, keyboard, piano, flute, saxophone, clarinet, trumpet, trombone, tuba and French horn. In 2013 the school will offer a violin program. A private tutor will come to the school to take individual lessons. Learning the violin is open to children from Kindergarten – Year 6. Student’s appreciation of instruments and music genres is supported by the school music program.

In 2012 our school rock band went from strength to strength. It is coordinated by a staff member who meets weekly with the students to rehearse their numbers which are performed at school events. Every Tuesday morning we are all greeted with the sounds of their enthusiasm.

**Sport**

For many children, school is the main environment for being physically active, either through school programs, PSSA sport or after-school activities’. The provision of Physical Education and sport in schools is often the only means of assuring that all children will experience physical activity and more specifically, physical activity experiences appropriate to their developmental and learning needs.

PE 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 in childhood and in later life.
Children at Vaucluse participated in a full sports program in 2012 including: weekly gymnastics lessons, PSSA mixed soccer, PSSA girl’s netball, Jiu-jitsu and tennis. Students in Year 3-6 also participated in three major school carnivals: The school swimming carnival at HMAS Watson, the cross country carnival at Christenson Park and the athletics carnival at Trumper Park.

Vaucluse continued to perform well during interschool competitions. VPS took first place at the Sydney Coastal District Swimming Carnival, the Senior Mixed Soccer team finished the season at the top of the table and tied the Grand Final and throughout the year many students represented Vaucluse at district, regional and even state levels in 2012.

**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 Year 3)

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

**Reading – NAPLAN Year 3**

**Writing – NAPLAN Year 3**

**Spelling – NAPLAN Year 3**
Grammar & Punctuation – NAPLAN Year 5

Numeracy – NAPLAN Year 5
Progress in Numeracy

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Significant Programs and Initiatives

Aboriginal Education

An awareness of Aboriginal culture has been a strong focus in all curriculum programs throughout the school in 2012. Classroom programs reflect the implementation of the Aboriginal Education Policy. There is a strong commitment to understanding Reconciliation through teaching and learning programs.

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. 83% of the students learn Italian and 17% 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.

All the students combined to enjoy a very colorful Harmony Day in Term 1 with singing, dancing and the celebration of different cultures in the school.

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 Student Welfare Program. This program focuses on inclusivity, celebration of differences, leadership, peer support and cultural awareness, student welfare programs and community partnerships.

In 2012 the school used the NSW Department of Education and Communities’ nine Core Values to organize Welfare Programs around. The school highlights a different value each week for students to focus on. Classroom programs reflect these values in action. At weekly assemblies awards were given for students demonstrating the core values.
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.

**Progress on 2012 Targets**

**Target 1**

**Literacy**

To continue to increase levels of overall literacy achievement for every student in line with state and regional targets. Our target for 2012 was for 80% of Year 3 students and 70% of Year 5 students to achieve at or above state average in NAPLAN.

**Our Achievements Include:**

- Staff participated in a number of Professional Learning opportunities to develop expertise in teaching writing, grammar and punctuation.
- School teams analysed SMART data and developed programs to support the development of skills in grammar and punctuation. They also utilized the Literacy Continuum and the Teaching resources provided by SMART data to develop specific units of work.
- Purchase of Guided Reading Texts and Take Home Reading Texts. Ensuring all K-2 classrooms was adequately resourced.
- Benchmarking of all Guided Reading and Take Home Reading Texts.
- The establishment of Guided Reading ability groups from Kindergarten to Year 6.
- The establishment of a Learning and Support Program for those students identified with Literacy difficulties.
- The establishment of termly Cooperative Planning to ensure continuity of learning programs.
- Regular and systematic collection of data through standardized, curriculum and informal assessment to inform teaching and learning.
- The establishment of a central Literacy Resource. All resources have been benchmarked and a borrowing system established.
- Development and implementation of Individual Learning Plans for those students achieving in Bands 1 and 2.
- The establishment of a new Library that has resulted in increased borrowing levels.
- Improved growth for students in Years 3 and 5 as measured by NAPLAN

**Target 2**

**Numeracy**

To continue to increase levels of overall numeracy achievement for every student in line with state and regional targets. Our target for 2012 was for 60% of students in Year 3 and 55% of students in Year 5 to achieve at or above state average in NAPLAN.

**Our Achievements Include:**

- Purchase of Guided Reading Texts and Take Home Reading Texts. Ensuring all K-2 classrooms was adequately resourced.
- The establishment of Guided Reading ability groups from Kindergarten to Year 6.
School teams analysed NAPLAN data and accessed SMART data and E Learning modules. The Numeracy Continuum was also used to inform teaching and learning.

- Resourcing of individual classrooms to ensure each room now has adequate Maths and concrete material resources.
- Co-operative planning to ensure consistency of programs and units of work.
- A consistent approach to assessment was implemented across the school. SENNA, Best Start, NAPLAN, Curriculum and Standardized assessment is now being used.
- Evaluation of the use of Mathematic Textbooks across the school.
- Improved growth for students in Years 3 and 5 as measured by NAPLAN.

Future Directions

- Significant number of community members engaged in business in Asia and expressed a strong interest in developing Asian Literacies.

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Languages Other Than English Programs.

Background

Since 2009 the school has undergone a significant positive change in its school culture. This has been reflected in a large increase in school enrolments. The school is strongly supported by an active parent body. In 2012, to evaluate current programs, the school has undertaken 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 the future directions for the school. The Italian Program which has been the Language Other Than English Program was specifically evaluated.

Findings and Conclusions

The community identified:

- The Italian Program had been in place for a long period of time and a change was needed to refresh the LOTE Program.
- Difficulty in finding a teacher with sufficient expertise to develop the program.
- Relevance for twenty first century learners.
- Lack of continuity once students had left Primary School.
- Improved growth for students in Years 3 and 5 as measured by NAPLAN.

Future Directions

- The community expressed a strong desire to implement a Chinese Culture and Mandarin Program.
- Chinese Culture resources are purchased for the Library.
- A teacher of Mandarin be employed for 2013.
- Executive teaching staff pursues Professional Learning in the area of Chinese Culture.
- The development of Asian Literacies is pursued at Vaucluse Public School.
- Vaucluse Public School connects to the Expanding Horizons Project in Sydney Region.

Parent, student, and teacher satisfaction

In 2012, through Community Forums, the P&C evaluated the School Canteen and how effective the implementation of the philosophy of the Stephanie Alexander Kitchen Garden Program had been in the School Canteen. Discussions and opinions were sought from staff during Professional Learning meetings. Student opinions were sought in classroom discussions and at School Leaders meetings.

Findings and conclusions

The community identified:

- Concerns about the type of food that was sold at the School Canteen.
- Concerns with the content of the canteen’s menu.
- Concerns about the lack of parental involvement.
• Concerns about the lack of engagement with the Stephanie Alexander Kitchen Garden Program.

_Future Directions_

• A committee to be formed to implement the NSW DEC Healthy Canteen Policy.

• The committee to work closely with the cook and gardener to develop stronger links the Stephanie Alexander Kitchen Garden Program.

_People Learning_

Professional learning is seen as a critical component in the delivery of best practice. In 2012, staff attended professional learning programs and courses in line with priority areas from the school Management Plan 2012 – 2014. These included:

• Literacy including analysing writing K-6. Assessment and Evaluation
• Numeracy: Assessment and Evaluation
• Analysis of NAPLAN data
• Quality Teaching Framework
• Technology: Use of Interactive Whiteboards, DET Resources, Ipads
• CPR and Emergency Care training
• Merit Selection Panel training
• Student Welfare, Code of Conduct, Anti – Bullying
• Bounceback Program
• Stephanie Alexander Kitchen Garden Program
• Integration of students with Special Needs into Mainstream classes. Understanding Students with Autism. Developing Individual Education Plans
• Disability Standards in Education

School Planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1

Numeracy

Outcome for 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

2013 Targets to achieve this outcome include:

• All Kindergarten students achieve ES1 outcomes for Mathematics by the end of their first year at school.
• Increase the percentage of Year 3 students at or above regional and state average in Numeracy.
• Increase the percentage of Year 5 students achieving expected growth in Numeracy between Year 3 and Year 5.

Strategies to achieve these targets include:

• Provide professional learning for utilizing Best Start software and resources.
• All staff to analyses Best Start and NAPLAN data. Staff will use data to develop individual learning plans for students identified.
• All staff will utilize NAPLAN resources to develop specific areas of need.
• All staff to become familiar and use the Numeracy Continuum.
• Through termly Cooperative Planning Days, stage teams will prepare units of work that
are differentiated to cater for the needs of all learners.

**School Priority 2**

**Literacy**

**Outcome for 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.
- Improved Year 3 and Year 5 student achievement in NAPLAN

**2013 Targets to achieve this outcome include:**
- Increase the number of Year 3 students achieving at or above minimum standard in NAPLAN Reading from 94.4% in 2012 to 100% in 2013.
- Increase the number of students in Year 5 achieving at or above minimum standard in NAPLAN Reading from 84.6% in 2012 to 95% in 2013.
- Increase the percentage of Year 5 students achieving expected growth in Literacy between Year 3 and Year 5.
- 90% of all students achieving the outcomes for their stage in English.

**Strategies to achieve these targets include:**
- Teachers analyze school assessments and NAPLAN data to develop strategies and address areas for improvement.
- All staff to become familiar and use the Literacy Continuum.
- All staff will utilize NAPLAN resources to develop specific areas of need.
- Through termly Cooperative Planning Days, stage teams will prepare units of work that are differentiated to cater for the needs of all learners.
- Use Best Start results to assist with early identification of student’s literacy needs in Kindergarten.
- Continue to purchase guided reading resources.
- Assess quality of available Home Readers and purchase new ones.
- Consolidate all of the school’s Guided Reading Resources into one area. Establish an area for all reading resources to be located including assessment materials.
- Establish a dedicated space for Literacy groups to work in and for teachers to be able to test students.
- Develop the new Library as a space to inspire readers.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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: