School Context

Vaucluse Public School is located on the South Head Peninsula in Sydney’s Eastern Suburbs. The school is unique in many ways. With its spacious playing fields and beautiful gardens protected by large shady trees, the children enjoy a perfect environment for learning and growing together. It has an enrolment of 300 students from Kindergarten to Year 6 in ten 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 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

The last four years has seen significant staff changes as Vaucluse Public School has grown. The school continued to expand and an additional class was created in 2013. The mainstream classes went from nine to ten classes. We welcomed a new Mandarin teacher and an additional class teacher.

The Vaucluse Public School Staff is a cohesive mix of beginning, mid stage and experienced teachers. There is a strong sense of team spirit and commitment to quality education on the staff. A diverse range of skills and experience amongst the staff contribute to a highly capable and efficient staff. The Support Unit consists of one Autism class and two Intellectually Moderate classes. The staff in the Support Unit work closely with mainstream staff. There is a free exchange of expertise that also contributes to quality teaching.

Principal’s Message

It is with much pride that I present the 2013 Annual School Report for Vaucluse Public School. It was a year of significant change and growth with many positive outcomes for our students.

In 2013 the school population continued to grow at Vaucluse Public School. We formed one additional classes. We grew from nine classes in 2012 to ten in 2013. At the commencement of 2013 for the first time in many years we were restricted to local area enrolments.

We introduced a number of new programs including Mandarin for the whole school. As our school has grown we have been able to offer a number of extra-curricular activities such as dance, rock band and guitar.

Community participation also increased and parents contributed a great deal to our school in 2013. The P&C also had a very successful year and were able to contribute financially to the school. This enabled us to purchase three electronic whiteboards for classroom use, maths resources, literacy resources, books for the library and an upgrade of the school’s internet cabling.

Our students continued to thrive under the expert guidance of an outstanding teaching staff. The strength of the school and community partnership also fostered positive outcomes.

2013 was a wonderful year for Vaucluse Public School. Our reputation in the community has
grown in a positive way. Our significantly increased enrolments affirm this.

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 Message
2013 proved to be stellar with the on-going growth of our School. Its growth was achieved through the hard work of many in our community, and also by the Executive (parent members) of the P & C (2013).

That energy has provided VPS with some of the resources and facilities worthy of the best progressive junior schools around in the 21st century.

With the enthusiasm being expressed by the community of 2014, I am confident that we can maintain that momentum and bring the best of facilities to Vaucluse Public in the future, and make it a school with the highest standards, widest opportunities; the best of facilities; and with pride in all that has achieved.

In 2013 we positively built upon the school’s established foundations as a strong community school that comprises it being the beating heart of Vaucluse. We have continued to promote values that define our community, of kindness, acceptance, tolerance and ambition.

We finished 2013 in the strongest of financial positions. The fund-raising of 2013 allowed all items that had been identified on the school ‘wish list’ to be provided to our children to be targeted and resourced for 2014. An amazing result. It came from a dynamic energy, drive and vision from our parents that we can reach for the stars (and touch them!).

We were able to provide new facilities; secure new and greater numbers of staff; and in doing so, we attracted a wide spectrum of local families. It has been critical to maintain the momentum of growth of the last 4 years, to continue to invite an intake of at least 3 classes to the Kindergarten level. Through this approach we will be able to ensure a wide range of opportunities for all of our children when they reach the upper years of our school.

With co-operative engagement, and support, from the Principal, Maureen Hallahan, your P & C determined this path to be critical for the ensuring a wide variety of educational resources will be available on an ongoing basis. That most, if not all, of the intake was from ‘in-area’ demonstrated the growing confidence of the Vaucluse community in our school and all that it stands for. For there to be such demand in the local population for places at our school has made me proud of what we achieved and been able to reinforce in the ensuing years. I am proud to welcome these new children and will work hard to work with the school, as a parent, to provide them with the best of possible public education.

In tackling the goal of a strong Kindergarten intake, we decided to rationalise and identify less used portions of the generous space within the school grounds. This process provided the opportunity for the school to easily accommodate the arrival of new classrooms, as well as a new sports field, the latter funded through the hard work of the parents, and money raised by the P & C. The provision of both of these features new to
the school in 2013 was achieved without compromising the school’s open character; its open space needed for play and gatherings; or our own Stephanie Alexander Kitchen Garden.

In 2013, the SAKG grew strong, and now it is hard to imagine VPS without it. Yet, barely 6 years ago, that corner of the school was a barren empty patch of ground. Last year, the culture spawned through the creation of that garden further integrated itself into the culture of the school, with an increased number classes in garden care and cooking within the school curriculum. Some of the P & C funds raised in 2013 have provided a strong financial legacy to ensure the future of these facilities. The garden remains a popular feature of our school. It is important that future funds are always committed to the upkeep of the garden and the classes, and ways are considered to allow it to be self-sustaining in due course.

As a result of our increasing school population we have now secured a broader range of teaching skills within the staff members of 2014, building on the new staff of 2013 (who have proved themselves time and time again in their enthusiasm for the children and the school). As with 2013, we are sure the new teaching staff for 2014 will bring new ideas and excitement to invigorate our children; and demonstrate great enthusiasm and creativity.

I believe that it has been by parents being outward and overtly positive about our school, and welcoming to all, that we have been able to attract new teaching staff of a high educational calibre, with bright intelligent personalities to suit. Your P & C assists with this process and, with that in mind, we are so pleased to welcome the new staff members to Vaucluse in 2014.

As we determined this time last year, the direction of the school in 2013 was towards improving technology, arts and drama, sport and creativity opportunities. We saw the introduction of a range of extra-curriculum activities (never seen before - at least in my time here) in Vaucluse, including ballet, dance and drama, as well continued support for our established school band. There was increased variety in the choice of sports for our children, and younger age-group classes were introduced to early forms of sport, an initiative normally reserved to Years 3 and above, which will put them in strong readiness for PSSA sports activities in their upper years of the school. Cross country, athletics, swimming, soccer and netball continue to be core sports in the school, with children excelling time after time.

I am sure you will have met the new P & C team for 2014 by now, a formidable enthusiastic and engaging team that will lift the school to the next stellar level.

Led by the new President, Stephanie Atkinson, it is clear that the qualities of this team is sufficiently broad that nothing will be impossible. This team will only be able to achieve its goals for 2014 if each parent at Vaucluse can find a little time at some time during the year to contribute in whatever way you can.

In the same way that you supported my team of 2013, and those of the years prior, I urge open enthusiasm and positive engagement by parents to make things happen for the good, and for parents to discuss ideas and create visions for the school that we can all aim at achieving in 2014.

As I finished in conclusion last year, in 2014, the P& C parent community at Vaucluse is in a strong and positive position. The excitement around the school is palpable, and the energy electric. We continue to have a well-balanced, exciting primary school, one that has retained a ‘country’ attitude due to its open, relaxed and caring atmosphere, but also a school that is striving to be modern and contemporary. It is a school community in which
all parents and carers are, and should continue to be, made to feel, welcome.

We have a strong school leader in Maureen, and you have a strong P & C Executive who achieve the best for Vaucluse Public. I encourage you to participate, with your actions, deeds and positive attitude to assist the P & C each term, and to continue to contribute to the growth of our community. I will continue to be available to achieve the best for this school, and I ask you to do the same where you can.

Tony Rowan
President (2013)
Vaucluse P & C.

Student Representatives’ Message
The Student Representative Council (SRC) at Vaucluse has worked towards making our school a better place. Each Semester in 2013, 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. 2013 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, 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.

In 2013 all twelve Year 6 students took on a school leadership role. In February all leaders attended the GRIP Leadership Conference with many other students from all over NSW. The conference was at Olympic Park and it was a positive experience where we saw how other schools worked. The Year 6 leaders 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. Our first activity for the Leaders’ Initiative was to organise a lunch time Disco for the whole school. We ran two separate discos – one for K-2 and one for 3-6. We raised over $900 for a breakfast program for the homeless in Surry Hills called Bread of Life at St Michael’s Anglican Church. We held a special assembly to present the cheque and met some interesting people. It gave us a greater understanding of homelessness. We also organised Care Bags for the homeless. Each class brought in items such as shampoo and deodorant, soap, chocolates, shaving cream, razors and many other goodies. 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 during the Christmas period.

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. We also attended an ANZAC Day ceremony in Hyde Park and laid a wreath at the Cenotaph.

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 2013 an enjoyable and successful year.

*Coco Stallman and Matty Gitli 2013 Vaucluse Public School Captains*

**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**

![Enrolments Graph]

In 2013 enrolments continued to grow. There were three kindergarten classes. The school grew from nine to ten mainstream classes.

**Student Attendance Profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>88.6</td>
<td>95.6</td>
<td>96.3</td>
<td>96.1</td>
<td>96.4</td>
<td></td>
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<tr>
<td>1</td>
<td>88.0</td>
<td>95.1</td>
<td>94.6</td>
<td>95.2</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>96.5</td>
<td>94.6</td>
<td>94.9</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.4</td>
<td>95.5</td>
<td>96.5</td>
<td>94.2</td>
<td>96.3</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>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.2</td>
<td>95.9</td>
<td>94.7</td>
<td>93.7</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.4</td>
<td>93.5</td>
<td>96.0</td>
<td>95.7</td>
<td>96.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.8</td>
<td>91.4</td>
<td>95.5</td>
<td>95.6</td>
<td>94.9</td>
<td>95.6</td>
</tr>
</tbody>
</table>

**Management of Non-Attendance**

The Staff at Vaucluse Public School record daily attendance and maintain accurate attendance rolls. By law parents and carers are obliged to provide an explanation for any student absences.

Parents are able to notify the school of a student’s absence by phone, email, fax, school partial attendance slips or by sending a note to the class teacher on the student’s return to school. For longer absences of more than five days parents and carers are required to apply for an *Exemption from Attendance at School* form several weeks in advance. Copies of this form are obtained from the Administration Office.

All absence notes are filed and kept for monitoring by the DEC Home School Liaison Officer.

**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**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.0</td>
</tr>
<tr>
<td>Mandarin Teacher</td>
<td>.6</td>
</tr>
<tr>
<td>Hebrew Teacher</td>
<td>.4</td>
</tr>
<tr>
<td>Kitchen Specialist</td>
<td>.2</td>
</tr>
<tr>
<td>Garden Specialist</td>
<td>.2</td>
</tr>
<tr>
<td>Music Teacher</td>
<td>.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.12</td>
</tr>
<tr>
<td>General Assistant</td>
<td>.3</td>
</tr>
<tr>
<td>Total</td>
<td>25.02</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 there were no Indigenous people employed at Vaucluse Public School.
**Teacher Qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>18%</td>
</tr>
</tbody>
</table>

**Financial Summary**

In 2013 Tied Grants that were carried forward continued to be used to complete the construction of the Stephanie Alexander Kitchen Garden Program. The remaining funding will be used to install gas hot water and an additional dishwashing machine for the kitchen.

The P&C very generously donated in total $61,132.60 in 2013. This donation was to fund the purchase of Literacy, Library, Technology and Mathematics resources. In addition the P&C funded new cabling to the Library and a multi-purpose sports field.

A full copy of the school’s 2013 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.

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

**Date of financial summary**

| Date of financial summary | 30/11/2013 |

**Income**

| Balance brought forward | 79,073.35 |
| Global funds            | 146,124.78 |
| Tied funds              | 35,481.59  |
| School & community sources | 268,672.98 |
| Interest                | 3,323.18   |
| Trust receipts          | 4,284.80   |
| Canteen                 | 0.00       |

**Total income**

| $536,960.68 |

**Expenditure**

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

| Total expenditure    | 419,978.89 |

**Balance carried forward**

| 116,981.79 |

**School Performance 2013**

**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)

**NAPLAN Year 3 - Spelling**

**NAPLAN Year 3 - Grammar and Punctuation**

**NAPLAN Year 3 - Numeracy**
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 5 – Reading

NAPLAN Year 5 - Spelling

NAPLAN Year 5 - Grammar and Punctuation

NAPLAN Year 5 - Writing
**NAPLAN Year 5 - Numeracy**

**Progress in Reading**

**Progress in Grammar and Punctuation**

**Progress in Writing**

**Progress in Numeracy**

**Minimum Standards Data**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.4</td>
</tr>
<tr>
<td>Writing</td>
<td>94.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.4</td>
</tr>
<tr>
<td>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>96.0</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>95.8</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>95.8</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>95.8</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>96.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

**Other Achievements**

**Sport**

Vaucluse has had another excellent sporting year in 2013 with a large number of students competing at District and Regional level. Our PSSA Sport teams all had successful seasons, the stand-out being the Senior Mixed soccer team who again made the grand final only to be pipped at the post unfortunately.

This year students at Vaucluse participated in the 2013 Premier’s Sport 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 took part in a 10 week sport challenge with each class logging time spent in a broad range of recreational pursuits during playtime, as part of school sports programs and at weekends.

To encourage the students we re-introduced our daily fitness program to ensure each child had access to at least 15 minutes of physical activity per day. It soon became 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 a Diamond level certificate, the highest level achievable.

Well done to all participants and to the teachers for their all their work organising the daily fitness activities.

Enthusiasm and participation at our school sports carnivals is encouraging and student’s skills have been developed through programs in Athletics, Gymnastics, jujitsu, dance and yoga. Thank you to all teachers and parents who assist with sport at Vaucluse, your efforts are invaluable to the enjoyment and success of our programs.

*Tom Styles*

2013 Sports Coordinator
Public Speaking

This year our school competed in the Multicultural Perspectives 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 Darlington Public School on the 11th 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.

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. This year students from stage 3 participated in the Bondi District Debating Competition. For some students, it was their very first experience at debating. 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.

Laura Caesar
Public Speaking and Debating Coordinator

Significant Programs and Initiatives

Vaucluse Public School Band

Vaucluse Public School enjoys the talents of its musically inclined students through their participation in our school band which performs at assemblies once a term. It is anticipated that as the band grows in numbers and expertise these performances will increase.

The band is coordinated by Ms Karla Aspden who works with Ms Alex Bieri. The band currently has a large brass section and students rehearse once a week for 45 minutes on Wednesday morning with their conductor - Mr Hayden Woolf. He is a graduate of the Sydney Conservatorium and has extensive experience teaching children Hayden plays a huge variety of instruments and is a great asset to the Vaucluse Band program.

The Band 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.

Currently we anticipate the Band growing in numbers to approximately twenty students in 2014.
from Year 1 -6 compromising of experienced to novice musicians.

Karla Aspden
Band Coordinator

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 Year6. Students are learning valuable skills in problem solving, co-operative 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. 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.

At the weekly Whole School Assembly each class takes a turn in presenting at assembly. It is here that much of the music’s program has been showcased.

In 2013 a number of new music initiatives were introduced. They were a K-2 choir that was successfully led by

Aboriginal Education

An awareness of Aboriginal culture has been a strong focus in all curriculum programs throughout the school in 2013. Classroom programs reflect the implementation of the Aboriginal Education Policy. In 2013 a significant number of resources were purchased for the library to support classroom programs. There is a strong commitment to understanding Reconciliation through teaching and learning programs.

In 2013 a number of other initiatives were introduced to support Aboriginal Education. Years 5&6 participated in an artist in residence program as part of a unit of work on Gold. Aboriginal artist Kathy Farrawell from the Gangari Women's Group at Glebe worked with our students. As part of Reconciliation Week the whole school participated in a dancer in residence program. Matthew Doyle worked with all classes in the school. This body of work culminated in a whole school concert to celebrate Reconciliation Week.

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. In 2013 the school won a grant from Woollahra Council to support the Bush Tucker Garden.
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 Mandarin and 17% 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 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.

**Library**

2013 was a great year for the library, continuing to build and develop from its new position in the middle playground, playing host to a number of lunch time clubs including Chess, Debating and Knitting.

Library lessons this year focused on a number of areas, including research skills, ICT skills and the writing and binding of student’s own written stories.

The library monitor program kicked off this year, with many Year 5 and 6 students enthusiastically pitching in to do jobs around the library at lunch time.

We were lucky enough to receive a visit from Australian author and wildlife photographer Jan Latta, who presented to all students K-6. She had amazing experiences to share with the students and taught us much about conservation through her travels and interactions with many endangered species.

Annual events such as Education Week, Book Week and Grandparent’s Day utilised our brilliant library space as well as some unique one-off events such as the support unit Art Exhibition in Term 4.

Book Week this year included a book character parade, book fair and guessing competition to match the teacher to their favourite book. We greatly appreciate the generosity of all who donated books to our growing collection; the students are always so excited to borrow the new books!

2013 was the first year our school made a concerted effort to participate in the Premier’s Reading Challenge and congratulations to the students who completed the challenge!

**Laura Caesar**

*Vaucluse Public School Librarian*
Support Unit

In 2013 the Support Unit at Vaucluse Public School welcomed 4 new Kindergarten students into its Junior IO class while the Autism class and Senior IO class had a year that focused predominantly on transition; to high schools, returning to mainstream settings or moving on to other settings such as IM classes (classes for students with Mild Intellectual Disabilities).

Students in the Support Unit continued to take an active part in all mainstream special events such as the Mother's Day Assembly, Vaucluse Under the Stars, the Father's Day Breakfast, the Grandparents Day celebration, Harmony Day, fundraising for Daffodil Day and the Cancer Council, Vaucluse on the Grass, Book Week, White Ribbon Day and the school Walkathon. In addition to these events, the Support Unit designed, planned and ran a unit of work called The Art Gallery in the school library at the end of Term 4 which showcased various artworks they had created in Semester 2, 2013. This was supplemented by excursions to Sculpture By the Sea and the Bella Program at the Museum of Contemporary Art. The Art Gallery was highly focused on implementing the new NSW English curriculum written for the Australian Curriculum and contained the following as part of its body of work:

- a video advertisement starring the Support Unit students to advertise the Art Gallery to the student body and the community (projected onto the library wall during the Art Gallery)
- a soundscape created by the students working together in pairs and using musical instruments (displayed in the library on several laptops with headphones)
- black and white photography where students styled each other using props such as wigs and glasses
- printed advertisements for The Art Gallery designed by the students in groups of 3 using Microsoft Publisher and Boardmaker (PCS)
- black and white photography where one colour was chosen to be illuminated by each child ie red, yellow, blue or green (using camera software)
- sculptures designed and created at the Museum of Contemporary Art
- digital artworks created using touch screen computers at the Museum of Contemporary Art
- a floor plan of the library where students used photographs and visuals to set up the layout of The Art Gallery

Students in the Support Unit also took part in weekly integration sessions that included gymnastics, music lessons, dance classes, the Stephanie Alexander Kitchen Garden program, the Hebrew program, Little Athletics, daily physical education and sport ‘Tournaments’. Students attended the Cross Country and Athletics school sports carnivals, the Great Aussie Bush Camp, Introduction to the Ballet at the Sydney Opera House, the Nutcracker performance at the Sydney Opera House, the Primary gymnastics excursion to Olympic Park as well as excursions to local places such as the
Lighthouse Reserve, Parsley Bay, Robertson Park and Watson’s Bay.

2013 saw the Support Unit conclude its fifth 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: Support Unit: Vaucluse Public School

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

The Stephanie Alexander Kitchen Garden Program is an outstanding program at Vaucluse Public School. The community has strong ownership and support of the program. 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.

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 helps groups of students to understand and create the recipe of the day. The volunteers contribute significantly to the program. Our neighbours also participate in the program. Two members of our local community water the garden, feed and care for the chickens and generally keep a good eye on the garden when we are not here. 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.
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.

2013 was the second year of the full implementation of the Stephanie Alexander Kitchen Garden Program. 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 2013 both spaces provided a platform for much creative learning.

**Environmental Education for Sustainability**

2013 was a successful year for Sustainability and Environmental Education. The Sustainability Committee began the year by updating our School Environment Management Plan (SEMP.) The SEMP outlines future directions for Vaucluse’s local environment and for Environmental Education.

Vaucluse Public School were successful recipients in the Woollahra Council Environmental Grants Program. Maureen Hallahan received the grant along with the 2013 school captains, at the Woollahra Council chambers. The Sustainability Committee applied for a $1000.00 grant for the purchase of water saving bubblers to be installed in student toilets. The bubblers, to be installed in 2014, will increase the number of water saving devices in our playground. A major project for Vaucluse Public School in 2013 was to upgrade the Bush Tucker Garden. We received a Woollahra Council grant for the upgrade, which was used to create a safe and attractive outdoor learning environment. The Bush Tucker Garden gives students opportunities to satisfy content from the new Australian Curriculum, including Sustainability and Aboriginal Perspectives.

Vaucluse Public School entered the *Bush Tucker Garden* in the Woollahra Council Garden Competition for Garden Week 2013. A panel of judges came to see our grounds and the Bush Tucker Garden won the award for “Best New Garden.”

Vaucluse reinstated Nude Food Day in 2013. Year 5/6 presented an assembly to demonstrate idea to the school, and each class at VPS created a Nude Food poster for display. Vaucluse also celebrated Earth Hour by reducing electricity for one hour - no lights, computers or interactive whiteboards in classrooms! The Sustainability Committee had the opportunity to network with other schools and centres at the Eastern Suburbs Sustainable Schools Network (ESSSN) meetings throughout the year. The final meeting of the year was an award ceremony, and Vaucluse School were Highly Commended for Biodiversity, due to our Bush Tucker Garden project.

**Jessica Timbs**

*Sustainability Coordinator*
Year 6 Camp

An outstanding 2013 initiative was the Year 6 Camp to the Southern Highlands. In 2013 the Year 6 cohort consisted of twelve children so we were able to take a flexible approach to many activities that had been done in a traditional way. The Year 6 Camp was one of these activities.

In November, 11 Year 6 students accompanied by two teachers and a parent travelled by train (– an adventure in itself !!! ) to the Southern Highlands where they enjoyed a unique outdoor education experience.

Students met with much excitement at Central Station where they caught a train to Bomaderry Station with all their food and gear. Everyone was responsible for something. They were then met by bus to head to Kangaroo Valley. The first night was spent at a farm stay where students were given the opportunity to get a lesson in horse whispering. Students then headed out on a bushwalk to explore the beautiful grounds. In the evening Year 6 had to help prepare their dinner and set the table for a communal dinner under the stars. At night the students had a lesson in wombat spotting which they thoroughly enjoyed.

The next day the teachers and students went down to the Shoalhaven River and were joined by two qualified kayak instructors. After a thorough lesson on safety they began the four hour kayak trip to reach the camp site. The kayaking was a great team bonding activity as the students had to work together to get the kayak moving.

Once at the campsite the students had to work together to set up tent. Once again students had to help prepare dinner and use the old fashioned way of cleaning the dishes down by the river with sand and water. It was an extraordinary experience for our students to camp overnight on the banks of the river.

The next day was an early start where we began our journey back up the river, and sadly concluding our fantastic trip away.

The camp was a success and helped develop independence, team building, further developing map reading as well as increasing their kayaking and bushwalking skills. We are sure our Year 6 group came home very different people to the ones who set off complaining about having to carry backpacks and travel by train. The insights our students shared after the trip were made of the stuff that made us all want to become teachers.

Talia Butt
Year 6 Coordinator

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 Staff planning meetings.
- School Improvement Committee Meetings
- Vaucluse Public School’s NAPLAN data
- Vaucluse Public School’s Beststart Data
- School based assessment

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 2013:

- 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 62% of students achieved in Bands 4,5 & 6 for Numeracy. In Year 5 70% of students achieved in Bands 4, 5 & 6 for Numeracy.
- 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 Mathematics Programs.
- Classrooms were resourced with concrete materials.
- 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.

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.

**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.

• Improved Year 3 and Year 5 student achievement in NAPLAN

**Evidence of Progress Towards Outcomes in 2013:**

• 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 Mathematics 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

• Implementation of the Literacy Continuum to map all students

• 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 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 need 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.

**Professional Learning**

Professional learning is seen as a critical component in the delivery of best practice. In 2013 the staff focused on developing understanding around the NSW English syllabus for the Australian Curriculum. The staff also began an early implementation program for this syllabus.

Time is allocated each week after school for Professional Learning. These sessions took advantage of expertise within the school and surrounding schools.

In Term 2 the whole staff attended a two day conference on Creative and Critical Thinking. This conference was organised by our local learning community – the CoSIES. In 2013, 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, VCOP – a writing program.
- Numeracy: Assessment and Evaluation
- Analysis of NAPLAN data, use of SMART data for the development of individual programs
- 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

**Parent/Caregiver, Student, and Teacher Satisfaction**

In 2013, 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 2013, 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 future directions for the school. The outcomes of these processes will be reflected in the 2014 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.

**Future Directions**

- To standardize classroom bulletins and the information provided in these
information sheets. To provide rich and relevant information around class teaching / learning programs.

- To publish a calendar in the weekly parent newsletter.
- To introduce a styleguide for all home / school interactions.
- To inform parents in a timely manner in regard to excursions or special days.
- To regularly update the school's website.
- Professional Learning for staff on quality feedback.
- To assist the Class Parent Program to grow and establish clear protocols for communication.

**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 Abellis: Assistant Principal  
Anthony Rowan: P&C President  
Nicki Steevens: R/Assistant Principal  
Corinne Montano: SASS Staff

**School Contact Information**

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:

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