Our school at a glance

Students

At Vacy Public School our values focus is on respect, responsibility, tolerance, service and community. In our students our success is measured by the ways in which these values epitomise our school.

Our students enjoy an outstanding learning climate. Rather than staff dealing with behavioural issues that disrupt learning, through their actions and enthusiasm, our students enhance learning. In this way, a very high percentage of time in class is spent on the business of learning rather than management and it has brought great benefits.

In 2012, 94 students were enrolled at Vacy School. Each of them added value to our school and contributed to our school climate in their own way.

Staff

The school community of Vacy Public have been fortunate to have a committed staff whose enthusiasm and professionalism have enabled them to cope with change while still providing their students with a high quality education experience.

Again our results reflected the organisation and expertise of our staff members; Sally Rogers, Maree Greaves, Karen Fonti, Jamie Corrigan and Alicia Fay. Together the staff has worked to maintain the standard of excellence that Vacy School has become renowned for.

After his successful application, Mr Kevin Greaves was appointed as principal of Maitland Public School at the commencement of 2012 and Mr Graeme Oke was offered and accepted the position as the new principal of Vacy Public School to begin in 2012.

Significant programs and initiatives

As a small school our staff have been continually involved in professional discussion regarding programs and improved learning programs that are aligned closely between classes. Staff awareness of what happens in other classrooms is high and interaction and collaboration between staff and students is constant. The alignment of our timetable to include a literacy session in the morning, a mathematics session and a sciences/arts session has promoted the development of new and interesting programs throughout the grades. The learning sequence of each student is explicit but also allows for autonomy of staff in adding variety to the curriculum. In this way a varied and interesting curriculum is presented that keeps the interest of our students.

Our expectations are high at Vacy Public School for student involvement and service to the school and each other. Our leadership program develops some terrific contributors to our school and the everyday school climate is evidence of the success of the program.

Student achievement in 2012

Student achievement in NAPLAN 2012 was slightly above the achievements of previous years. There were several contributing factors that have been identified by staff and which have provided a focus for future achievement.

Focused instruction across all areas of literacy and numeracy and an increased awareness of the expectations of the assessment has resulted in an upward shift of student band achievement.

Further comprehensive analysis of the NAPLAN results is needed to continue to maintain achievable and realistic goals for improvement. It has been recognised that small incremental shifts in student attainment can make considerable gains in Band achievement for our students. The challenge for the school remains to ensure that teaching and learning programs fully engage students in the learning process.
**Messages**

**Principal’s message**

2012 has been a year of significant change within the Department of Education and Communities (DEC) with the innovations of Local Schools, Local Decisions and Every Student, Every School, the realignment of schools from ten regions to five entities, greater autonomy for schools to manage their finances and personnel and the new staffing agreement where school communities have a say in the appointment of staff at all levels.

These are new and exciting times for schools and their communities and at Vacy, with a strong and decisive P&C Association, we are well placed to tackle the new initiatives to create a strong and viable future for our students and families.

Our plan this year has been to continue the growth and development of all students in the fundamentals of Literacy and Numeracy and to enrich students with a range of opportunities such as involvement in external competitions and performances.

We have gone further to create a future by installing wifi in all classrooms and purchasing a bank of laptop computers that can be utilised and accessed by all classes and all students. This has allowed us to embrace emerging technologies and we have already seen increased engagement of our students. Our P&C have generously provided the funds for a mobile charger trolley which has proven very handy.

It therefore comes as no surprise that we are growing – from an initial enrolment of 94 students at the commencement of the 2012 school year to an enrolment of 108 students to start 2013. This is a substantial increase and will mean that we should grow to five classes.

Whilst it is positive that we are growing as a school community, it is important that we maintain the integrity of our small village school and build on the motto that our forebears created for the school, the motto of ‘friendship and learning’. It is incumbent on all of us, teachers, parents and students to welcome students into our school and support them in maintaining and strengthening the strong and close bonds that our students enjoy and to reaffirm the school’s motto, ‘friendship and learning’, at every opportunity.

To conclude I would like to give my thanks to our committed and dedicated staff, all of whom perform above and beyond expectations, something which generally happens in a small school setting such as ours. Our teachers exemplify the wonderful characteristic of being nurturers of your children through their school-life, they demonstrate daily compassion and concern for each and every child in their care. Our office staff, led by Mrs Hope, keeps our school running smoothly and attends to the students’ needs and Mr McCabe tends to our grounds to ensure that the school environment is tidy and inviting. To all of the staff, I say thanks, your efforts do not go unappreciated.

To the many volunteers, whether it be for reading groups, canteen, assisting on excursions, or whatever, I thank you for the time and energy that you have given to provide all of our students with opportunities that they may not necessarily have been provided.

Thanks also to the selfless efforts of our P&C team. Our P&C, capably led by Glenn Butler, have supported the school through many fundraising endeavours throughout the year, from the Country Carnival, the Cutting Day, the Bunnings barbecue and other events which have enabled the school to purchase much needed resources for the students. Thank you to our Before and After School Care team who have also worked tirelessly to provide a service to working families and their efforts have been rewarded through increased numbers.

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.

Graeme Oke - Principal

**P & C message**

I would like to take this opportunity to thank the following committee members, Secretary David Williams, Treasurer Tanya Waight and Uniform coordinator Karen Basham.

I would specially like to thank David Williams and family for their years of involvement in the service of Vacy Public School through the Vacy P&C Association.
Also thank all the parents who continuously give up their time to attend our P&C meetings and assist in our fundraising events throughout the year.

In addition to this, I would like to thank the wonderful Before and After School Care (BASC) team, Alison Nicholson, Kim Lechner and Carrie Butler. This committee has had a rather tough year however they have done a great job in managing the challenges and changes including the renewal of a new accreditation. The changes made have resulted in the service becoming more viable and rewarding for the children attending.

Not forgetting our fantastic Canteen Co-coordinator Kristie Roberti. Kristie stepped into this role after Natalie Convery could no longer commit due to work. Kristie did an exceptional job, making changes to provide a healthier menu. The canteen could not operate without the volunteers who work each Monday and Thursday, thank you.

In 2012 the P&C has had a busy year with several major fundraising events which included the Vacy Country Carnival, the Vacy Cutting Day, the Vintage Car morning tea and the Bunnings BBQ.

The Vacy P&C has raised approx. $9000 dollars which has enabled us to purchase the following items for our school – a computer charger trolley, a new barbecue, donations towards children’s school camp fees, library bags for the 2013 kindergarten children, uniforms for the senior dance group who participated in the Hunter Dance Festival and we were also able to donate a large amount to the Westpac Rescue Helicopter from the money raised at the Vacy Cutting Day.

These fundraising events would not have been possible without the efforts of our volunteers, so on behalf of the P&C thank you. Special thanks go to Greg and Lorraine who again contributed their camp oven proceeds to the P&C and BASC as well as Adele Horn, Lisa Priestley and Josh and Penny Evans for their donation following the Vacy Cutting Day.

Once again a thank you to all involved, and who have helped out in any way possible.

Glenn Butler – P & C President

Student representative’s message

We love being a part of the wonderful learning environment that Vacy School offers its students. Our teachers always encourage us to do the best that we can in whatever we are doing and we are proud of our efforts when we achieve good results.

At Vacy School we are all encouraged to join in and have a go whether it be on the sporting field, in our school dance groups or in the many extra-curricular activities that are offered. We know we are a part of our school community because our Student Representative Council has a say in what is happening and this makes us feel very important and appreciated.

Vacy provides us with the opportunities we need to help us grow into confident, well-adjusted young adults who are ready to move on when high school beckons us. As well as the normal curriculum lessons, we get to learn the leadership skills and life lessons needed to help us in the future.

Zoe Butler and Liam Key – Captains 2013

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

The student enrolment profile has shown a slight increase in 2012 and should continue to trend upwards as the rural acreage estates are developed and homes built.

![Enrolments Chart]

Student attendance profile

In 2012, the school’s attendance rate at 97.3% was significantly higher than in previous years and in comparison to Region and State averages.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.3</td>
<td>94.8</td>
<td>97.3</td>
<td>97.0</td>
<td></td>
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<td>1</td>
<td>94.1</td>
<td>95.8</td>
<td>92.5</td>
<td>98.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.2</td>
<td>91.8</td>
<td>94.3</td>
<td>98.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.5</td>
<td>94.5</td>
<td>95.0</td>
<td>97.3</td>
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<tr>
<td>4</td>
<td>95.4</td>
<td>93.8</td>
<td>95.7</td>
<td>97.3</td>
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<tr>
<td>5</td>
<td>94.3</td>
<td>95.0</td>
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<tr>
<td>6</td>
<td>94.1</td>
<td>94.8</td>
<td>96.8</td>
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<tr>
<td>Total</td>
<td>92.9</td>
<td>94.6</td>
<td>94.4</td>
<td>94.9</td>
<td>97.3</td>
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</tbody>
</table>

Management of non-attendance

Staff at Vacy Public School utilise the software program ‘WebAttend’ to monitor student absences and manage the follow-up procedures to address student non-attendance.

Staff information

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

Staffing levels are the same in 2012 as for the previous few years. Staff changes in personnel were required due to the principal accepting the principal role at Maitland PS. Mr Graeme Oke was appointed as principal through the merit selection process, commencing in the role in January 2012.

Ms Fay was on maternity leave returning to work part-time in Semester 2. Mrs Rogers relieved full-time on Kindergarten and Miss Corrigan worked part-time fulfilling Library and Release from Face-to-Face commitments.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.336</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>20 days</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
<tr>
<td>Total</td>
<td>6.042</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Vacy Public School has no staff members who identify as Aboriginal or Torres Strait Islanders.

Staff retention

The school retained approximately 85% of staff from 2011.

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>50%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>41673.77</td>
</tr>
<tr>
<td>Global funds</td>
<td>88054.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>41573.04</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>45250.49</td>
</tr>
<tr>
<td>Interest</td>
<td>1968.39</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1527.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>220047.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>22228.66</td>
</tr>
<tr>
<td>Excursions</td>
<td>19173.02</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>17032.82</td>
</tr>
<tr>
<td>Library</td>
<td>1056.31</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5082.16</td>
</tr>
<tr>
<td>Tied funds</td>
<td>48492.59</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>8167.96</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>27423.13</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>25307.92</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5907.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3405.25</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>183277.21</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>36770.29</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

At Vacy Public School, our priority is to provide a total educational experience incorporating excellent learning programs, a strong support and social structure, opportunities for pursuit of interests and a wide range of extra-curricula activities for the students.

We are proud of our school and the achievements of our students, only some of which are highlighted.

Achievements

Arts

The Arts have been a focus of programs and opportunity development over recent years and highlights in 2012 have been:

- the establishment of a senior and junior dance group under the direction of Miss Corrigan. The senior dance group auditioned for, and performed at, the Hunter Dance Festival;
- senior and junior dance groups combined to perform at the Vacy Country Carnival, the White Ribbon Day and on Presentation Evening,
- Harriette Hopkins, Mia Roberti and Kyle Lechner all gaining recognition and having their artworks displayed at the Maitland Regional Art Gallery following their success in the ‘Face Off’ competition;
- the continuation of tuition in drumming for two groups of students under the direction of Mr Col Hatchman. The drumming groups also combined and performed at the White Ribbon Day and Presentation Evening; and
- the attendance of several students at the Creative Arts Camp held at Gresford.

Sport

Students have the opportunity to represent the school in a number of ways in sporting events. The school has a proud tradition of achievement in this area and some of the 2012 highlights include:

- participation in the small schools sports gala days with involvement from a significant number of development officers from different sports agencies;
- active involvement in the Dungog Community of Schools’ Olympics Day;
- Lleyton Lloyd representing at state level in swimming;
- the continuation of the Active After-School Communities program with targeted sports including basketball, multi-sports, tennis and cricket;
- the ‘Learn to Swim’ program and the ‘Sports in Schools’ program conducted in Term 4;
• participation in the small schools knockout competition for soccer; and
• representation at Zone PSSA carnivals in swimming, cross country and athletics.

Other
2012 has been a year in which the school has grown and prospered. We have extended our students through participation in a range of competitions, ICAS, Premier’s Spelling Bee, Public Speaking competition, our very successful involvement in the Maitland Art Gallery’s Face Off competition and our first ever participation in the Hunter Dance Festival where our students performed Space Jam to a very appreciative audience.

During 2012, Vacy School participated in a Learning Management Group initiative regarding literacy in the middle years. The initiative was based on utilizing the Lego NXT robotics program as a catalyst for students’ engagement in literacy. Year 9 students from Dungog High School communicated with Stage 3 students and prepared programs for the robots to perform. Stage 3 students implemented the programs and gave feedback to the Year 9 students on the robot’s performance.

Stage 3 students were awarded Champion School at the Maitland Science and Engineering Challenge Discovery Day 2012 which was presented by the University of Newcastle.

Students from K–6 of Vacy School have been raising money to sponsor a student, Maurin Elias Kitunda, at the School of St Judes in Arusha, Tanzania. Maurin is 10 years old and has been a student at the Moshono Campus for the past four and a half years, sponsored by the students of Vacy.

Each semester, the school sends us an update on Maurin’s progress and often photographs of what she has been doing in her classes. Maurin also writes on a regular basis and Mrs Fonti responds telling her about what is happening at Vacy School. She loves getting our letters and both Maurin and her family appreciate the money that we raise to help them live a better life.

During 2012, the school completed the construction of a sensory garden and quiet area, funded through the NSW Environmental Trust.

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

![Percentage in bands: Year 3 Reading](image-url)
Literacy results for students in Year 3 showed a considerable trend upwards across all areas. Target setting for these students proved successful and the percentage of students in Band 6 for reading and grammar and Punctuation were higher than state averages. Focused instruction across all areas of literacy and increased awareness of the expectations of the assessment has resulted in increased numbers of students achieving higher bands.

**Numeracy – NAPLAN Year 3**
In 2012, the school’s performance was on par with state averages and showed a significant upward movement compared to the previous two years. Focused instruction across all areas of numeracy has resulted in increased numbers of students achieving higher bands with more than 25% of students achieving Band 6.

**Reading – NAPLAN Year 5**

In 2012, literacy results for students in Year 5 showed a return to comparable achievement to state averages. Target setting for these students proved successful with more than 80% of students in Bands 6 to 8 for reading. Staff is analysing the Year 5 results in writing to address areas of understanding that will most impact students’ learning.
In 2012, the school's results were in line with state averages and pleasingly showed a general movement upwards across the bands. More than 80% of students achieved greater than Band 5.

**Progress in numeracy**

Average progress in Numeracy between Year 3 and Year 5 for the period 2010 to 2012 have been more in line with average state progress. Progress in spelling continues to be a strength, maintaining over 100% average progress between Year 3 and Year 5.

**Significant programs and initiatives**

Vacy Public School serves a student population almost entirely Anglo-Saxon in heritage with a small minority of students identifying as being of Aboriginal or other descent. For this reason, it is a focus at Vacy Public School to provide our students with as many multicultural experiences as possible. We also focus very strongly on capacity building within our entire student body in leadership, service and teamwork.
Aboriginal education

Aboriginal perspectives are embedded within our curriculum structures through the key learning areas. We provide opportunities for all students to increase their awareness of Aboriginal culture. To this end, we hold an annual Aboriginal cultural experience to promote aspects of Aboriginal heritage and culture of which our students may not be aware.

Multicultural education

Multicultural perspectives are embedded in the key learning areas. Studies of specific countries and cultures are undertaken in the senior years and other cultural aspects, such as beliefs and celebrations, are investigated in the early years.

Progress on 2012 targets

Target 1

To develop a broad range of opportunities for students to be actively engaged in learning through involvement in activities accessed through emerging technologies

The school has established a wireless network resourced with the latest rollout of T4L laptop computers. This will provide a greater number of students with internet access and the opportunity to utilise technology to undertake classroom tasks.

Our achievements include:

- wireless access points in all classrooms allowing internet access throughout the school;
- interactive whiteboards are the focus of whole class activities across the key learning areas;
- students are able to access a broad range of activities through their use of classroom and laptop computers;
- staff undertaking training in Sentral and its applications to promote efficient administrative practices;
- the purchase of twenty one laptop computers for student use combined with a schedule for use to ensure equity across the grades;
- a P & C funded charger trolley which securely allows for recharging of the laptops; and
- increased engagement of students and greater accessibility for students.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of computer technology.

Computer technology

Background

The school conducted an evaluation of computer technology as this was an area of a significant investment of funds in 2012. The resourcing of this area complemented the School Plan 2012-2014 and met the intended outcomes including:

- increased levels of achievement for all students through classroom application of engaging, quality programs;
- improved computer technology skills and student involvement in emerging technologies; and
- improve the overall learning outcomes for all students in line with state and regional targets.

Findings and conclusions

Thirty four families representing 79% of the forty three invited respondents returned completed surveys.

The majority of parent respondents agreed that the use of computers at school makes learning more enjoyable and was an important part of learning for their children.

Parents indicated that they would like to know more about the use of computers in the classroom and to be better informed about their use.

Survey responses were obtained from forty three students representing 47% of the student population.

Their responses strongly showed that they have well-developed desk-top publishing and Internet skills. They responded favourably to the school making computers more accessible to them for learning.
Students overwhelmingly enjoy using computers at school and were very positive in wanting to learn more computer skills.

There were considerable responses from students that indicated a desire to learn typing skills and to purchase more laptops.

Staff responded that financial and resource allocation for computer technology is done well, as was the improvement in computer maintenance and distribution.

There was an identified need to further support professional learning of staff in computer technology.

Future directions
A clear and effective plan for computer technology needs to be further developed and include resourcing for professional learning of staff and a scope and continuum of computer skills acquisition.

The inclusion in student reports of the students’ competency in stage identified skills will be explored and explicit instruction in touch typing will be trialled with Stage 2 students.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

There is a strong culture of community support for Vacy Public School, its staff and the programs on offer.

School management and communication are valued by students and parents alike which is a sound confirmation of the practices that are in place at the school.

Professional learning
Throughout 2012 teachers have undertaken a range of professional development activities. These activities are done with the primary focus of meeting student learning needs and improving teaching practice.

In 2012 $5082.16 was expended on professional development. This represents $847.03 spent on professional learning for each teacher. This funding includes course fees, salaries for replacement staff, travel costs where necessary and other incidentals.

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 DEC’s planning documents.

School priority 1
Outcome for 2012–2014
To strengthen quality literacy programs, practices and resources to improve learning outcomes for students in literacy.

2013 Targets to achieve this outcome include:

- 75% of students in Early Stage 1 and Stage 1 achieving Reading Recovery levels in Kinder – level 8, Year 1- level 18, Year 2 – level 28 in 2013;
- expected growth from Year 3 to Year 5 to exceed state performance of 60% for reading and writing in 2013;
- 66% of Year 3 students achieving bands 4 – 6, 60% of Year 5 students achieving bands 6 - 8 and 58% of Year 7 students achieving bands 7 – 9 in reading in 2013; and
- 50% of Year 3 students achieving bands 4 – 6, 50% of Year 5 students achieving bands 6 - 8 and 50% of Year 7 students achieving bands 7 – 9 in writing in 2013.

Strategies to achieve these targets include:

- monitoring the use of resources and identifying and resourcing where needed;
- identifying resources to bridge the gap between Infants and Primary reading schemes;
- developing systematic and explicit teaching and learning programs in the strand areas of literacy; and
- identifying and purchasing high interest/low level resources to support students.
School priority 2

Outcome for 2012–2014

To develop a broad range of opportunities for the extension and enrichment of students that takes advantage of emerging technologies.

2013 Targets to achieve this outcome include:

- increased levels of student achievement and engagement;
- exceeding the state average of students achieving at band 6 for Year 3 students and band 8 for Year 5 students in 2013; and
- increased teacher professional learning funds to be directed to support teachers to program for gifted and talented students.

Strategies to achieve these targets include:

- identifying gifted and talented students and developing individualised learning programs;
- developing extension and enrichment programs that are engaging and meaningful; and
- undertaking professional learning activities to support teachers in programming for gifted and talented students.

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.

Graeme Oke - Principal
Glenn Butler – P & C President
Karen Fonti – Class teacher
Maree Greaves – Class teacher
Zoe Butler – School Captain 2013
Liam Key – School Captain 2013

School contact information

Vacy Public School
786 Gresford Rd, Vacy
Ph: 49388153
Fax: 49388207
Email: vacy-p.school@det.nsw.edu.au
Web: www.vacy-p.schools.nsw.edu.au
School Code: 3321

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:


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