Vacy Public School
Annual School Report 2013
School context
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. Students are provided with a variety of opportunities to achieve their full potential and there are high expectations for learning and behaviour. The release of the 2014 Resource Allocation Model (RAM) gave Vacy Public School a Family Occupation and Education Index (FOEI) of 92 points.

In 2013, 114 students were enrolled at Vacy School. Each of them added value to our school and contributed to our school climate in their own way. This was a significant growth and reflects the high regard in which the school is held and the completion of semi-rural estates in the local area.

Principal’s message
2013 has been a fruitful year and one in which the school has grown and prospered.

We joined the KidsMatter schools program and, through the SRC, reaffirmed five guiding principles for students to follow. They are Play Fairly, Be Safe, Think Before You Do, Co-operate and Respect Everyone and Everything. We have installed a new phone system essential for Workplace Health and Safety and we implemented our COWs program on Wednesday afternoons across K-6. COWs or Creative Opportunity Workshops give students a wide range of Creative and Practical Arts activities to choose from. During the year we have run workshops in drama, dance, gardening, cooking, egg carton and paper art, photography and even movie-making and animation, made possible by our Technology program which has seen us grow to 44 laptops for use across the school.

Our Year 5 & 6 students again were successful in winning the Science and Engineering Challenge which is a great effort and our Fitness program has been recognised through the Premier’s Sporting Challenge as a Gold award program as it meets the daily physical activity requirements and, this year extended to include Fundamental Movement Skills exercises.

We have revised our Welfare and Discipline Code, which we will further revise, to ensure that our students are positively rewarded and recognised for good behaviour and consequences are clear for misbehaviour. We have also continued our very successful involvement in the Maitland Regional Art Gallery’s FACE competition and our continued participation in the Hunter Dance Festival.

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

We have gone further to create a future by increasing our laptop numbers to 44 laptops, all able to access the WiFi across the school. This has allowed us to embrace emerging technologies and we have already seen increased engagement of our students.

It therefore comes as no surprise that we continue to grow in numbers – this year we added another class and we will maintain the fifth class for 2014.

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, keep our school running smoothly and attend 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 the many other jobs you assist with, 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 Tocal Field Day craft stall, the Masters barbecue, the Vacy Charity Cutting Day and the holiday raffle 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.

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

2013 has been yet another successful year for the Vacy P&C.

I would like to recognise and thank the committee members for all the hard work they have done –Secretary Joe Thompson, Treasurer Tanya Waight, Vice-President Kristy Grainger and to all the parents who made it to the meetings throughout the year.

This year the P & C have raised more than $10000 and are pleased to have donated $2500 to the Westpac Rescue Helicopter Service.

This was made possible through the following fund raising events - Masters BBQ, Tocal Field Day craft stand, the Vintage Car Rally, the end of year raffle and the Vacy Charity Cutting Day. Special thanks goes out to the Evans family, and the organising committee of the Cutting Day for once again inviting VPS to be involved.

The money raised by the P&C has assisted with the following - Kindergarten welcome packs, the Years 5 & 6 major excursion, the Year 6 graduation dinner, the Learn to Swim program, the new sports shed and plants for the sensory garden. This couldn’t have been done without the volunteers who gave up their time to help.

Next year our focus is on the literacy programs and new books for library.

We also need to recognise the efforts of other valued members for their continuous work - Eleesha Periera, our uniform coordinator, and Karen Basham our past uniform coordinator Canteen coordinators, Mel Lutschini, Natalie Convery, Sian Jones and Amy Rowles. Thanks also to the volunteers who give up their time in the running of the canteen.

Our Before and After School Care service has continued to grow. Thank you to the hard-working committee members - Carrie Butler, Alison Nicholson, Kim Lechner, as well as our new committee members Helen Cameron and Karen Prior.

Through the efforts of this committee Before and After School Care continues to operate successfully and thanks goes to the three great staff members Tammy, Lorraine and Tahneel.

This year we acknowledged David and Heather Williams who have been associated with Vacy P & C for over 25 years in various roles throughout this time. It gives me much pleasure to recognise their service and award them with life membership to the P & C Association of NSW.

Glenn Butler
P & C President
Student representative’s message

As leaders at Vacy Public School we feel very fortunate to be a part of the wonderful learning environment that our school provides for its students. We are taught right from Kindergarten to be proud of our achievements and the teachers and staff always encourages us to strive higher no matter what we are doing.

At Vacy School everyone gets a fair go. Whether it is in the classroom or out in the playground we learn the importance of treating others with respect and because of this, we as students are given lots of opportunities through our Student Representative Council to help make the important decisions that affect the students and their school life.

Vacy provides us with the opportunities to grow into confident, well-adjusted young adults to move on to high school. We love our school and feel privileged to be its captains for 2014.

Anastasia Lutschini and Mitchell Carter

School Captains 2014

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

The student enrolment profile has seen a significant increase in 2013 as rural acreage estates have been developed in the local area. This trend is likely to continue in the near future.
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>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>6.9</td>
</tr>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. There is no Indigenous staff employed at Vacy Public School.

In 2013, the school was allocated a Relieving Assistant Principal position as the student enrolment numbers were in excess of 104 students.

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>72.5%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>28.5%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>28.5%</td>
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Financial summary

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 | 30/11/2013

**Income**

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<tr>
<th>Source</th>
<th>Amount</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>
<td>98620.85</td>
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<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>30907.52</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>20004.98</td>
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<td>Extracurricular dissections</td>
<td>15960.86</td>
</tr>
<tr>
<td>Library</td>
<td>2119.86</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2075.36</td>
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<tr>
<td>Tied funds</td>
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<tr>
<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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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
<td>18508.00</td>
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<tr>
<td>Trust accounts</td>
<td>5314.83</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>238833.24</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>79912.91</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the School P & C Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

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 the students.

Achievements

Arts

The Arts have been a focus of programs and opportunity development over recent years and highlights in 2013 have been:

- The continuation 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 performed on Presentation Evening;
- Madison H, Amy and Jacob B gaining recognition and having their artworks displayed at the Maitland Regional Art Gallery following their success in the ‘FACE’ competition;
- The formation of a school choir;
- 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 Presentation Evening; and
- The implementation of ‘Creative Opportunity Workshops’ (COWs) program based on students choosing different creative and practical arts activities in which to participate.

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 2013 highlights include:

- participation in the small schools sports gala days with involvement from a significant number of development officers from different sports agencies;
- the continuation of the Active After-School Communities program with targeted sports including basketball, multi-sports, tennis, rugby union, rugby league, hockey and cricket;
- all students participated in the ‘Hot Shots’ tennis program;
- achieving a Gold award in the Premier’s Sporting Challenge;
- the ‘Learn to Swim’ program conducted in Term 4; and
- representation at Zone PSSA carnivals in swimming, cross country and athletics.

Other

2013 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 Reading Challenge, Public Speaking competition, our very successful involvement in the Maitland Art Gallery’s Face Off competition and our continued participation in the Hunter Dance Festival where our students performed “Do Your Thing”.

Two students, Lincoln and Brigette, were successful in reaching the Zone finals of the Public Speaking Competition.
Stage 3 students were again awarded Champion School at the Dungog Science and Engineering Challenge Discovery Day 2013 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 Jude in Arusha, Tanzania. Maurin is 12 years old and has been a student at the Moshono Campus for the past six 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.

**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)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 - Numeracy

The 2013 results in Numeracy for Year 3 students were slightly below the four year school average with a larger percentage of students in the lowest two bands.

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

Literacy results for students in Year 5 showed that students performed below the school and state averages in all aspects of the test.

Year 5 students have shown considerable growth compared to state averages in all aspects of the Literacy tests. Year 5 students are 40 scale points above the average growth in Grammar and Punctuation.

NAPLAN Year 3 - Numeracy

The 2013 results in Numeracy for Year 3 students were slightly below the four year school average with a larger percentage of students in the lowest two bands.
Percentage of students in bands:

### Year 5 Writing

- **School Average 2011-2013:**
  - 2008-2010: 125.1
  - 2009-2011: 56.0
  - 2010-2012: 65.1
  - 2011-2013: 116.4
- **SSG % in Bands 2013:**
  - 2008-2010: 83.1
  - 2009-2011: 76.0
  - 2010-2012: 74.6
  - 2011-2013: 89.1
- **State DEC % in Bands 2013:**
  - 2008-2010: 83.7
  - 2009-2011: 74.0
  - 2010-2012: 79.2
  - 2011-2013: 85.7

### Year 5 Spelling

Average progress in Reading between Year 3 and 5:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>125.1</td>
<td>56.0</td>
<td>65.1</td>
<td>116.4</td>
</tr>
<tr>
<td>SSG</td>
<td>83.1</td>
<td>76.0</td>
<td>74.6</td>
<td>89.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
</tr>
</tbody>
</table>

Average progress in Writing between Year 3 and 5:

<table>
<thead>
<tr>
<th></th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.2</td>
</tr>
<tr>
<td>SSG</td>
<td>56.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>55.2</td>
</tr>
</tbody>
</table>
NAPLAN Year 5 - Numeracy

In 2013, students in Year 5 performed below the school and state average. The growth achieved by Year 5 students in Numeracy was slightly higher than the state average growth.

Other school based assessments

K-2 Reading Levels

81% of Kindergarten students achieved independent Reading Recovery level 6 or above which is above regional and school targets.

72% of Year 1 students achieved independent Reading Recovery level 16 or above which is slightly below regional and school targets.

The Year 2 cohort is too small to make statistically accurate comparisons.

Other achievements

Students participated in the ICAS competitions in 2013. Three students were awarded credits and one student achieved a distinction.
**Significant programs and initiatives**

**Aboriginal education**

The school implements programs that increase awareness for all students about Aboriginal history, culture and contemporary issues.

Aboriginal perspectives are embedded within our curriculum structures across the key learning areas.

Aboriginal students are supported and participate in culturally significant events including NAIDOC celebrations at Dungog High School involving Aboriginal art, storytelling, cultural history and dance.

Aboriginal students and their ‘buddies’ attended the Bularr Wangga Festival organised by the Yonyoong Local AECG to provide opportunity for all students to develop motivation, goal-setting, social and communication skills, while also encouraging greater self-esteem, confidence and a strong sense of respect for Aboriginal Culture and the importance of community.

Students in Kindergarten to Year 4 attended an excursion to Walkabout Park which featured Aboriginal culture and heritage activities in its program.

**Multicultural education**

Multicultural perspectives are embedded across the key learning areas. Studies of specific countries and cultures are undertaken in stage 3 classes and other cultural aspects, such as beliefs and celebrations, are investigated in stage 1 classes.

Vacy Public School celebrated Harmony Day and promoted its theme, ‘Everyone Belongs’. One parent of German origin gave a visual and oral presentation to the students about his experiences growing up in Germany and the cultural differences in comparison to Australia.

Another parent addressed the students about her continuing role in supporting a Cambodian charity and the cultural differences evident.

**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:

- Analysis of NAPLAN and trend data.
- Attitudinal surveys of students, staff and parents.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Outcomes from 2012–2014**

*To strengthen quality literacy programs, practices and resources to improve learning outcomes for students in literacy.*

**Evidence of progress towards outcomes in 2013**

- 71.4% of Year 3 students were in Bands 4-6 in Reading exceeding the target of 68%.
• 63.7% of Year 7 students were in Bands 7-9 in Reading exceeding the target of 60%.

• 54.6% of Year 7 students were in Bands 7-9 in Numeracy exceeding the target of 53%.

• 81.25% of Kindergarten students are reading at reading recovery level 6 or above exceeding the target of 75%.

Strategies to achieve these outcomes in 2014

• Analysis of 2013 NAPLAN and school based assessment data to identify specific areas of need and to guide teaching and learning.

• Implementation of streamed literacy groups in Years 3-6 with Learning and Support Teacher working with a smaller, needs-based group and utilizing MultiLit program.

• Continue to monitor and plot students on the Literacy continuum.

• Continued Best Start assessment for Kindergarten students.

• Updating resources to meet areas of need including the purchase and implementation of Interactive Digital Books supporting the acquisition of comprehension skills.

• Purchasing multiple copies of readers for stage 3 students.

School priority 2
Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013

• Increasing the numbers of laptop computers through the purchase of an additional 16 laptops.

• Including online typing tutor to develop typing skills and keyboard speed for stage 2 students.

• Use of Connected Classroom to engage with another school in literacy and HSIE for stage 3 students.

• Implementation of the Creative Opportunity Workshops (COWs) program to provide engaging Creative and Practical Arts activities for all students.

• Purchase of class digital cameras and individual USBs for students.

• Higher award achievement by students in the ICAS tests including three credits.

• Inclusion of technology based enrichment activities as part of the Creative Opportunity Workshops (COWs) program including animation, blogging and photography.

Strategies to achieve these outcomes in 2014

• Professional learning for teachers in optimising the use of classroom SmartBoards.

• Purchasing Interactive Digital Books and online resources for use on student laptops.

• Inclusion of a gifted and talented visual arts group in the COWs program.

• Purchase of robotic software and devices, including beebots, and conducting robotics as a COWs activity.

Professional learning

Throughout 2013 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 2013, $2075.36 was expended on professional development. This funding includes course fees, salaries for replacement staff, travel costs where necessary and other incidentals.
 Whilst some of the professional learning occurs in school time, a significant amount of training takes place after school and on school development days.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents of students in Years 1, 3 and 5 and teachers were invited to participate in an online survey through the KidsMatter website. Students in Years 1, 3 and 5 were given a survey based on the questions used in the parent and teacher surveys.

All questions used a scale of five responses from strongly disagree, disagree, don’t know, agree and strongly agree. The percentages given below are based on the ‘agree’ and ‘strongly agree’ respondents.

The overwhelming response by students was that they feel that Vacy Public School is a safe and friendly school (82%), their teacher cares about them (88%), the school encourages them to learn (98%) and that the school has high expectations for student behaviour (96%).

The results of the parent survey showed that the school promotes positive relationships among all students (87.5%), the school provides a safe and caring environment for their child (93%) and that the school sets clear, high expectations for student behaviour (93%).

Parents did feel that the school needs to provide information on parenting and child development, particularly in the areas of building resilience, managing challenging behaviour and children’s well-being and mental health.

Staff responses indicated that teachers felt that supporting students’ mental health and well-being would reduce behavioural problems and improve academic learning outcomes (62%), making time to get to know their students is a priority for teachers (65%), relationships between staff members is respectful and responsive (79%) and that members of the community feel welcome and included (73%).

**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 – Teacher
Maree Greaves - Teacher
Anastasia Lutschini – School Captain 2014
Mitchell Carter - School Captain 2014

**School contact information**

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Fax: 49388207
Email: vacy-p.school@det.nsw.edu.au
Web: www.vacy-p.schools.nsw.edu.au
School Code: 3321

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: