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 2011, 85 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; Karen Fonti, Maree Greaves and Alicia Fay, Sally Rogers, Peter Lascelles, Jamie Corrigan and Pamela Shiplee. Together the staff has worked to maintain the standard of excellence that Vacy School has become renowned for.

Due to the secondment of Mr. Kevin Greaves (principal) in early Term 3 to Maitland Public School as relieving principal, Vacy Public saw both Mrs Maree Greaves (Term 3) and Mrs Karen Fonti (Term 4) step into the relieving position at Vacy.

After his successful application, Mr. Greaves was appointed as principal of Maitland Public School 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 Science/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 2011

Student achievement in NAPLAN 2011 was slightly below 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.

Over the last two years there has been considerable changes concerning staffing which has presented a number of challenges for the school. One of these is to ensure the continuity of teaching and learning programs and consistency in the delivery of explicit instruction.

Further comprehensive analysis of the NAPLAN results is needed to provide 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 now is to ensure that teaching and learning programs fully engage students in the learning process.
Messages

Principal’s message

Vacy Public School is recognised throughout the wider community as a school that has wonderful facilities and provides a wealth of opportunities for its students. In my brief time in the role of principal it is readily apparent that the students are well supported, both by their parents and the staff, and are keen, enthusiastic learners.

The staff is committed to the care and nurturing of all students at Vacy Public School. Their dedication to duty is obvious and the community can feel assured that the students are developing the skills and capabilities to grow them into well-rounded citizens of the future.

The school community is very supportive and through a very active P&C association ensure that students are provided with outstanding facilities and resources. This involvement is encouraging and contributes to the direction of the curricula and the provision of quality programs. The P&C run canteen and before and after school care serve to show that parent participation in the school’s activities is encouraged and endorsed.

Students participate fully in the programs on offer at the school. The school uniform is worn with pride and students demonstrate strong values of respect, responsibility, tolerance, service and community.

These are the recognisable strengths of the school and which contribute to its growth and standing. I would like to recognise the great work that Mr Kevin Greaves achieved for Vacy and wish him all the best in his new role as principal at Maitland Public School

It is an honour for me to be the principal at Vacy Public School and I look forward to working with students, parents and staff to continue to make Vacy Public School the very best it can be.

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

Once again the Vacy P&C Association has had another productive year. During 2011 volunteers from the P&C painted the new library & helped with the setting up. The P&C also provided $5000 to help with fitting out costs. The donation of books by Newcastle Library was much appreciated.

Parents, teachers & pupils helped construct a new garden area. Acknowledgment must be given to the Sustainable Schools Grants Program that provided us with $2500, the Cornish Group for donation of soil, rock & gravel, Torryburn Horse Stud for their donation of soil, Newcastle Native Plants Society for plants and Essential Energy who donated mulch. We also thank the parents for their donation of plants, money & mulch. We were also able to purchase a new table, compost tumbler & build a 24m² vegetable garden for the garden beautification program.

The P&C also provided money for learning aids, funded the lettering of honour boards & helped to defray cost associated with Year 6 Farewell Dinner.

The P&C continues to provide a Before & After School Care (BASC) facility, a canteen that operates 2 days a week & uniform sales at a reasonable cost. A huge vote of thanks must go to the committees & individuals who manage these important P&C services. These P&C services have been successfully delivered by a dedicated group of volunteers. Providing these valuable resources for the children is an important role of the P&C and it is essential that we maintain an active P&C.

A vote of appreciation goes to the committees who organised the Cutting Day and Country Carnival food van as these events raise important outside funds. Thank also to Mrs Waight for managing our P&C finances.

Thanks must go to the parents, teachers, staff, grandparents, pupils and community members who have helped conduct the Mothers and Fathers Day stalls, the Cutting Day, the Vacy Country Carnival, Bunnings BBQ, the canteen & Central Coast Veteran car visit.
The P&C is much more than a fund raising body or a group to provide free labour. During 2011 the P&C provided important feedback to the principal and teachers. Constructive feedback at meetings has helped develop an improved learning environment & we look forward to developing a new 3 year plan with our new principal and school staff.

The P&C also had a role in the selection of our new principal with Mr. Glen Butler being appointed to the selection panel.

2011 saw the principal Mr. Kevin Greaves appointed principal of Maitland Public School. Kevin leaves Vacy with a school that is outstanding in its presentation. It gives me much pride when visitors comment on how well the school grounds are set out. I wish Kevin well in his future endeavours and welcome our new principal Mr. Graeme Oke.

In 2012 I would like to see the P&C prepare a ‘wish list’ this would allow us to take advantage of funding opportunities as they arise. I have enjoyed my year as president of the P&C and it gives me much pride in what our school community has achieved in 2011.

Once again I would like to thank all those who supported the P&C in 2011.

David Williams – P & C President

Student representative’s message

Vacy School is a great place to learn because we are offered an educational environment that is friendly, interesting, exciting and fair for all.

All our students are lucky enough to have teachers that care about their well-being and they are always there to help us achieve the best results we can.

We are encouraged to participate in all of the programs that the school offers whether they be academic, sporting or community based and because of that we learn the life skills and develop the self-confidence and leadership skills that we need for the future.

Jake Eyb and Elizabeth Parish (Captains 2012)
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.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>K</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>14</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

In 2011, classes were structured based on the distribution of students across the grades. Fortunately, the school was able to establish Stage groupings of Year 3 and 4 (Stage 2) and Years 5 and 6 (Stage 3), a K-1 multi-grade class and a discrete Year 2 class.

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 as for the previous few years. Changes in personnel were required due to the Principal serving as relieving principal at Maitland PS throughout terms 3 and 4. The Acting Principal position at Vacy was filled at different times and for different periods by Mrs Maree Greaves and by Mrs Karen Fonti. Mrs Fonti took extended Long Service Leave during semester 2.

Ms Fay took maternity leave for the greater part of 2011 and was relieved by Ms Corrigan. Mrs Rogers worked fulltime on the K-1 class.

Throughout all of these changes, the school continued to provide quality programs to the students and operated smoothly thanks to the excellent management procedures that are in place.
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 Islander.

Staff retention
The school retained 100% of staff from 2010.

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.

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>71516.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>87028.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>49026.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>49308.14</td>
</tr>
<tr>
<td>Interest</td>
<td>3509.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3489.77</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>263878.41</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>16562.31</td>
</tr>
<tr>
<td>Excursions</td>
<td>14501.75</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5083.15</td>
</tr>
<tr>
<td>Library</td>
<td>1329.12</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7093.47</td>
</tr>
<tr>
<td>Tied funds</td>
<td>75991.58</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>12177.30</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>44108.28</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>27065.48</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9275.38</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2711.32</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6305.50</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>222204.64</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>41673.77</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011
At Vacy Public School, our priority is to provide, for our students, 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-curricular activities.

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

Arts
The Arts have been a focus of program and opportunity development over recent years and highlights in 2011 have been:
- The exhibition of student work at Gresford Show and the ensuing success of a small number of students in their categories;
- The start of music lessons through the tutelage of Mr. Kevin Dangel who offers guitar every Monday. The establishment of a drum performance group with Mr. Col Hatchman on Tuesdays;
- Bronte Parish, Jacob Gibson and Lillie Gillespie all gaining recognition in the MRAG Competition;
- The painting of a school mural under the guidance of parent, Nyree Wiseman, by students in Years 5 and 6.
- The attendance of Year 5 student Harry Flynn, at the Creative Arts Camp; and
- Drew Reid (Year 5) at the University of Newcastle Media Camp.

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 2011 highlights include:
- The continuation of the Active After-School Communities Program with targeted sports including basketball, AFL, tennis and multi-sports on the hardcourt;
- The success of our small schools soccer knockout team;
- Further representation at District, Region, State and National level. Lleyton Lloyd competed in the 2011 National Swimming Titles for children with disabilities and performed admirably;
- Outstanding individual achievements at the elite level by our students, most notably Shelby-Lee Wintle who went to the State Athletics Carnival for discuss;
- PCYC Gymnastics program; and
- The ‘Learn to Swim’ Scheme in Term 4.

Other
During 2011, Vacy School participated in a Learning Management Group initiative regarding public speaking workshops. This then lead to the establishment of a debating team that competed in the local school debating competition. Under the guidance of Ms Alicia Fay, the team learnt so much about the art of debating and enjoyed the experience immensely. The program will continue in 2012 and students are very enthusiastic about being involved.

Maurin Elias Kitunda is 9 years old and has been a student at the Moshono Campus for the past three and a half years. During that time the students from K–6 of Vacy School have been raising money to sponsor her education at the School of St Judes in Arusha, Tanzania.

The school was set up in 2002 and provides a free education for approximately 1500 students from the poorest backgrounds in Arusha.

Vacy formed a partnership with the school back in 2009 after Mrs Fonti and Mrs Hope attended a dinner where Jemma Sisia, the founder of the School of Judes was speaking. The staff then made the decision that it would be a great opportunity for the students of Vacy School to help someone like Maurin become educated, so that in the future she may be able to help others fight poverty.

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
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)
Literacy – NAPLAN Year 3

Literacy results for students in Year 3 were below the state and region averages. Target setting for these students should see considerably higher achievement through moving just one student up in each band. Focused instruction across all areas of literacy and increased awareness of the expectations of the assessment are required for these students. In reading, students achieved favourably with over 50% of students achieving bands 3 to 5.
Students in Year 3 achieved well in Numeracy with a greater percentage of students achieving above Band 4 than the state average. This was in spite of having no student achieving Band 6 and which will be the focus for staff to raise the achievement of our more capable students.

Literacy – NAPLAN Year 5
There were not enough students to present a detailed report in writing, spelling and in grammar and punctuation for privacy reasons.

In reading, students performed slightly below the state and region average. Staff are analysing the Year 5 results to address areas of understanding that will most impact student learning.

**Numeracy – NAPLAN Year 5**

Students in Year 5 achieved slightly below the state and region averages. Again, staff are analysing the Year 5 results to address areas of understanding that will most impact student learning.

**Progress in literacy**

Average progress for students in Year between 2009 and 2011 is within reasonable levels with a slightly higher gain in spelling which is our strength. All results need to be carefully considered in light of the small size of each cohort.
Progress in numeracy was considerably below state average. This has given staff a strong focus to identify and address the factors that may have led to the limited progress of students between Years 3 and 5 over the period 2009-2011.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below. These results need to be carefully considered in light of the small size of each cohort.

### 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 our students may not be aware of. In 2011, we will be extending this through the redevelopment of our bush tucker area and investigations of natural foods and bush remedies.
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. Additional cultural activities have also been undertaken including:

- The Year 6 Young Leaders’ Conference experience including a teppanyaki dinner and visiting Chinatown in central Sydney;
- The in-depth study of a country as part of the Country Women’s Association program; and
- The cross-cultural exchange between the students of the predominantly Asian background Epping Heights Public School on their visit to Vacy in Term 3.

Respect and responsibility

Our main aim as a school is to guide each student in achieving the potential they have to achieve. We focus on the idea of service – service to self in doing the things that best place each student to achieve, service to school in building together a better school for each and every student and service to community. We promote this through our leadership programs and student parliament.

Connected learning

In 2010 a review of technology resources identified the need for greater resources supporting literacy and over the year we saw the establishment of a technology centre in the new library, two new interactive whiteboards for the infants’ rooms and the purchase of new technologies such as AlphaSmart computers to assist with word processing.

Progress on 2011 targets

Target 1

To establish a ‘lower primary education strategy’ to take advantage of new facilities and structures.

The utilisation of the classroom/library as two classrooms to house a Kindergarten class and a Year 1/2 class has allowed the staff to develop programs collaboratively, to facilitate team teaching and to structure a range of groupings to meet students’ learning needs.

Our achievements include:

- Team teaching is a focus between the two classes and the teaching and learning programs are collaboratively developed;
- Students are working in groups best suited to their stage of development for reading and mathematics and the dual classroom facility allows for more homogenous grouping;
- Remedial gross motor skills programs are available to all K/1/2 students whilst the bulk of the students participate in the sports program;
- Older students model appropriate language conventions for younger students when the two classes are combined for talking and listening activities; and
- Students participate enthusiastically in Creative and Practical Arts activities.

Target 2

To develop an environmental program K-6 that promotes care for the environment and sustainability

The school was successful in gaining a $2500 grant from the NSW Environmental Trust and the funds were allocated to the development of a native garden area. This became the focus of the environmental program K-6 and some elements previously identified in the target were not started.

Our achievements include:

- The establishment of a native garden area which includes a trail and seating. The area attracts native wildlife and is a recognised ‘quiet’ space within the school grounds;
- The construction of four ‘no dig’ raised garden beds for growing vegetables; and
- A compost tumbler has been purchased and recycles green waste after fruitbreak to replenish the nutrients in the soil.
Target 3
To include new technologies, especially interactive whiteboards, in regular classroom activities.

Staff has received some previous training in the use of interactive whiteboards and now they are the primary visual teaching aid and have replaced whiteboards and chalkboards. It is only through the regular use and exposure to the many ways in which interactive whiteboard activities can be integrated with the curriculum that staff is making best use of modern technologies.

Our achievements include:
- Interactive whiteboards are the focus of whole class activities across the KLA’s;
- Students are able to access a broader range of activities through their use of classroom computers and the interactive whiteboards;
- The establishment of a technology centre in the library; and
- Increasing utilization by staff of on-line interactive tasks and learning objects to support student learning.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations — one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Management and the teaching of Science and Technology.

Educational and management practice
School Management
Background
The school conducted an evaluation of school management through a survey. This was chosen as there had been a period of 18 months during which the school was led by a number of different personnel and is was deemed relevant to assess the management structures that were established and effective and those elements that would require further development.

Findings and conclusions
Forty-two families representing 68% of the school community returned completed surveys.

The majority of parent respondents agreed that the school continually looks at ways to improve its performance, the welfare of students is valued and discipline is fair.

Parents also felt that the school regularly evaluated its programs and would make minor changes to improve what it does.

Staff at the school are valued and supported and parents recognised the extra training that teachers undertake to improve their classroom teaching.

Future directions
Vacy Public School has been able to continually provide a rich and varied curriculum for its students even through periods where leadership has changed. It is an imperative that current, efficient management practices be retained and where necessary, amendments are incorporated to ensure that all management practices produce the best fit for the school and community.

The school will continue to maintain that students are its main concern and further promote ways to engage students in learning programs.

Curriculum
Science and Technology
Background
The teaching of Science and Technology was considered by staff as an area of need. The establishment of a technology centre is as yet unfinished and its completion with infrastructure that will be capable of meeting future needs is implemented. A development plan of technology skills acquisition is needed to provide a framework for class teachers. This together with an upgrade of computers and their operating platforms will be a focus incorporated into the 2012-2014 school plan.

Science has been previously evaluated and staff felt that a more current appraisal was required to ensure that resources and teaching program were up to date with changes in technology.
Findings and conclusions

Forty-two families representing 68% of the school community returned completed surveys.

The majority of parent respondents agreed that the teaching of science and technology was important for their children.

Parents indicated that they were happy with the amount of science and technology being taught.

An overwhelming majority indicated that their child enjoys learning about science and technology.

Survey responses were obtained from twenty six students representing 30% of the student population.

Their responses showed that they unanimously enjoyed school and learning new things. They responded favourably to working together to problem solve.

Students overwhelmingly like using computers and were ambivalent about learning new skills which is understandable as many classroom computers were unavailable during the establishment of the technology centre.

Future directions

An evaluation of current resources will be undertaken and new resources purchased.

An investigation into the availability and suitability of Interactive whiteboard activities to supplement current resources will also be undertaken. These activities will need to be assessed and added to teaching and learning units.

Parent, student, and teacher satisfaction

In 2011 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 2011 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 2011 $7093.47 was expended on professional development. This represents $1530.08 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 Department’s planning documents.

The new cycle for the next triennium includes four priority areas, each with corresponding outcomes, targets and strategies.

The school identified priority areas are Literacy, Numeracy, Technology and Environmental Education.

The intended outcomes are to:

- Increase levels of achievement for all students through classroom application of engaging, quality programs;
- Embed quality teaching practices in all key learning areas;
- Improve identification and support catering for the needs of individual students, particularly in the KLAs of English and Mathematics;
- Improve computer technology skills and student involvement in emerging technologies;
- Increase participation of students in school environmental programs which are cross-curricula, engaging and relevant; and
• Improve the overall learning outcomes for all students in line with state and regional targets.

Targets for 2012

Target 1

To develop instructional practices in numeracy that are less reliant on text and more focused on Interactive whiteboard activities, cooperative group work, enquiry-based learning and which utilise concrete materials to promote student learning.

Staff has been consensual in adopting and adapting numeracy scope and continuums from neighbouring schools to use as a platform for teaching and learning activities. This has precipitated a trial year where textbooks are only used to support a broad range of IWB, hands-on, practical activities.

Strategies to achieve this target include:

• Monitoring the use of maths equipment and identifying and resourcing
• Implementation of an Interactive whiteboard activity focus in Maths sessions
• Development of classroom programs that incorporate a balance of hands-on, enquiry and pen-and-paper tasks

Our success will be measured by:

• Students having a better grasp of working mathematically outcomes
• Improved problem solving capabilities
• The implementation of teaching and learning programs that incorporate interactive whiteboard activities
• Rising trends in the Numeracy results in NAPLAN

Target 2

To develop an environmental program K-6 that promotes environmental sustainability learning, is cross-curricula and connects students with healthy lifestyles.

An environmental and gardening group has been established and meets regularly. The group includes students from K-6 who are enthusiastic about exploring environmental sustainability practices. Together they have identified an area of the school grounds that is suitable for vegetable gardens, an orchard and plant propagation.

Strategies to achieve this target include:

• Establishment of raised, no-dig garden beds, composting bays, worm farm and plant propagation shed.
• Sourcing funding opportunities and accessing departmental expertise through the Wetlands Environmental Education Centre and the Hunter Catchment Management Authority
• Crop rotation and companion planting principles guiding the planting of a variety of vegetables
• Construction of a plant propagation shed using recycled materials where possible
• Collaboratively developing a school environmental education program that is cross-curricula and has Stage specific activities and tasks.
• Participation in Hunter CMA Waterwatch activities, the CSIRO’s Scientists in Schools program and In Situ program with Taronga Park Zoo

Our success will be measured by:

• Students growing a range of produce and understanding the principles of environmental sustainability
• Reduce, re-use and recycle principles are adopted by the school community
- The establishment of a K-6 Environmental Education framework adopted across the school.
- Participation in environmental programs and initiatives

**Target 3**

*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 technology centre in the Library that will be completed with a wireless hub and resourced with the latest rollout of T4L computers. This will provide a greater number of students with internet access and the opportunity to utilise technology to undertake classroom tasks.

Strategies to achieve this target include:

- Resourcing the technology centre with laptop computers and a wireless hub for greater flexibility of use
- Incorporating computer skills as a component of the Library program
- Developing a K-6 scope and continuum of computer skills acquisition
- Developing a timetable for the technology centre to ensure its optimum use
- Developing an international liaison with a Singapore school through Connected Classrooms

Our success will be measured by:

- Students engaged in a range of computer applications
- Stage 3 students having increased access to the Local Management Group’s middle school project linking robotics with literacy
- Student having a greater understanding of differences between an urban international environment and their own rural environment
- Students utilising the Connected Classrooms and internet capabilities to further their learning

**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
David Williams – P & C President
Karen Fonti – Classroom Teacher
Maree Greaves – Classroom Teacher
Jake Eyb – school captain 2012
Elizabeth Parish – school captain 2012

**School contact information**

Vacy Public School
786 Gresford Road, Vacy
Ph: 0249388153
Fax: 0249388207
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: