

Vacy Public School Annual Report



2016



3321

Introduction

The Annual Report for **2016** is provided to the community of **Vacy Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

David Stone

Relieving Principal

School contact details

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Message from the Principal

2016 has been a wonderful year for Vacy Public School. Our students have worked extremely hard and have achieved a great deal.

Our P&C have supported the school through many fundraising endeavours throughout the year which have enabled the school to purchase much needed numeracy resources for the students.

Our Before and After School Care team have also worked tirelessly providing an extremely valuable service to working families.

I would like to thank our teaching staff. All staff have shown a great deal of passion and commitment supporting students and their families.

Our teachers are always well supported by our ancillary staff maintaining the grounds, running the office and in the classroom. We are extremely lucky to have such committed and professional support across the school.

Thank you also to the parents, families and carers of all our students. The shared care for all our students is a unique and wonderful aspect of this school. All students benefit from the combined efforts of our whole school community.

David Stone(Relieving Principal)

School background

School vision statement

Parents, staff and the school community of Vacy Public School will work collaboratively to create a safe, friendly and happy learning environment where individuals feel valued, respected, included and supported to grow and learn to reach their potential. Our vision is underpinned by the Melbourne Declaration, and promotion of equity and excellence. Our students become successful learners, confident and creative individuals and active, informed citizens. Our vision is further guided by the NSW DoE State Plan and NSW Premier Priorities 2016.

School context

Vacy Public School is a P5 primary school comprising five classes and a student population has grown steadily over the last number of years and in 2016 the enrolment is 106 students including 4% of students from Aboriginal and Torres Strait Islander (ATSI) background.

Our school is an active member of the **Dungog Community of Schools** and students and staff regularly join together in combined events, initiatives and activities. Vacy Public School draws upon the local village as well as small acreage farmlets in the Paterson/Alynn Valley.

Our school values friendship and learning. Our 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. Key programs include a P&C run Before and After School Care service, P&C run canteen, drumming tuition, Dance performance groups and the implementations in 2014, of Positive Behaviour for Learning (PBL). 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 2016 Resource Allocation Model (RAM) indicated a Family Occupation and Education Index (FOEI) of 100 and included significant equity funding for Location and Low Level Adjustment for Disability.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of learning, our efforts have focused on embedding a strong culture for learning and enhancing student wellbeing. Professional learning for staff involved programs that encouraged meaningful dialogue between teachers and students surrounding feedback on their work and progress. Respectful relationships and consistent structures through the strengthening of programs including Focus on Reading, L3, TENS and PBL enabled this to be achieved in all classes.

Our major focus in the domain of Teaching concentrated on consistent expectations and the implementation of 21st century pedagogy. This involved revision and implementation of our classroom management systems, recording processes, problem solving skill development and the utilisation of technology. To support this, we invested in utilising iPads more effectively, connecting with local schools for online learning opportunities and developing student engagement through the use of learning intentions and quality reciprocal feedback.

The priority for the domain of Leading centred on the implementation of the school plan through the utilisation of milestones and strategic directions. This was supported by building the capacity of all staff through professional learning and the utilisation of data to inform teaching, implementation of new syllabus documents, PBL and pedagogical transition utilising 21st Century learning.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STRATEGIC DIRECTION 1 – Promoting consistent high standards of educational practices

Purpose

To ensure high quality learning for all students which is equitable, enjoyable and based on quality educational delivery and innovative 21st Century learning practices.

Overall summary of progress

Students were introduced to the idea of setting personal learning goals and developing "I Can" statements to enhance the self determination of their learning. This was achieved utilising a consistent set of markers in Literacy and Numeracy and through targeted professional learning of teachers in identifying and catering for individual learning needs and styles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the number of students achieving in the top two skill bands in all NAPLAN strands by at least 8% from 2016 to 2019.	Students familiarised with the continuums and the learning progression in the Literacy aspect of Comprehension. Staff identify where students are placed in the aspects of Comprehension and in Whole Number Students identify the next descriptor of achievement in Comprehension and Whole Number and set personal goals	Professional Learning – Continuums Professional Learning – (\$2,000.00)
80% of students consistently demonstrate expected growth each semester in Literacy and Numeracy by 2017 as plotted on the Literacy and Numeracy continuums.	Students develop an increasing awareness of their personal learning path with the implementation of "I Can" statements for Literacy and Numeracy. NAPLAN data analysed and compared to continuum data to check trends or inconsistencies.	Student Resources – \$1000 Professional Learning – \$1000
Ensure professional learning teams are developed and professional learning is directly related to school plan. Explicit links made in PDP's.	Staff providing feedback and communicate with students using all aspects of the Literacy and Numeracy continuums.	Literacy and Numeracy – \$1000
SaSS and SLSO's to be included in relevant curriculum and leadership based professional learning as well as professional learning pertinent to their individual role.	Staff dialogue occurring utilising growth mindset language.	Professional Learning –Growth Mindset Professional Learning – (\$1,000.00)

Next Steps

Individual Learner Profiles will be developed for all students utilising PLAN software and students' personal goals. Professional Learning Teams will be established to enhance the consistency and sustainability of school programs and to make efficient use of professional learning funds and staff expertise. Students will continue developing their personal learning goals and staff will be focusing on providing quality feedback. Staff will also be delving deeply into the School Excellence Framework and will be developing systems and processes for providing appropriate evidence for each of the domains. This process will utilise the "What Works Best" document, collegiate dialogue and external support. Information Technology resources will be enhanced to ensure pedagogy is significant and appropriate for 21st Century learners. Learning Support structures will be reinforced and links with neighbouring schools will be utilised to ensure opportunities are provided for all learners and resources are efficiently utilised. External agencies will be employed to provide expert tuition in a variety of areas to ensure students are provided with the finest possible instruction and staff are able to

enhance their skillset. Resources will be purchased that support the quality teaching and professional learning that has been, and will continue to be developed.

Strategic Direction 2

STRATEGIC DIRECTION 2 – Developing engaged, successful, confident, resilient and responsible learners

Purpose

To provide learning that is differentiated, explicit and innovative within a positive school culture which supports the engagement of all students through encouragement, resilience building, responsibility and leadership

Overall summary of progress

This strategic direction focused upon the development, implementation and evaluation of clear, positive and measurable behavior and interaction based expectations and the implementation of an equitable and efficient differentiation and support program for identified students. The implementation of the PBL system has commenced and is being utilised in all classrooms and in the playground.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students participate in school activities and events through the provision of equity funding.	Explicit teaching beginning with the highest priority expectation across school-wide settings PBL language consistently used throughout classrooms and playground setting by staff and students.	Student Well-being \$4000
Increase to 100% the proportion of students with a confirmed disability who have a personalised learning and support plan.	All students identified for adjustments and supports very well catered for in class programs and Learning and Support programs. Funding support application completed.	Equity – \$9000 Literacy and Numeracy – \$1000 Low Level Adjustment for Disability – \$1000

Next Steps

The student reward system will continue to be refined and expectations, procedures and systems will be reinforced throughout the school and community. Further signage will be developed and resources purchased to support the program. A focus on resilience and personal best will be implemented. Students will be provided with the modelling and tools to make appropriate decisions and learn to take ownership and responsibility for their behaviour. Positive behaviour will be tracked with increased vigour and utilised to enhance a positive atmosphere and expectation.

The Learning Support system will be strengthened with increased, and more consistent staffing. The links and relationships developed this year will be utilised to provide an improved and more diverse network of supports. Teacher differentiation will continue to be an important aspect in all classrooms and will also continue to improve due to the professional learning that will take place.

Kindergarten Orientation and High School transition programs will build on the excellent work done this year. The pre-school will increase their use of school facilities and visit more regularly to further enhance the beginning of next year. Greater communication with Dungog High through the Dungog Community of Schools, as well as a more visible presence of high school staff at our events will improve the Year 6 transition to high school.

Strategic Direction 3

STRATEGIC DIRECTION 3 – Fostering positive community relationships and close community connections

Purpose

To maintain and develop a positive school community where all stakeholders are well-informed and can say “why we do what we do” through strong relationships, engaged communication and collaborative decision-making.

Overall summary of progress

Progress in this strategic direction has focused upon building the capacity of community members to become engaged in classroom programs and improving parent involvement and satisfaction in school activities. A small group of parents have been trained to assist in the LaST program; parent volunteers assisted at school carnivals and the school “Facebook” page was utilised more effectively. The “Skoolbag” App was introduced to great effect.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the number of parents and community members participating in school satisfaction surveys from 41% in 2014 to above 60% in 2017.	Parent volunteers increased however responses to surveys still disappointing.	Community Consultation – \$1100
Increased level of communication between school and home on both formal and informal levels as measured by observations and survey responses.	Newsletter updated and more communication from school utilising Skoolbag App and surveys.	Survey Monkey Subscription and Community Consultation – \$1000

Next Steps

The focus for next year will be school rejuvenation and encouraging greater involvement of an increased range and number of families. The school website will be redeveloped with the goal of becoming more informative and improve administration and financial systems and procedures. The newsletter will be modified and a fortnightly cycle of summary and detailed information will be trialled.. Utilisation of social media platforms will continue to develop, as will the education of safe and appropriate social media use. Community support services and programs will be investigated, promoted and incorporated into the school well-being programs. Connections with the community will continue to be developed and skillsets in the community encouraged and utilised. Increased participation in community events and a broader view of the school community will be developed. Parents and community members will continue to be trained and encouraged to assist in all school programs and school events. Strategies will be sought to increase the percentage of respondents to surveys and provide a more indicative evaluation of parent and community thoughts. A team will be developed to prepare the next 3 year strategic plan which will include a strong focus on parent and community engagement. The school grounds, signage, and facilities will be enhanced ensuring school history and tradition is combined with modern, inviting and engaging enhancements to improve the initial and subsequent atmosphere felt within the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal students meeting individual goals with growth and achievement comparable with cohort.	Teacher Release SLSO Time \$3000 • Aboriginal background loading (\$3 000.00)
Low level adjustment for disability	Student needs established and plans developed to cater for transition.	SLSO Time \$60000 • Low level adjustment for disability (\$60 000.00)
Quality Teaching, Successful Students (QTSS)	Program modified if needed and resourced appropriately.	Additional 0.1 LaST time \$9000 • Quality Teaching, Successful Students (QTSS) (\$9 000.00)
Socio-economic background	Data up to date.	SLSO time Excursion Funding School Program and resource support \$4000 • Socio-economic background (\$4 000.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	52	51	60	56
Girls	61	55	50	48

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	96.4	95.2	92.5
1	95.3	95.2	92.4	94.8
2	97	95.2	91.6	95.5
3	96.5	96.4	92.5	93.1
4	96	97.5	94.8	92.7
5	93.2	97.6	94.9	93.7
6	94.7	95	94.8	95.3
All Years	95.2	96.1	93.6	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K/1R	16
1/2G	20
2/3G	22
4B	22
5/6F	23

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	4.41
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration & Support Staff	1.61
Other Positions	0.04

*Full Time Equivalent

There are no Aboriginal staff employed at Vacy Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Professional learning and teacher accreditation

Two members of the teaching staff are accredited at Proficient level

Beginning Teachers

The teaching staff does not include any Beginning Teachers in 2016 at Vacy Public School.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	125 110.00
Global funds	138 902.00
Tied funds	113 611.00
School & community sources	76 253.00
Interest	2 810.00
Trust receipts	4 656.00
Canteen	0.00
Total income	461 342.00
Expenditure	
Teaching & learning	
Key learning areas	11 400.00
Excursions	1 947.00
Extracurricular dissections	22 013.00
Library	35 739.00
Training & development	1 016.00
Tied funds	151 421.00
Short term relief	30 189.00
Administration & office	41 882.00
School-operated canteen	0.00
Utilities	21 485.00
Maintenance	18 072.00
Trust accounts	5 438.00
Capital programs	0.00
Total expenditure	340 602.00
Balance carried forward	120 740.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

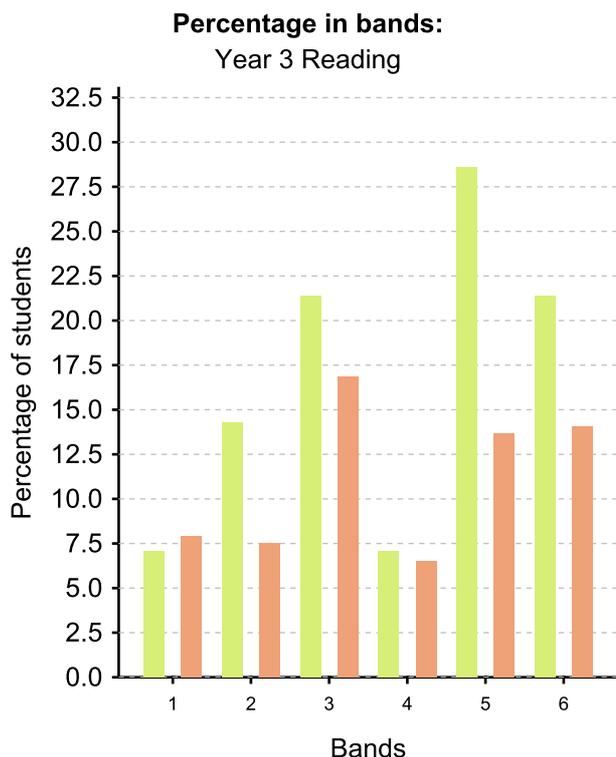
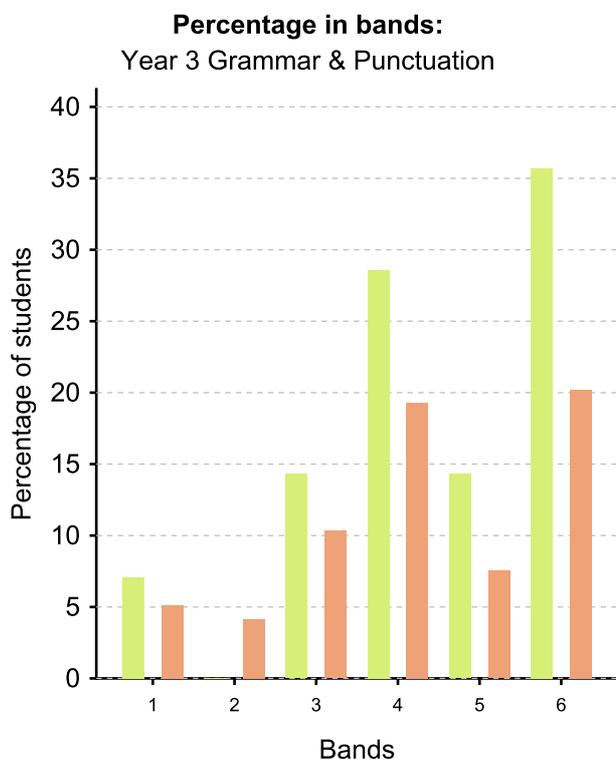
School performance

NAPLAN

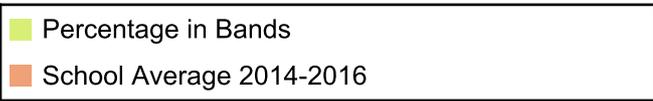
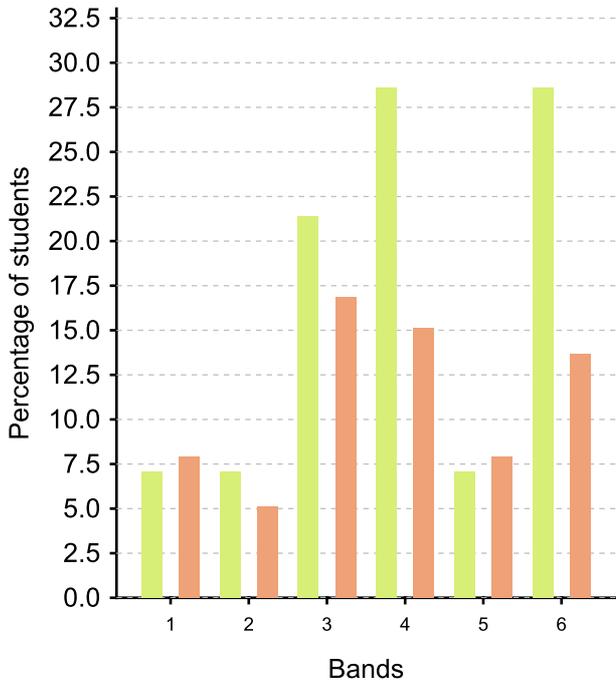
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

<Use this text box to comment on literacy NAPLAN data>

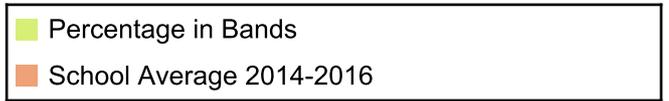
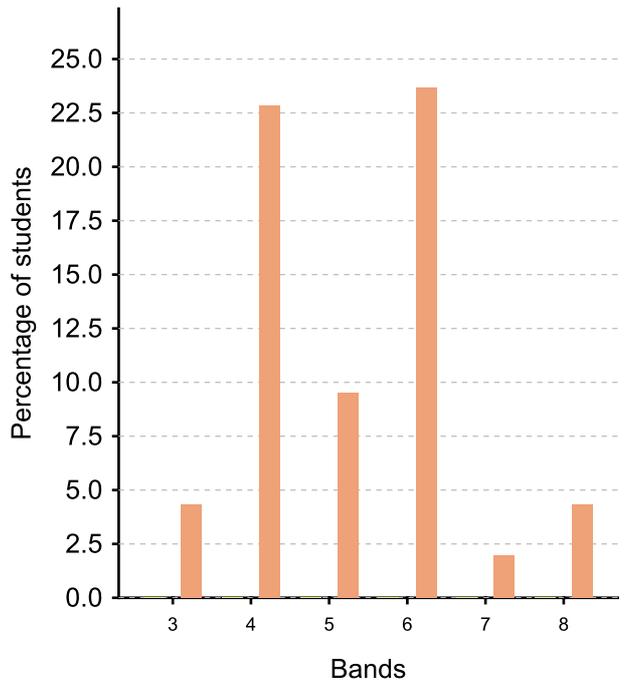
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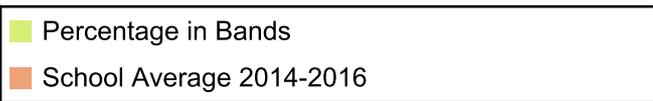
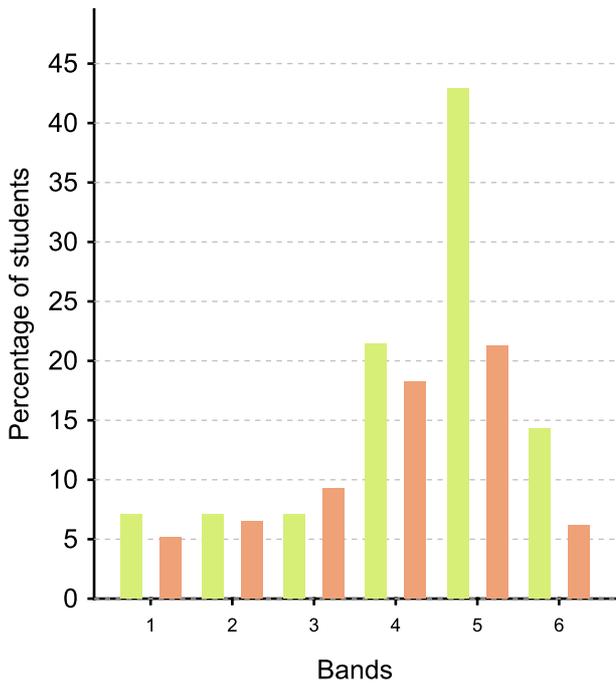
Percentage in bands:
Year 3 Spelling



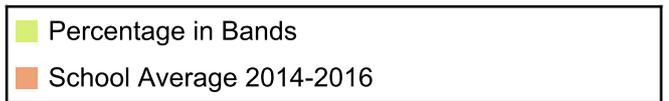
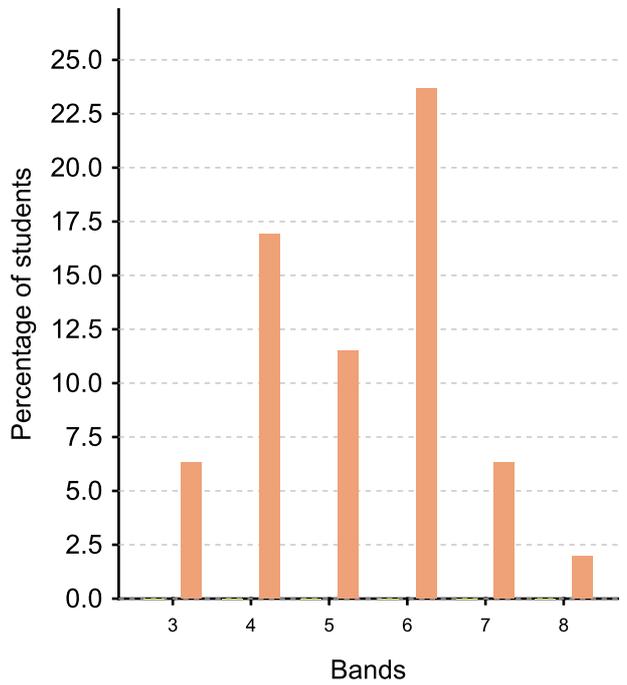
Percentage in bands:
Year 5 Grammar & Punctuation



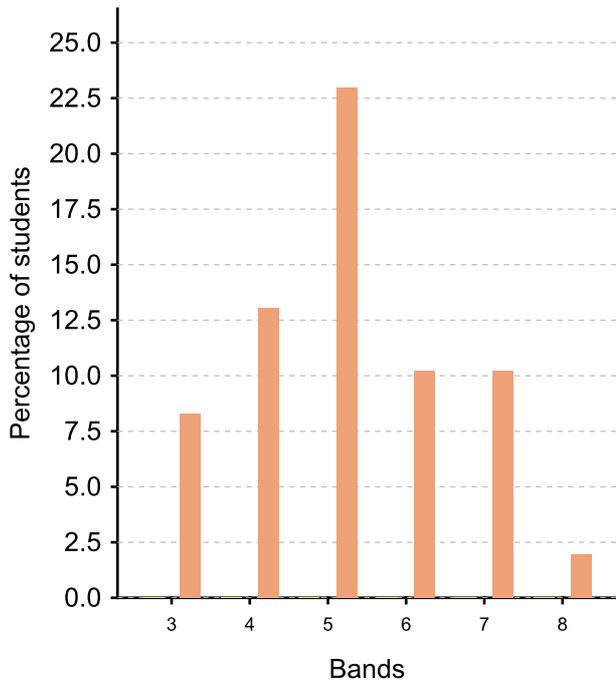
Percentage in bands:
Year 3 Writing



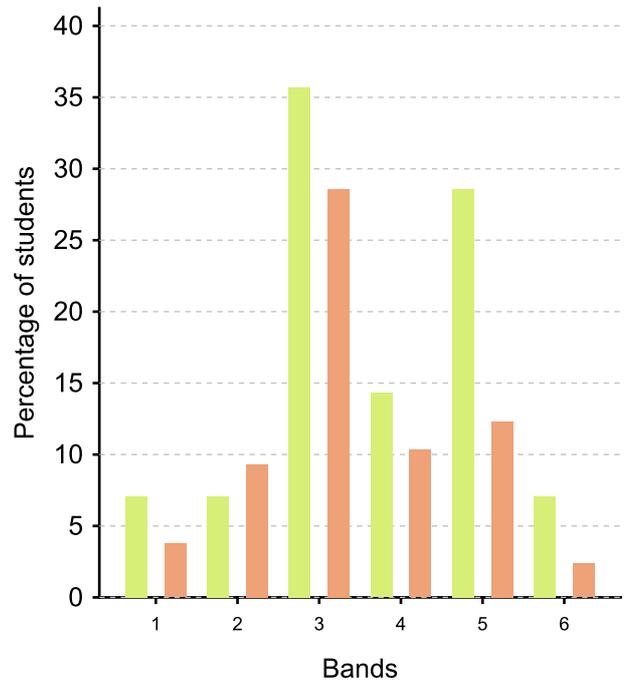
Percentage in bands:
Year 5 Reading



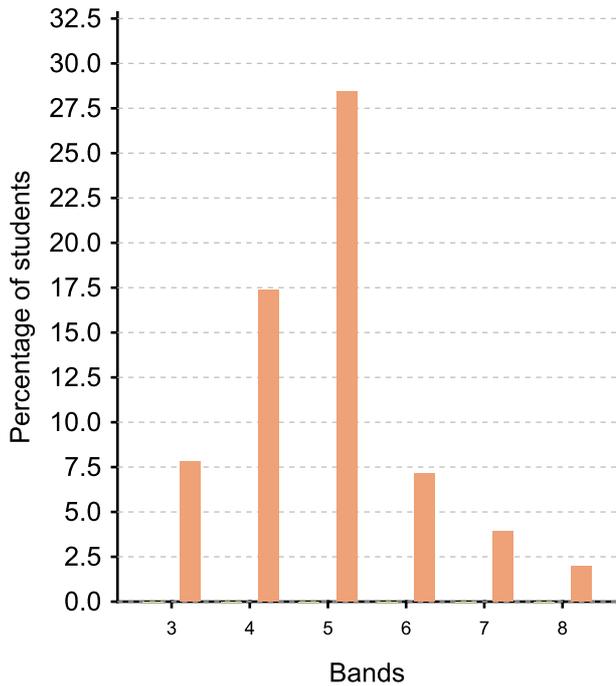
Percentage in bands:
Year 5 Spelling



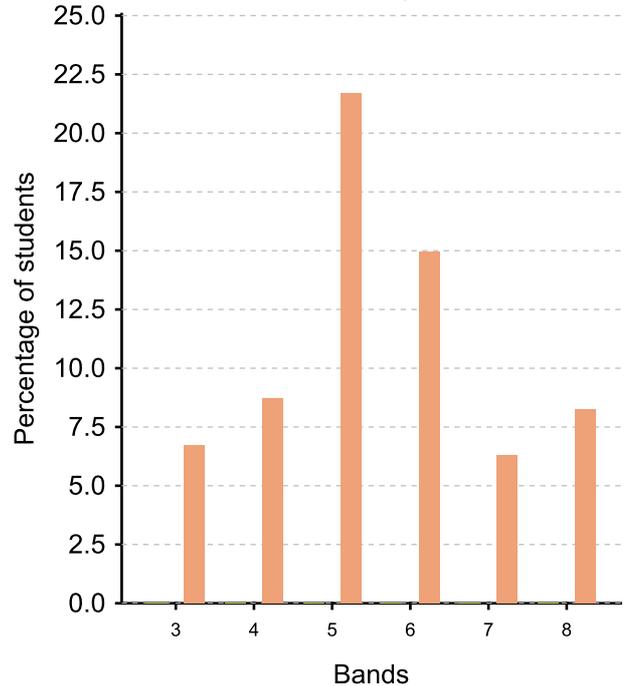
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in Bands:
Year 5 Numeracy



<Use this text box to comment on numeracy NAPLAN data>

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The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Parent/caregiver, student, teacher satisfaction

Utilising the "Tell Them From Me" survey tool with a scale ranging from 1 (lowest) to 10 (highest):

Parents feel welcome at Vacy Public School

Parents Feel Welcome 7.2

I feel welcome when I visit the school. 7.8

I can easily speak with my child's teachers. 6.9

I am well informed about school activities. 7.5

Teachers listen to concerns I have. 6.4

I can easily speak with the school principal. 7.2

Written information from the school is in clear, plain language. 8.3

Parent activities are scheduled at times when I can attend. 5.6

The school's administrative staff are helpful when I have a question or problem. 8.1

Support for learning at Vacy Public School

School Supports Learning 6.4

Teachers have high expectations for my child to succeed. 6.3

Teachers show an interest in my child's learning. 7.5

My child is encouraged to do his or her best work. 7.2

Teachers take account of my child's needs, abilities, and interests. 7.2

Teachers expect homework to be done on time. 4.7

Teachers expect my child to work hard. 6.6

Support for positive behaviour at Vacy Public School

School Supports Positive Behaviour 7.8

Teachers expect my child to pay attention in class. 8.8

Teachers maintain control of their classes. 7.2

My child is clear about the rules for school behaviour. 8.8

Teachers devote their time to extra-curricular activities. 6.6

Policy requirements

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 involving Aboriginal art, storytelling, cultural history and dance.

Aboriginal students and their 'buddies' attended the Reconciliation Day at Dungog High 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.

Multicultural and anti-racism 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 Australia's cultural heritage and beliefs and celebrations from around the world, are investigated in Stage 1 and 2 classes.