Vincentia Public School
Annual School Report 2013
School context

Vincentia Public School is situated on Jervis Bay and is surrounded by beautiful Australian bushland. The school draws children from Vincentia, Wrights Beach, Hyams Beach, Erowal Bay, Old Erowal Bay, Worrowing Heights and Bayswood.

As an inclusive public school, we acknowledge the diverse backgrounds of our students and work hard to cater for them through our educational and extra curricula programs.

Principal’s message

Vincentia Public School is a vibrant and dynamic school. Every day there is quality teaching and learning taking place both in and outside the classroom.

To allow the explicit instruction that occurs in the classroom many factors have to be aligned. It is the great relationship between the talented teaching staff and the dedicated parents of the P&C Association that provides a stimulating and well-resourced school.

There are numerous programs that are available to students. In addition to all of the Key Learning Areas, education at Vincentia Public School is complemented by a wide variety of extra curricula programs. In 2013 students have had the opportunity to be involved in:

- The Kitchen Garden Program;
- Southern Stars;
- Primary School Sports Association knockouts and trials;
- Bay and Basin sporting gala days;
- Bay and Basin Has Talent;
- International Competition and Assessment for Schools;
- Bushwahzee;
- Specialist dance lessons;
- Special Religious Education;
- Primary Ethics;
- Leadership days; and
- Swimming, cross country and athletics carnivals to name but a few.

These opportunities are the result of a concerted effort to provide chances for children to reach their potential.

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.

Bill Field

P & C message

Congratulations to the students, staff, parents and families for a rewarding and memorable year at Vincentia Public School. As always, it has been a busy year and the Parents and Citizens Association has been involved in many activities and functions that contribute significantly to the prosperity of our School.

The P&C Association is a wonderful community of individuals who work hard behind the scenes. As well as fundraising activities and managing the school canteen, the P&C are involved in many activities that benefit the school Community – including working with Shoalhaven City Council to address road safety, application for Grant Funding and working collaboratively with school teaching staff. The P&C meets on the first Tuesday of each month and always welcomes new input and ideas. Meetings are a great way to network with other parents, become involved in P&C activities and to generally learn more about the workings of a Public School. Vincentia Public School P&C is about many individuals helping in many different ways. We appreciate all contributions – big and small and are grateful for the varied talents and attributes of all our members.

Our major Fundraiser for 2013 – the Food Fair was a tremendous success, raising over $13,000.
I understand this is the best profit to date for this event which has now been held for 14 consecutive years. This year’s Fair saw many new faces involved in stalls which is a great indication that this ‘famous’ community event will remain on the VPS calendar in years to come. Thank you to all stall Coordinators and their teams for their time, skills and enthusiasm. Thank you to the many school staff, students from Vincentia High, Jervis Bay Lions Club and Vincentia Public School Students who also made significant contributions to the success of the Fair.

Staff and students have again been fortunate to have access to a variety of healthy food options five days a week from the school canteen. Thank you to Rana Kereopa for her dedication to her role of canteen supervisor and employee Julie Ashworth along with the volunteers who provide this important service.

We bid farewell this year to many families as their children move into High School. We would like to acknowledge several of these families for their P&C contributions during their many years at VPS. Rebecca and Mick Butler, Megan and Barry Ray, Jenny and Adrian Robertson, Rosana and Roger Cameron, Angela Colvin and Michael Clarke, Kathy and Maurice Milani, Jacqui and Darren Cornell, Samantha Egan, Debbie Little and Heidi Field. Special mention must be made for Rebecca Butler’s dedication to coordination of the uniform pool; Megan and Barry Ray’s coordination of trivia nights and Food Fair stalls, Heidi Field’s Food Fair management and Jenny and Adrian’s enormous 14 year contribution to the amazing food fair. Thank you all so much and best wishes for your family’s future.

I would also like to acknowledge Rachel Holloway whose family is also leaving the school. Rachel has been an executive member of the P&C and the coordinator of volunteers within the school. Her community spirit and enthusiasm has been a tremendous asset to Vincentia Public School P&C.

Your children will see and use the benefits of P&C fundraising every day. Throughout 2013, the P&C has raised approximately $17,000 and has made significant financial contributions to the school. The P&C has been involved in funding:

- The employment of a music teacher (Ms Olivia Corish) this term
- School Literacy Program (RAP)
- Various school programs and the purchase of resources including equipment for students with specialised learning needs
- New musical instruments and music equipment

On behalf of the Vincentia Public School Parents and Citizens Association, I would like to extend my best wishes to all families for a safe and happy holiday and I look forward to joining with everyone next year for a successful and productive 2014.

Lisa Raftery, President

**Student representative’s message**

I’d like to start my speech by saying I have been incredibly honoured to have represented Vincentia Public School as 2013 School Captain. I have thoroughly enjoyed this year and I couldn’t be prouder of my fellow students and my school. Vincentia Primary is the best school I have ever been to!

We are so lucky to have such a supportive school community of teachers, support staff, Parents and Friends. I think you will all agree that this school is more than just an educational institution; to me it feels like a second home. Going to high school feels a bit scary but I think we can all be proud of who we have become and find courage from the support and guidance we have received from such a great school and community.

Thank you to Mr Field and all the teachers for your guidance and knowledge. Not to mention putting up with us as well. I would especially like to thank Mrs Smith and Mr Van Oploo for making
Year 6 such an awesome year. Thank you, Mrs Pike, for your enthusiasm and making lessons in the Library so much fun. We will miss you. Someone that I would also especially like to mention that I know will be missed by the school next year is Rebecca Butler or "Toodles" as we affectionately call her. Thanks Mrs Butler for all your help at the school.

The memories that we have from this school will be part of us forever. Some most memorable moments of mine are

- Mrs Smith’s magnificent singing after her morning coffee from Mrs Pike
- The year 6 camp to Kincumber
- Performing in Southern Stars
- Swimming and sports carnivals
- And our excursions

Thank you to my teachers and friends as without you I would not have these memories to take with me.

I wish the 2014 leaders all the best for their final year in Primary school.

I will miss all of my friends who I won’t be continuing with next year, especially Chelsie, who makes me laugh til I cry; Thankyou for making my time at Primary school so much fun.

Congratulations Year 6- You’re awesome– It’s time to celebrate!

Ruby Young, School Captain

They say “School days are the best days of your life”. As I look back over my last 7 years at Vincentia Public School there have been many memorable moments and good times.

Like in Year 2 when Miss Plumb put her toes in her vegemite sandwich, and the times Mr Johnstone took us fishing and told us his bush stories. There were Big Band Blast days with Mr Cash and who can remember all the great library lessons with Mrs Pike.

I know I speak on behalf of all Year 6 in saying we will miss playing capture the flag and soccer on the oval, going to gala days, food fairs, the mud course on Year 6 camp and of course we are all excited about going to Jamberoo.

I would like to thank all the teachers who have helped and supported us in so many ways throughout our time at school. A special mention must go to Mrs Smith and Mr Van Oploo our Year 6 teachers, who have taught us so much about the world we live in. Thank you also to Mr Field for being a good listener and a kind and fun Principal.

Thankyou to all of the 2013 prefects, we have made a great team working together around the school. Thanks to Ruby for being a great captain... and for making me look so short. To my fellow Year 6 students (an awesome and talented group), good luck at your new high school. Even though some of us will go our separate ways I know we will always keep in touch.

Finally to the new 2014 captains and prefects, I wish you well in your new leadership roles next year and I know you will do a great job. Remember the words of Nelson Mandela “Education is the most powerful weapon that you can use to change the world”. Thank you.

Alex Robertson, School Captain
**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**

184 girls and 162 boys were enrolled at Vincentia Public School in 2013. It is anticipated that the total enrolment will be at a similar level in 2014.

**Student attendance profile**

Management of non-attendance

Through reminders on assembly and in newsletters to parents, students are reminded that they are to attend school every day that the school is open.

Teachers will make contact with families if students have unexplained or unjustified absences. The school is supported by the Home School Liaison Officer who uses a wide range of strategies to encourage appropriate school attendance.

Many of our families take extended overseas holidays during term time and are encouraged to apply for exemptions so that the absence data is accurate.

**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</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Release from Face to Face and Part Time</td>
<td>1.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>Itinerant Support Teacher – Hearing</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22.2</strong></td>
</tr>
</tbody>
</table>

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

In 2013 16% of teaching staff identify as Aboriginal.

**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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>2</td>
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</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>30/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>194,980.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>218,356.72</td>
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<tr>
<td>Tied funds</td>
<td>195,287.42</td>
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<tr>
<td>School &amp; community sources</td>
<td>99,457.21</td>
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<tr>
<td>Interest</td>
<td>6,819.71</td>
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<tr>
<td>Trust receipts</td>
<td>2,819.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>717,721.06</td>
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</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>35,385.10</td>
</tr>
<tr>
<td>Excursions</td>
<td>38,291.82</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>52,861.22</td>
</tr>
<tr>
<td>Library</td>
<td>12,784.74</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7,694.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>164,925.68</td>
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<tr>
<td>Casual relief teachers</td>
<td>7,462.15</td>
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<tr>
<td>Administration &amp; office</td>
<td>37,299.45</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>42,793.14</td>
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<tr>
<td>Maintenance</td>
<td>7,489.80</td>
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<tr>
<td>Trust accounts</td>
<td>2,636.26</td>
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<tr>
<td>Capital programs</td>
<td>8,550.19</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>485,339.12</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>232,381.94</td>
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</tbody>
</table>

In 2014 the school will have a greater amount of discretionary spending provided by a new model of resource allocation.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Language, Learning and Literacy

Students in Kindergarten undertake an intensive literacy program called Language, Learning and Literacy but better known as L3.

The development of student reading and writing is impressive. Teachers have undertaken many hours of professional development to implement the L3 program. This program will be continued in 2014 complemented by a Synthetic Phonics program.

Kindergarten 2013 End of Year Results

Carina King was a part of the Kitchen Garden program in 2013
Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest)

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 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)

Kindergarten Pirates at the Bushwahzee concert in Term 4.
Our school has well maintained, functional buildings in a beautiful bush setting.
Six students competed at the State Swimming Championships. Pictured are Chelsie McKnight, Keely Sear, Nellie Gray, Halle McKnight, Sophie Ray and Jackie Milani.

Other achievements

Sporting Champions

Our sporting champions were announced at the Presentation Ceremony.

Senior champions are Jackie Milani and Sam Taylor.

Junior champions are Lily Wheeler and Henry Gray.

NAPLAN Year 5 - Numeracy

Percentage in bands:
Year 5 Numeracy

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Grammar & Punctuation
International Competition and Assessment for Schools (ICAS)
Many students enjoy the challenge of ICAS with some excellent results.

**English**
Distinction; Ella de Rooy
Credit; Oliver Griffiths

**Mathematics**
Distinction; Toby Roberts,
Credit; Lily Wheeler

**Computer Skills**
Credit; Ella de Rooy

**Science**
Credit; Lily Wheeler and Ella de Rooy

**Spelling**
Credit; Oliver Griffiths, Caitlin Su, Rohan Cameron, Liam Henry

Ella de Rooy and Toby Roberts received Distinction awards for their achievements in ICAS.

Significant programs and initiatives

**Aboriginal education**
The education of Aboriginal students continues to be a high priority for the school.
In addition to the results and outcomes mentioned in the progress on targets, the school also continued with the training of staff around No Gaps, No Excuse.
Aboriginal students in Year 5 were included in leadership camps and opportunities. Three out of six prefects for 2014 are Aboriginal students who have been elected by their peers.

**Multicultural education**
Multicultural perspectives are embedded within units of work in Human Society and Its Environment.
Students work towards developing the knowledge, skills and attitudes required to make them good citizens within a culturally diverse society.

**Respect and Responsibility**
Our school uses the Department of Education and Training core values document as a basis for civics and citizenship education.
Students are also encouraged to participate in community events such as the ANZAC Day march and Remembrance Day ceremonies. Once again in 2013 we enjoyed a great turn out of students and staff as we marched in the ANZAC parade in Huskisson.

At Vincentia Public School we recognise that citizenship comprises core values. The P&C Association sponsors an annual award to recognise citizenship.

The P&C citizen of the year for 2013 is a student who looks for opportunities to support her peers. She is a self-motivated student who seeks out extra work to complete, interacts in a friendly manner with a broad group of students, is willing to try anything and is a quiet achiever.

**The 2013 citizen of the year is Sarah Ewers.**
In the past the school has presented a Quiet Achiever award on behalf of the former Federal Member Joanna Gash. Since Mrs Gash’s retirement, our new federal member, Mrs Ann Sudmalis has initiated a Young Achiever Award.

The idea of this award is to recognise the contribution of a student whose school participation shows compassion and leadership.

The winner of the inaugural Young Achiever Award is Taylor Williams.

The Bendigo Bank sponsors a community service award. This award recognises a student who is a tireless worker within the school community. In 2013 the award is presented to a student who contributes greatly to the school community. Since her arrival at our school in 2012, this student has thrown herself into every opportunity, encouraging her peers and delighting her teachers.

The winner of the community service award is Chloe Broad.

Defence School Transition Aide

A Defence School Transition Aide (DSTA) is funded by the Department of Defence and provides support, information and activities for students from Defence families. We currently have 42 students from 27 Defence families.

In 2013 we were pleased to welcome Laura Gallagher aboard as our first DSTA. Available every Wednesday and Thursday during school hours Mrs Gallagher is able to support students through issues around deployment and mobility.

In addition to supporting children of Defence families, Mrs Gallagher also helped organise a visit from the Navy’s new MRH90 helicopter for Gold Day celebrations. Pictured is the MRH90 on the school oval.

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:

- Surveying parents, staff and students;
- Document analysis; and
- Evaluation of programs and policies.

School planning 2012—2014: progress in 2013

School priority 1

Student literacy and numeracy outcomes will be improved.

Outcomes from 2012—2014

- 55% of students achieving low Band 3 Spelling (Year 3) achieve Band 6 (Year 5)
- 40% of students achieving Band 5 in Reading (Year 5) achieved Band 8 (Year 7)
- Students achieving low Band 3 Numbers, Patterns and Algebra (Year 3) progressing toward Band 6 (Year 5)
• 40% of students achieving Band 5 in Numeracy (Year 5) achieve Band 8 (Year 7)

Evidence of progress towards outcomes in 2013:
• All targeted students improved one skill band or more in spelling between Year 3 and Year 5.
• 42% of matched students improved one skill band or more in Reading between Year 5 and Year 8.
• 72% of matched students progressed one skill band or more in numeracy between Year 5 and Year 7.

Strategies to achieve these outcomes in 2014
• To provide more explicit monitoring of outcomes, planning for literacy and numeracy include milestones every five weeks as well as the summative assessment from NAPLAN data.
• Remediation of literacy will continue to be supported through the existing Reading Action Program, Multilit and Minilit programs. Using the new equity loadings provided by the Resource Allocation Model, Numeracy will have a similar support program developed and delivered to targeted students by a School Learning Support Officer.
• Further differentiation of literacy and numeracy will occur to progress each targeted student.

School priority 2
Enhance relationships with families of Aboriginal and Torres Strait Islanders students to improve outcomes for students.

Outcomes from 2012–2014
• Percentage of Aboriginal students in top three bands of NAPLAN matches the percentage of Non-Aboriginal students in reading and numeracy for both Year 3 and 5.
• All students have collaborative learning plans.
• Continue a strong relationship with local and broader Aboriginal community.

Evidence of progress towards outcomes in 2013:
• Two members of teaching staff travelled to Moss Vale to be trained in the 8 Ways learning pedagogies to meet the specific needs of Aboriginal students. Prior to implementation, the regional Aboriginal Education Consultative Group (AECG) will provide local context and detail.
• Following feedback from families, the style and content of personalised learning plans (PLPs) needed to be reviewed. This review commenced in 2013 and will continue in 2014.
• During National Reconciliation Week, staff and families combined for an informal luncheon to enhance personal relationships.

Strategies to achieve these outcomes in 2014:
• Aboriginal teaching staff will meet with regional staff and parents to determine the most sustainable and useful style of PLPs.
• When the local AECG reconvenes the school will be able to implement the 8 Ways pedagogies.
• Successful events, such as the reconciliation luncheon will continue.
• Aboriginal students will be invited to attend events such as the Halogen leadership conference.

School priority 3
Implement the Australian Curriculum in an efficient and sustainable manner.
Develop consistent teacher judgment about assessment across the learning community.
Outcomes from 2012–2014

- All staff implement the Australian Curriculum within the timeframe specified by the NSW Board of Studies.
- Teaching staff have developed scope and sequences for units of work.
- There is a consistency of approach not only between classes of the same grade level, but across all schools in the Bay and Basin Learning Community.

Evidence of progress towards outcomes in 2013:

- Assistant Principals and leading teachers from across the Bay and Basin Learning Community combined to develop an implementation plan for the English and Mathematics curriculum.
- Teachers from the Bay and Basin primary schools combined for staff development in both English and Mathematics.

Strategies to achieve these outcomes in 2014:

- Explicitly monitor the implementation of the English curriculum against milestones every five weeks. This will be a significant focus in Term 1.
- In Term 2 the Mathematics group will reconvene to develop the scope and sequences required for smooth and effective implementation of the Mathematics syllabus in 2015.
- Principals of the Bay and Basin Learning Community will continue to seek professional learning opportunities that are accessible to all teachers regardless of their base school.

Professional learning

The professional learning of teaching and support staff is driven by the school plan. Much of the professional development being undertaken is directly related to the new syllabuses of the Australian Curriculum.

In addition to mandatory training in emergency care and child protection, teaching staff have also participated in workshops on differentiating mathematics delivery. Early Stage 1 and Stage 1 teachers have also continued with training in Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN).

Parent/caregiver and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. The responses from parents presented below as these are the areas in which the school has to make improvements.

- 87% of respondents indicated agreement with the statement that the school has competent teachers who set high standards of achievement.
- 89% of respondents agreed with the statement that a wide range of extracurricular programs e.g. sport, music, drama, debating are offered.
- All responding staff agreed that they would like to investigate alternatives to our current system of discipline and that less serious issues should be dealt with by the teacher on duty.

Future Directions

- The school will promote the additional work in differentiation undertaken by teachers to highlight the work of the dedicated and diligent teachers.
- A school wide review of the discipline system will be undertaken, commencing in Term 2 2014.
- There will be a greater focus on promotion of the extra curricula activities provided by the school. It is often the case that families of students involved will be aware of programs but they are not widely promoted.
Program evaluations

Background
Following a suggestion at a P&C meeting, the school implemented a variety of additional lunch time programs in an attempt to increase the engagement of students at lunch times and thereby reduce the number of incidents of misbehaviour.

Findings and conclusions

• Only 77% of parents thought that the shorter lunchtime had a benefit for their child; but 98% agreed with the statement that developing social and play skills without adult intervention is an important part of growing up.

• All responding staff said that they were unable to complete the activities they would normally undertake in the shortened lunch time.

• 89% of staff disagreed with the statement that the children were better behaved with the shortened lunch time. This instinct was reflected in an analysis of the discipline slips or ‘cards’ which showed a significant increase in all areas.

Future directions

• While members of staff and three parents made a significant and ongoing commitment to providing additional activities, the lack of support made the program unsustainable.

• The need for better playground options, especially for students who find social situations difficult, is universally acknowledged. To address this issue the school will develop additional playground spaces, such as the area between the library and Home Base 3, as a more imaginative play area.

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.

Bill Field, Principal
Beverly Smith, Assistant Principal
Kerri-Anne Spinks, Assistant Principal
Sue Brown, Assistant Principal
Kathy McCabe, Assistant Principal (Rel)

Contributors
Ruby Young, School Captain
Alex Robertson, School Captain
Lisa Raftery, P&C President

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Fax: 02 4441 5192
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Web: www.vincentia-p.schools.nsw.edu.au
School Code: 4592

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: