School context statement
Located in the township of Vincentia and a short walk from the shores of Jervis Bay, Vincentia Public School (VPS) draws students from Vincentia, Erowal Bay, Old Erowal Bay, Wrights Beach, Worrowing Heights, Hyams Beach and Bayswood.

Vincentia Public School is a part of the Bay and Basin Learning Community (BBLC). The BBLC comprises all the local public schools and has Vincentia High School as our partner secondary school. In addition to Huskisson, St Georges Basin, Sanctuary Point, Tomerong and Sussex Inlet Public Schools; Jervis Bay School participates in the BBLC, despite being administered by the Australian Capital Territory Education Authority.

VPS parents and staff are also invited to participate in the Bays and Basin Local Aboriginal Education Consultative Group (AECG), either as full or associate members. The AECG meets each month in schools around the Bay and Basin Learning Community and provide advice and support for the education of Aboriginal students.

Vincentia Public School P&C Association Annual Report 2014
Congratulations to the students, staff, parents and families for a rewarding and memorable year at Vincentia Public School. The Parents and Citizens Association has been involved in many activities and functions that contribute significantly to the prosperity of our School. Vincentia Public School P&C is about many individuals helping in many different ways. We appreciate all contributions and are grateful for the varied talents and attributes of all our members.

As well as fundraising activities and managing the school canteen, the P&C are involved in many activities that benefit the school community including; application for funding grants, supporting creative arts and sporting programs, participating in community events and working collaboratively with school teaching staff on education and welfare issues. Some highlights of a busy 2014 include:

- Hosting breakfast to the Variety Club Bash (240 guests)
- Employment of Ms Olivia Corish (Music Teacher) and subsequent eisteddfod choir award.
- Volunteer participation in the Huskisson Triathlon
- Coordination of the school Ethics Program (Laura Gallagher)
- $15K contribution to technology within our school
- Funding SchoolENews
- Continued social media presence
- Discos, fun run, trivia night, art fundraiser
- Mothers and Fathers Day stalls

Our major fundraiser for 2014 – the Food Fair was a tremendous success, raising close to $11,000. This event has now been held for 15 consecutive years and the continued support for the event indicates that this ‘famous’ community event will remain on the Vincentia Public School 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 School, Jervis Bay Lions Club and Vincentia Public School students who also made significant contributions to the success of the Fair.

We bid farewell this year to many families as their children move into High School. We would particularly like to acknowledge Denise Clark and Rick Cowan who have been part of the P&C for many years. Denise has most recently held the position of Executive Officer and has been a tremendous support and wealth of knowledge to incoming P&C committee members. We wish all departing families best wishes for the future.
Thank you to the canteen staff and volunteers who work hard to provide this service and allow students to have access to a variety of healthy food options five days a week. We would particularly like to acknowledge the dedication of Rana Kereopa who is leaving Vincentia Public School this year. Rana has served as an employee and volunteer in the canteen for over 5 years. We have valued Rana’s professionalism and I’m sure the students will miss her humour and well prepared lunches. The P&C are looking forward to reviewing the canteen menu in early 2015 to ensure the canteen continues to offer well-priced, nutritious food choices.

On behalf of the Vincentia Public School Parents and Citizens Association, I would like to thank all families for their support and involvement in P&C activities throughout the year and I look forward to joining with everyone next year for a successful 2015.

Lisa Raftery, President

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

Over the past three years, the student population has gradually increased. In 2014 there were 160 boys and 194 girls enrolled at VPS. Of the 354 students, 11% identify as Aboriginal or Torres Strait Islander and 7% are from a language background other than English.

Student Leaders

The school provides many opportunities for students to develop their leadership skills. These opportunities increase as students approach Year 6.

In 2014, the Prefects and Captains attended the Halogen Leadership Conference at Qantas Credit Union Arena. In addition to being addressed by a variety of inspirational speakers such as a former NSW Premier and a popular children’s author, our leaders participated in activities focused on developing good leadership skills.

Our Captains also participated in a number of formal events, such as morning tea with the Mayor of Shoalhaven City Council, Mrs Joanna Gash.
Student attendance profile

<table>
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<th>School</th>
<th>Year</th>
<th>2012</th>
<th>2013</th>
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<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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<td>94.3</td>
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<td>94.2</td>
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<td>6</td>
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<tr>
<td>Total</td>
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<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

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>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>Itinerant Primary Teacher of Hearing</td>
<td>1</td>
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<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.922</td>
</tr>
<tr>
<td>Part time, Release from Face to Face etc</td>
<td>1.188</td>
</tr>
<tr>
<td>Total</td>
<td>22.11</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

9% of permanent teaching staff identify as Aboriginal or Torres Strait Islander.

Additionally, the school is a proud participant in the Djinggi Program. Djinggi is an exciting pathway that allows Aboriginal students to start training to become fully qualified teachers whilst they are still at high school.

In 2014, Vincentia High School student and ex-student of Vincentia Public School, Brianna McLeod-Cosgrove completed the school based component of the training and will commence tertiary studies in 2015.

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>75</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Over the past several years, the school has devoted much of the discretionary funds available for professional learning towards the implementation and maintenance of the Language learning and literacy program. This program provides explicit literacy teaching in the youngest grades. The results of this program are highlighted in the Academic Achievement section of this report.

In 2017 all New South Wales primary school teachers will seek to be accredited by the Board of Studies, Teaching and Educational Standards New South Wales. At this time, accreditation is being phased in with beginning teachers and teachers who did not teach in NSW prior to October 2004 requiring accreditation.

Beginning Teachers

Mrs Julie Chapman was appointed to permanent staff in 2014. Mrs Chapman’s position is that of Itinerant Primary Teacher of Hearing Disabilities. While she is appointed to Vincentia Public School, her workload is at other local schools.

Under the state government’s Great Teaching, Inspired Learning plan, beginning teachers receive a significant amount of funding to support their transition into the classroom. As Mrs Chapman is a very experienced teacher, the funding was used to support specialist training to further enhance her skills in teaching students with hearing impairments.
2014 saw the retirement of two long serving and well respected gentlemen on school staff.

Mr Warren Cash had served the students of NSW public schools for more than 38 years. Whilst at Vincentia Public School, Mr Cash was best known for his coordination of the school band and more recently for the development of the vegetable garden adjacent to the shade house.

Mr Cash served the students and families of NSW schools for more than 38 years.

At the end of 2014 a merit selection process was undertaken to determine Mr Cash’s replacement. Ms Dianne Vest was the successful applicant and will take up her position at the start of 2015.

Mr Ron Martyn was the school’s general assistant and had worked at Vincentia Public School for many years. Mr Martyn served the students of our school by quickly and intuitively maintaining and improving the school facilities.

Mr Martyn flanked by an appreciative crowd.

Mr Martyn’s position was filled through the state wide transfer system, with Mr Akira Kamada being employed at the school in Term 2, 2014.

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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>232381.94</td>
</tr>
<tr>
<td>Global funds</td>
<td>236998.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>316794.26</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>102957.86</td>
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<tr>
<td>Interest</td>
<td>8020.93</td>
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<tr>
<td>Trust receipts</td>
<td>4568.20</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>901721.45</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning         | 32838.52  |
| Key learning areas          |           |
| Excursions                  | 38450.38  |
| Extracurricular dissections | 48359.65  |
| Library                     | 9280.35   |
| Training & development      | 308.82    |
| Tied funds                  | 261343.50 |
| Casual relief teachers      | 116442.80 |
| Administration & office     | 40078.58  |
| School-operated canteen     | 0.00      |
| Utilities                   | 40754.27  |
| Maintenance                 | 7265.10   |
| Trust accounts              | 4191.58   |
| Capital programs            | 9136.33   |
| Total expenditure           | 608449.88 |
| Balance carried forward     | 293271.57 |

A full copy of the school’s 2014 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.

Teacher professional learning is not reflected in training and development figures listed above but rather included in the tied funds area. The training and development area shows funds used for training of School Administration and Support Staff or SASS.
School performance 2014

The school seeks to provide a broad range of experiences for students. In addition to the mandatory curriculum, the school presents opportunities for students in academic, cultural and sporting arenas.

Academic achievements

The International Competition and Assessment for Schools

The International Competition and Assessment for Schools (ICAS) provides a great opportunity for students to compete against talented students from around Australia and the Pacific Region. The tests are designed to be very challenging. Congratulations to the following students who achieved excellent results.

English
High Distinction; Bridget Raftery, Ella de Rooy
Distinction; Oliver Griffiths
Credit; Toby Roberts, Lauren Bailey
Merit; Chloe Vickery

Mathematics
Distinction; Toby Roberts, Bronte Wright
Credit; Lily Wheeler
Merit; Fleur Hussein, Ella de Rooy

Computer Skills
Distinction; Ella de Rooy
Credit; Lachlan Downing, Oliver Griffiths

Science
High Distinction; Toby Roberts
Distinction; Ella de Rooy

Spelling
Distinction; Bridget Raftery
Credit; Oliver Griffiths, Caitlin Su, Lauren Bailey

Writing
Distinction; Bridget Raftery, Lauren Bailey
Credit; Ella de Rooy

Kindergarten Reading

The following graph shows the guided reading results of students in Kindergarten. The target for students exiting Kindergarten is that they would have an instructional reading level of 9. From the graph below, 70% of Kindergarten student achieved that target and a further 24% are well on the way to meeting the target.

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Sophie Van Huisstede won the Creative and Performing Arts medal for 2014. Callum Charlesworth was the P&C Citizen of the Year.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

2014 saw dual winners of the Dux Award. Zara O’Connor and Ben Hussein
The following graphs show the improvement in student results between Year 3 and Year 5. In each set of results, the average improvement of Vincentia Public School students is equal to or greater than the state average.

**Other achievements**

**Sporting Champions**

Our sporting champions were announced at the presentation ceremony.

Senior champions are Lily Wheeler and Ryley Madden.

Junior champions are Lillian Briggs and Jasper Mar.

Chelsea Pascoe, Bronte Wright and Lily Wheeler (pictured at top) also represented the school in sport at state carnivals.

Sam Mullins and Noah Solberg competed at the Southern NSW Interschools SnowSports championships at Perisher. Their combined efforts saw VPS finish second in Snowboarding and third in the Boarder Cross.
Significant programs and initiatives

Aboriginal education

Leadership

In 2014, three out of six prefects identified as Aboriginal. In addition to the Halogen Young Leaders conference, Aboriginal students were strongly encouraged to attend leadership workshops and activities.

Two members of staff also attended the Deadly Leaders Alliance conference held in Canberra. They also participated in Aboriginal Teachers’ conference – which had as its theme, “Inspire, Succeed Excel.” Both teachers continue to utilise the skills learnt and connections made at these important conferences.

Aboriginal Support Program

Utilising the equity funding received under the new resource allocation model, the school was able to commence a support program which included all Aboriginal students enrolled at the school. The program employed a teacher and a School Learning Support Officer to provide small group instruction.

The purpose of the program was to link Aboriginal pedagogies of learning with the curriculum. There was a special emphasis on engaging all students in their learning and extend them in the areas of learning specifically designed to cater to each students individual needs.

In addition to literacy and numeracy groups, an important focus for the ASP was the three Engagement Groups. Students were selected and grouped in Stages. With input from the VPS Aboriginal Committee and negotiation with students, it was decided to focus teaching on the sciences. All stage groups were offered investigative learning activities on the same topic with content geared to challenge and extend all stage groups. Content covered this year included chemistry, physics and biology, as well as activities that required lateral thinking and problem solving skills.

Feedback from the program was very positive and students contributed to the development of a DVD showing their achievements.

Andrew Van Oploo and Dylan De Marco demonstrate a science experiment as part of the Aboriginal Support Program.

Socio-economic background

The school received significant funding under the resource allocation model to mitigate some of the effects of socio-economic disadvantage.

The funding was used to increase the level of support for students having difficulty in numeracy. This was achieved through the employment of a school learning support officer who worked with students identified as having additional needs.

The money was also used to heavily subsidise the Kindergarten to Year 4 dance program. This program, run by an external specialist provider, was very popular and the subsidy allowed more children to attend.

The additional funds also allowed the school to commit more to the student assistance scheme which directly impacts the ability of many students to participate in the many extra curricula events and opportunities offered by the school.

The school band gave a great performance at the end of 2014.
Multicultural education and anti-racism
Teaching programs at Vincentia Public School promote cultural understanding.
Units of work examining other cultures respectfully focus on the similarities and differences between cultures.
The school has no tolerance for racism and has an Anti-Racism contact Officer who has been specifically trained to provide support should issues arise.

Defence School Transition Aide
In 2014 our Defence School Transition Aide (DSTA) Mrs Laura Gallagher continued to support children of Defence Force personnel. 44 students from 27 Defence Force families are enrolled in the school. In supporting the students, the DSTA links children to services such as extra tuition or counselling related to Defence specific issues such as a parent’s deployment or being relocated. In addition to running Defence Kid’s Club and acting as a conduit for information about the school, Mrs Gallagher also coordinated an excursion to HAMS Albatross.
The school will apply for funding to maintain this valuable program in 2015.

The students of Defence families (and one excited Principal) are pictured at 816 Squadron inside HMAS Albatross with a Seahawk helicopter undergoing maintenance.

Wall of Fame
Located in the school hall, Vincentia Public School has a Wall of Fame to recognise outstanding achievement by current and former students.
Grace Kennedy, who is now a student at Vincentia High School, was inducted into the Wall of Fame.

From an early introduction to Hobie sailing at the local club, through to class 303 and a fourth placing in the 2012 world championships, Grace completed the 2013 Sydney to Hobart in sometimes atrocious conditions. The boat was crewed by Sailors with Disabilities. The skipper is blind and the navigator can’t read or write.
Grace was born with Spina Bifida and uses a wheelchair.
In her own words “I could never play the team sports my family played (she is one of 4) but sailing is all about teamwork and more. On the water I can contribute to the team effort and achieve a common goal”.

Grace is pictured at the completion of the Sydney to Hobart Yacht Race in 2013.

Bianca Rohrt-Robertson (left) won the Young Achiever Award for 2014. Libby Phillips (right) was the winner of the Vincentia High School All Rounder Award.
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:

School priority 1
Student literacy and numeracy outcomes will be improved.

Outcomes from 2012–2014

- 12.5% of students achieving low Band 3 Spelling (Year 3) achieve Band 6 (Year 5). 87.5% achieved Band 5.
- 44% of students achieving Band 5 in Reading (Year 5) achieved Band 7 (Year 7)
- 15% of students achieving low Band 3 Numbers, Patterns and Algebra (Year 3) achieved Band 6 (Year 5). 23% achieved Band 5.
- 33% of students achieving Band 5 in Numeracy (Year 5) achieve Band 7 (Year 7)

Evidence of achievement of outcomes in 2014:

- All targeted students improved two skill bands or more in spelling between Year 3 and Year 5.
- 66% of matched students improved one skill band or more in Reading between Year 5 and Year 7.
- 77% of matched students progressed one skill band or more in numeracy between Year 5 and Year 7.

Strategies to achieve these outcomes in 2014:

- Providing more explicit monitoring of outcomes, planning for literacy and numeracy included reviewing milestones every five weeks as well as utilising the summative assessment from NAPLAN data.
- Remediation of literacy continued to be supported through the existing Reading Action Program, Multilit and Minilit programs.
- Differentiation of literacy and numeracy occurred to assist progression of 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 achievement of outcomes in 2014:

- In Year 3, 37.5% of Aboriginal students performed in the top 3 NAPLAN bands for reading compared to 79.5% for non-Aboriginal students. Similarly in numeracy 33.3% of Aboriginal students performed in the top 3 bands compared to 65.8% of non-Aboriginal students.
- In year 5, 60% of Aboriginal students performed in the top 3 bands for reading compared to 68.8% for non-Aboriginal students.

- Work around collaborative learning plans continued in 2014. Despite all students having a learning plan, it was roundly agreed that the method was not user friendly or widely liked.
- In addition to the social events open to all families, Aboriginal families attended a reconciliation meal with staff and a luncheon in NAIDOC week, helping to build respect and relationships.
- Mrs Tracey Van Oploo completed delivering the No Gap No Excuse training modules by the end of 2014.
Strategies to achieve these outcomes in 2014:

- Aboriginal teaching staff met with regional staff and parents to determine the most sustainable and useful style of PLPs. The school completed the groundwork for the implementation of MGoals, a digital learning plan for Aboriginal students.
- The local AECG reconvened. Discussions around the implementation of the 8 Ways pedagogies continued, with preference being expressed for a local model.
- As described in student leadership, Aboriginal students attended 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 implemented the Australian Curriculum within the time frame specified by the NSW Board of Studies.
- Teaching staff have developed scope and sequences for units of work.

Evidence of achievement of outcomes in 2014:

- 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.
- A scope and sequence for Mathematics was developed for implementation in Bay and Basin public schools.
- Principals of the Bay and Basin Learning Community continued to seek professional learning opportunities that are accessible to all teachers regardless of their base school.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.
Their responses to some of the items are presented below.

- 88% of respondents indicated that the new afternoon collection arrangements provide better supervision for students.
- Only 55% of respondents indicated that they thought there was good student access to computers and strong technology programs and resources.
- 88% of respondents indicated that the school taught and promoted the core values.
- Only 39% of respondents felt that the school offered a range of challenging programs for students with 45% undecided.
- The attribute that parents most wanted their child to exhibit was respect, followed by honesty, responsibility and resilience.
- When asked to provide one word which described the thing that respondents liked best about Vincentia Public School, the most popular response was community, followed by environment, kindness, friendliness and inclusiveness.
- When asked to provide one word which described what respondents liked least about Vincentia Public School, the most popular response was parking, followed by inconsistencies.
- When asked for one word to describe what parents wanted their child to be when they left Vincentia Public School, the most popular response was confident followed by happy.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school has sought to consult with a wide cross section of families, inviting all to complete surveys. The P&C executive have also met with school executive to gather information relevant to the development of the new school plan.
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
Sue Brown, Assistant Principal
Kerri-Anne Spinks, Assistant Principal
Kathy McCabe, Assistant Principal (Rel)

Contributors
Lisa Raftery, P&C President
The Kennedy Family

School contact information

Vincentia Public School
George Caley Place
Vincentia NSW 2540
Ph:02 4441 7188
Fax: 02 4441 5192
Email: vincentia-p.school@det.nsw.edu.au
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: