

Vincentia High School

Annual Report



2016



8593

Introduction

The Annual Report for 2016 is provided to the community of Vincentia High 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.

Steve Glenday

Principal

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Message from the Principal

Dear Vincentia High School Community,

I have great pleasure in penning my final Annual School Report. Since arriving in 2005, I have seen the school grow to 1150 students achieving outstanding success in all facets of school life. I have been proud of the learning, community, sporting, cultural and leadership endeavours of students and the plethora of programs we have established, developed and nurtured to support our students meet their post-school pathways. The amount of programs that Vincentia High School runs is exemplary. Programs such as the Indigenous Rangers Program, INVEST, Art Programs, Showcase, Agriculture and Homework centre highlight just a few of the outstanding opportunities on offer.

The development of strong ties within our Partner Primary Schools has ensured a smooth transition to high school for students and a far more informed parent body. The positive effect of these programs is witnessed year in year out as we get larger student numbers who are ready for the rigour of high school.

The constant upgrading of facilities has been a distinct project in which I am very proud to have been a part of. The appearance of our school is frequently commented on positively by the community and has enhanced the learning environment of our students and the profile of our high school within our community.

Our partnerships with the community to develop work and industry programs are exciting; resulting in many apprenticeships and long term employment for our students.

The academic achievements of our students cannot be discounted and the opportunities for academic success are plentiful and varied, ensuring that all students can achieve their personal best.

I see this as an exciting time in Education and believe in the school as a fantastic place to meet future educational challenges in a positive, productive and community manner.

I wish the community all the best for the years ahead.

Yours sincerely,

Steve Glenday

Principal, Vincentia High School

Message from the school community

Since before Vincentia High's opening in 1993 there has been a P&C presence in school life. That continues today and is as relevant as ever. The P&C exists to provide a link between the school, its performance and the diverse school community.

Of recent times, and certainly in the last twelve months, we recognise outstanding work by committed staff members. With a current enrolment of over 1100 students there is plenty going on. Vincentia High continues to develop partnerships with institutions such as TAFE and Wollongong University, which is the first choice of many of our graduating students.

Parental engagement with the school is time and effort well spent because it enables a deeper relationship with the child's teacher. It shows to your children that you are interested in and value the education that they are experiencing. Our canteen steered by Mary Nelson stands out as one of the most effective canteens in the Shoalhaven. In the last twelve months they have provided \$60,000 for the enhancement of the school and the enrichment of the students. These funds have been directed towards polished concrete and water stations so that the school environment is more acceptable to the students.

I thank all the volunteer parents who have given generously of their time, in particular Jenny Moffat, Cathy Andre and Neil Allen. I encourage parents and carers to use the vehicle of the P&C, which is now known as Vincentia High School community to voice your thoughts to make the school the best place of learning it can be.

Peter Dooley

P and C President, 2016

School background

School vision statement

Vincentia High School's mission is "Learning for Life". We aim to provide a caring, friendly, stimulating and engaging learning environment. We prepare our students to meet the challenges of a complex and changing world by developing their full potential socially, creatively and academically.

In consideration of what we as a school value, at Vincentia High School we:

- are committed to quality teaching and learning in a progressive, structured and supportive environment.
- care about the academic, cultural, physical and social development of each student;
- aim to create a learning environment which will develop each student's growth in all of these areas; and,
- encourage children to become self-motivated learners who work effectively, independently and co-operatively

School context

Vincentia High School is a co-educational, comprehensive; community school located in Jervis Bay on the south coast of New South Wales. Vincentia High School is part of the Bay and Basin Learning Community serving the educational needs of students from our local primary schools of Vincentia, Huskisson, Tomerong, St Georges Basin, Sanctuary Point, Sussex Inlet and Jervis Bay. We have forged strong partnerships with all our partner primary schools and the local business community.

The school provides outstanding academic, cultural and sporting opportunities for all students. Our highly trained and dedicated professional staff members are determined to ensure all students achieve their personal best and follow our school values of respect and responsibilities.

We have a wide range of academic opportunities available for students with our partnerships, with Wollongong University, Canberra University and The Australian National University. Our curriculum offerings are the largest in the South East area offering University entrance and Vocational educational courses. We currently have 30 students completing school based traineeships and apprenticeships.

Our student successes have been outstanding with over 38% of our Year 12 students entering university and completing courses with Distinction. We highly value our Aboriginal education programs including, 100 Dhurga Language Program, Dance and Didj Group and the only Indigenous Rangers Program in NSW. This program has been highly supported by our local community and government organisations.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In 2016 Vincentia High School outlined a series of short term and long term goals as part of our School Plan 2015–17 to support student learning, enhance connectedness to the school and community through explicit and implicit wellbeing programs and enhance teacher training to support the implementation of quality teaching across the school. These targets guide the school beyond 2017 with a focus on helping students to commit to our school motto of learning for life. Self-assessment for 2016 has provided the staff and community of Vincentia High School with clear feedback on our areas of strength and areas for further development as we move into the 2017 school year and commence the next school planning period for 2018.

As part of the external validation process, our Senior Executive met with three external Principals and presented a range of evidence from our school practices that supported the findings of a rigorous self-assessment which took place across

the school year. The Senior Executive presented a body of evidence that supported the outstanding programs and opportunities offered to students, the community and our teaching staff under the banner of teaching, learning and leading. It also provided excellent opportunity as a school to reflect on areas where improvement can be made to ensure that we can sustain and grow in our areas of student learning, assessment, wellbeing, and teacher practice.

A clear strength garnered through the external validation is the ample opportunities available to students at Vincentia High School to cater to their academic, social, cultural, artistic, sporting and vocational needs. As a school community we are implementing a range of programs and experiences to enhance the opportunities for students to be engaged in learning with the least possible distractions. Our development of these programs enables us as a school to develop a greater sense of belonging for our students, strengthen ties to our community, enhance learning opportunities in real-world contexts and support the overall wellbeing of our students.

Vincentia High School has had a growing focus on learning engagement for students through the development of consistent teaching and learning programs in the supporting student achievement in literacy, numeracy and assessment. We have developed a strong level of student support through the development of our LASER (Learning and Support Education Room) program, Junior tutors for our Indigenous students through Ganya Garindja, ample transition programs for students at all stages of their education and positive connections between our Gumbari and Support Work Crew programs. Our SEAL, ALARM and Newman's Analysis use in classes is giving students confidence in their ability to write concisely, analytically and with real purpose. Finally our assessment procedures including feed-forward and medals and missions demonstrate a clear commitment to supporting students through a consistent language around their learning and were a highlight of the validation process.

Staff Training and Professional Learning at Vincentia High School is integral to achieving positive outcomes in delivering quality learning environments and lessons for students. The leadership and participation by all staff was set out as a goal for the School Plan and this will continue to be an area of growth. The school regularly delivers high quality professional learning that is relevant and presented to cater for a range of experiences and abilities. This structure has been pivotal in the embedding of reflection and feedback in conjunction with the implementation of the Professional Development Framework (PDF). Professional Learning also provides important opportunities for staff to collaborate and reflect on their teaching practice.

Our self-assessment and the external validation 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

EMPOWERED TEACHERS

Purpose

Empower teachers as leaders of learning through sustainable, high quality, innovative curriculum that cultivates commitment to teaching and learning, reflection on outcomes and high expectations.

Overall summary of progress

Overall, our work in this area has been substantial and significant hours of professional development and personnel has been resourcing the success of this focus area. All staff at the school have participated actively in developing their PDP in line with the performance development framework supporting their development as a professional and enhancing their work in the classroom. Moreover, significant time in developing pedagogy for enhancing literacy instruction, skill acquisition and development in students and mapping students on the literacy continuum to support pre-assessment and curriculum planning has taken place. Staff are feeling more confident and empowered in these areas and students are demonstrating clear improvement in their in-class assessments. Involvement in Tournament of the Minds and other academic extension programs has seen some discussion of GaT education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers engaged in focused PL using the literacy continuum, embedding literacy strategies in all teaching and learning programs leading to improved literacy outcomes for students.	<p>All teachers have received professional development relating to the understanding of and classroom use of the literacy continuum. Each teacher can identify expected skills for students at each level of the continuum and can plot their students appropriately. Each faculty is responsible for collating information through assessment of student skills and ability. Appropriate professional development for teachers to support students below expected literacy cluster and strategies they can employ to up skill students has been provided. Each faculty marks to a common marking guidelines denoting where students sit on the continuum. Data is collected and used to establish future directions for professional development and curriculum planning.</p> <p>Literacy program has been developed to include students in min-band to academically gifted classes. Targeted resources include 2 teachers aides in selected classes and all KLAS completing literacy focused activities in their classroom work and assessment. Teachers aides trained in supporting student literacy development and clear engagement with small group and one-on-one support for students. Specialist Head Teacher appointed to coordinate and support literacy implementation across the school and supplementary teacher appointed to support staff through Professional Development and Team teaching opportunities.</p> <p>All staff have been provided professional development on implementing SEAL for paragraph writing and ALARM in its full and modified forms for extended responses. Students have developed an appreciation for these strategies and are using the metalanguage and skills where appropriate in lessons throughout the school.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Lead strategies to support high—quality professional learning opportunities that focus on improved student learning and teacher efficacy.</p>	<p>All staff have participated in Professional Development regarding the place of observation and feedback. Staff worked in small groups to model effective feedback and observation practices. Head Teachers are working with staff to ensure that they are completing and participating in observation and feedback within their faculties.</p> <p>All staff have developed their PDP and have a folder dedicated to their professional learning that allows them to track and evaluate PD in accordance with the accreditation standards.</p> <p>In order to enhance the profile of Professional Learning at Vincentia High School and support teacher professional learning. The creation of a fully equipped training room was established and completed.</p> <p>While it was envisioned that all staff would participate in BOSTES accreditation – this is yet to happen. All teachers seeking higher levels of accreditation (other than proficient) have commenced the process. Other staff are waiting for BOSTES enforced start date. Positively, engagement with the teacher standards and linking to their PDP has commenced and language of the accreditation process is used in all Professional Development.</p>	
<p>Students clearly identified and provided targeted programs for gifted and talented curriculum pathways.</p>	<p>Exploration of vertical integration as a curriculum structure was tabled and further development of what that looks like and how it supports our academically gifted and capable students requiring further exploration. Executive staff to meet later in year to discuss. Discussion tabled regarding a selective stream for students – further information and practicalities need exploration and further discussion.</p> <p>Executive conference explored a prototype for curriculum differentiation and vertical integration. All executive participated in discussions regarding what this would look like and explored an implementation timeline for 2018.</p> <p>School offered and filled elective subjects in STEM, Extension English and Extension Mathematics targeting gifted and able students. Programs offered specifically target students for further extension and enrichment in these KLAs.</p> <p>ToM expert invited to school and professional development offered to targeted staff. Engagement with Partner Primary Schools began and mini Tournament held at Vincentia High School. Positive engagement and participation noted. School entered TWO teams in local competition. Numbers for 2017 estimated at 50+.</p> <p>It was tabled that all Stage 4 students would participate in the academic enrichment program exploring issues that impact students socially in</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students clearly identified and provided targeted programs for gifted and talented curriculum pathways.	Term 4, 2016. Toward the end of Term 3 it was decided that a smaller version using 2 classes from each cohort would be used and further exploration of the complete cohort's participation re-visited in 2017.	

Next Steps

Moving forward, it is essential that we develop more systemic approaches to supporting staff through the Performance and Development process and streamlining our Professional Learning to integrate seamlessly with PDF and accreditation requirements. Furthermore, supporting staff in developing their peer-coaching skills in delivering feedback to colleagues through lesson observation will be essential.

Our Literacy program will need more rigorous engagement with the new focus on student proficiency in NAPLAN for the award of the HSC and working with students and staff in a proactive manner to alleviate fear or concern is essential.

Our work on developing our Gifted and Talented programs has seen some development but exploring how to disseminate this across all aspects of the curriculum will be important for leaders of this strategic direction.

Strategic Direction 2

EMPOWERED LEARNERS

Purpose

Build the capacity of students, through high expectations, to develop quality academic and personal readiness to ensure high quality education success, inclusive of post-school pathways.

Overall summary of progress

A strong focus on developing our assessment procedures for consistent, comparable and reliable judgments of student work has been a focus of this aspect of our school plan. Pleasingly, a clear approach to assessment including feedforward and feedback mechanisms has grown from this focus demonstrating an improvement in student engagement with assessment and learning.

The development of a Stage 5 credential that supported student engagement in year 10 and acknowledged the completion of junior school and the transition to senior school was received successfully by our school community.

Infrastructure for BYOD has been a focus of this planning period and developing systems through moodle and Google classrooms to support staff and students in using technology as a tool for learning has commenced.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	<p>Significant time has been spent developing a thorough assessment policy that mandates specific elements required as part of assessment and are recognised as best practice.</p> <p>Staff spent significant time with "critical friends" exploring tasks across a range of faculties. As a result all tasks share the same format and processes for feeding forward including exemplars, scaffolds and explicit marking criteria as well as a consistent mechanism for feedback using Medals and Missions.</p> <p>Students were taken through the purpose of feedback and how explicit, timely and positively framed feedback can support improvement. Students have explored metacognitive strategies for reflecting on learning and setting goals for future improvements.</p> <p>The LASER room were able to support students and staff by making appropriate adjustments to tasks and differentiating for a range of students.</p> <p>Developing a consistent reporting language and ensuring that our descriptors are aligned with student achievement has ensured further consistency.</p> <p>As a result, there has been clear improvement in student submission and confidence in tasks and a committed and collegial approach to ensuring that tasks are reflective of outcomes and learning structured to support achievement.</p>	
Critical and creative thinkers that are engaging with 21st century	Exploring BYOD is an area that requires further planning and progress. Preliminary discussions and	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
learning platforms	research have led to the tabling of device specifications and uses for student learning but a formal plan is yet to be devised and a BYOD policy requires more development. A focus on developing supporting structures for more 21st century learning was driven from executive and implemented. Vincentia High School were able to release a classroom teacher to facilitate professional learning to support staff in creating and maintaining accessible Moodle pages that lead to efficient and engaging teaching and learning strategies.	
100% of Stage 5 students participate in a rigorous credential – demonstrated readiness for preliminary studies.	The Stage 5 – Vincentia High School Diploma was introduced and received well by students and the broader community. As part of the requirements for the Diploma, students had to meet attendance requirements, assessment completion, participation in Work Experience and Australian Business Week.	

Next Steps

As we commence a new HSC in 2018 – our next steps as a school will be aligning our assessment policy with NESAs new standard for HSC assessment and ensuring that this is reflected in our junior assessments as well. Constant reflection and refinement is essential to ensure that we are observing best practice for student outcomes.

The Stage 5 credential will need to be further observed, particularly with the introduction of the Gear Up for Senior Study program which looks at introducing a more senior focused curriculum for Semester 2 of Year 10. Implementation and evaluation will provide ample opportunity for reflection and planning of next steps.

BYOD requires the assembly of a team to put together a plan for a staged and clear implementation.

Strategic Direction 3

EMPOWERED COMMUNITY

Purpose

Build a culture of community engagement that is informed, inclusive and celebrates our school success and diversity.

Overall summary of progress

The development of the Wellbeing team, led by the Head Teacher Wellbeing and co-facilitated by Alison Taylor, our school social worker has ensured incredible developments across the school in regards to acknowledging and supporting staff and student wellbeing. The development of a wellbeing period, the addition of mindfulness practices, yoga, drumming, and a range of other wellbeing programs has ensured that we are leading our students proactively to support their social, emotional and academic wellbeing. The programs have been positively received and demonstrate an enhanced sense of connectedness to Vincentia High School.

Our focus on developing pathways of communication with parents/carers and the broader community has seen the development of the Sentral parent portal and other avenues of communication to ensure a streamlined and efficient means of communicating about current school events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students engaged in a whole-school wellbeing program, all teachers participate in professional development, all students access targeted wellbeing programs.	<p>Supporting the school's renewed focus on student wellbeing we were successful in meeting many of the goals, products and practices outlined in our school strategic management plan in the area of Wellbeing. (See Wellbeing Report)</p> <p>The implementation of a whole school pastoral care period exploring a range of aspects of student emotional, social and academic wellbeing was mostly positively received. Staff engaged in fortnightly lessons exploring pertinent issues in vertically integrated peer groups. To support the facilitation of this process, the school purchased the Learning Curve Wellbeing program and student diaries.</p> <p>A wellbeing culture was fostered throughout the year with staff through a range of professional learning activities at whole school staff meetings and through external providers.</p> <p>Students participated in a range of activities to support their development as a whole student including special guest visits from Mental Health Movement, Burning Drums and John Joseph – The Brain expert.</p>	
Parents and students can actively access information about their child, school programs, resources and events online.	<p>Focusing on communication with our student, parents and community has been a success throughout 2016. All students were provided information to log on to the Sentral Parent Portal. Positively there has been a 70% uptake of this program and has allowed parents access to attendance, performance and behavioural information regarding their child/ren at school.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents and students can actively access information about their child, school programs, resources and events online.	<p>The Vincentia High School Facebook page has seen a 300% increase in daily traffic and engagement – supported by our Community Liaison Officer and her continued positive promotion of the school.</p> <p>Parents have asked for further avenues for more efficient communication and as such we have engaged a trial for the 'SkoolBag' app for iPhones and Androids.</p>	

Next Steps

Working with the wellbeing team to establish a wellbeing cottage that supports staff and student emotional wellbeing through a range of practices and extending this to support students as they return from suspension and/or are experiencing behaviours that impact their growth. will be a focus for 2017. Implementing a peer coaching program through the wellbeing period that develops the leadership capacity of our Year 11 students and offers a senior leader for wellbeing classes is paramount to building on past successes.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Indigenous students have engaged with a range of programs and initiatives to support engagement, learning and retention. Our federally funded, Indigenous Ranger's Program continues to run with students from Year 9 participating in a discreet program of study which incorporates the practical and theoretical aspects of their studies. Students are working toward the attainment of a Certificate 2 in land conservation working in the local area to learn more about culture, heritage and the importance of preserving these aspects for the longevity of our National Parks.</p> <p>Our Junior Indigenous students have access to SLSO support and can access support through our Indigenous Homework Centre. Our Aboriginal Dancing program continued to grow working within the school, visiting primary schools and conducting workshops and performances in the local area.</p> <p>Our senior students are provided with outstanding support through the Norta–Norta tutoring programs. Teaching staff are employed to support students in class and on assessment which is leading to success in student outcomes and supporting our growing retention of Indigenous students.</p>	
Low level adjustment for disability	<p>The Learning Support and Wellbeing Team at DHS positively identified students through the collation of data in order to assist students. The biggest expenditure in 2015 was the increased allocation SLSOs into classrooms and the employment of a third Deputy Principal position, funded to work with targeted programs including Support, Gumbari , LaSP and the Indigenous Rangers program. This has seen the creation of IEPs for 30% of identified students</p>	
Socio–economic background	<p>The school provides significant support for all students using our Low–Socio economic loading. The provision of the Learning and Support Education Room (LASER) led by our RAM funded Head Teacher, Learning and Support and supported by teaching and SLSO support is able to work with students in making learning adjustments, offering targeted literacy and numeracy support. All students in senior schools are offered tutoring through the homework centre, which runs weekly for 2.5 hours. Senior Students are able to access HSC support programs such as study days, university preparation programs, visiting experts and supporting programs funded by the school in order to increase access and support teacher learning.</p>	
Support for beginning teachers	<p>All beginning teachers are accessing a mentor teacher to support their professional trajectories. Funding is used to fund participation in exemplary professional learning in their subject specific areas and in</p>	

<p>Support for beginning teachers</p>	<p>the broader teaching and learning environment. Time spent with their mentor developing their Professional Development Plans in alignment with their teacher accreditation needs and responsibilities is nurtured through a beginning teacher induction program managed by the Deputy Principal, Stage 5. Beginning teachers work in small groups together to navigate and complete the accreditation process. Mentor teachers are able to access time to support teachers in the development of teaching and learning programs, timetabled observations and formal and informal feedback sessions. One member of staff is currently participating in a University program to support the development of a more consistent, engaging beginning teacher mentoring program. Nurturing this expertise is essential for a commitment to developing the best professional teachers we can.</p>	
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	504	502	506	514
Girls	524	505	507	499

Student attendance profile

School				
Year	2013	2014	2015	2016
7	89.7	92.8	90	89.3
8	86.2	87.2	86.9	86.8
9	83.6	86.5	83.9	85.7
10	82.8	85.2	82.7	78.9
11	87	87.6	81.7	77.8
12	88.5	88.7	85.3	83.6
All Years	86.2	87.9	85	83.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	4
Head Teacher(s)	11
Classroom Teacher(s)	58.1
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	25.17
Other Positions	5.4

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Teacher Professional Learning and staff development is a significant aspect of what we do at Vincentia High School. The introduction of the Performance Development Framework has enhanced our practices ensuring that our focus is supporting staff growth, professional goals and overall maintaining a focus on providing quality teaching and learning workshops that enhance classroom practice and improve student outcomes. This protocol has been broadly embraced with one whole school goal, one negotiated faculty goal and at least one individual goal being worked toward. Developing collegiality through observation and feedback has been a focus of 2016 which will inevitably develop and grow throughout the 2017 school year.

Teacher accreditation has become a greater focus with a large percentage of our staff undergoing accreditation at a range of levels including beginning, proficient, highly accomplished and lead. All staff meetings and professional learning is accordingly linked to a teaching standard and teachers are asked to reflect on how each session can enhance their practice and support their

own development through this accreditation process.

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.

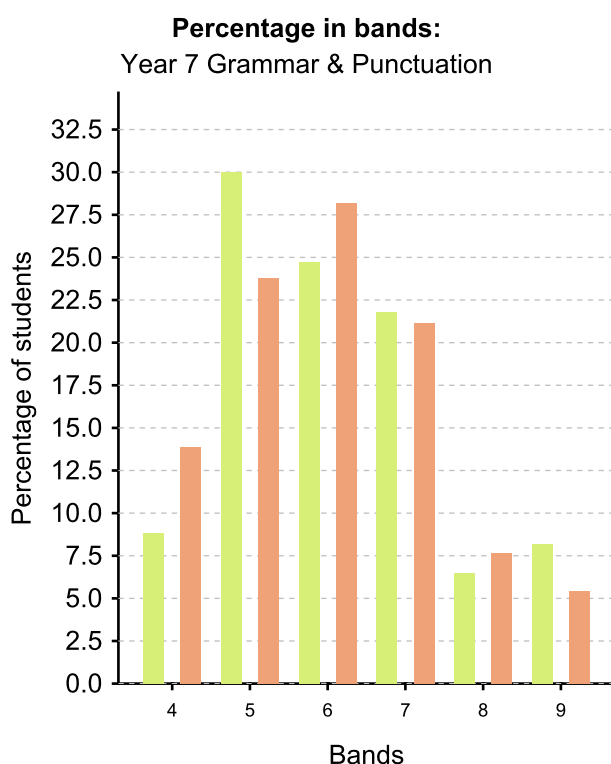
Income	\$
Balance brought forward	1 112 415.46
Global funds	965 647.61
Tied funds	1 318 013.02
School & community sources	343 541.47
Interest	24 807.98
Trust receipts	36 208.00
Canteen	0.00
Total income	3 800 633.54
Expenditure	
Teaching & learning	
Key learning areas	184 143.95
Excursions	100 328.39
Extracurricular dissections	130 949.92
Library	10 560.47
Training & development	10 953.53
Tied funds	1 565 435.27
Short term relief	454 235.64
Administration & office	140 050.47
School-operated canteen	0.00
Utilities	142 268.99
Maintenance	50 271.03
Trust accounts	38 344.85
Capital programs	14 183.64
Total expenditure	2 841 726.15
Balance carried forward	958 907.39

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

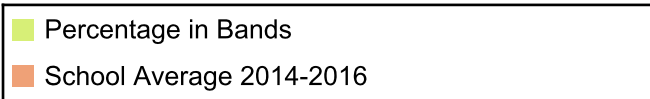
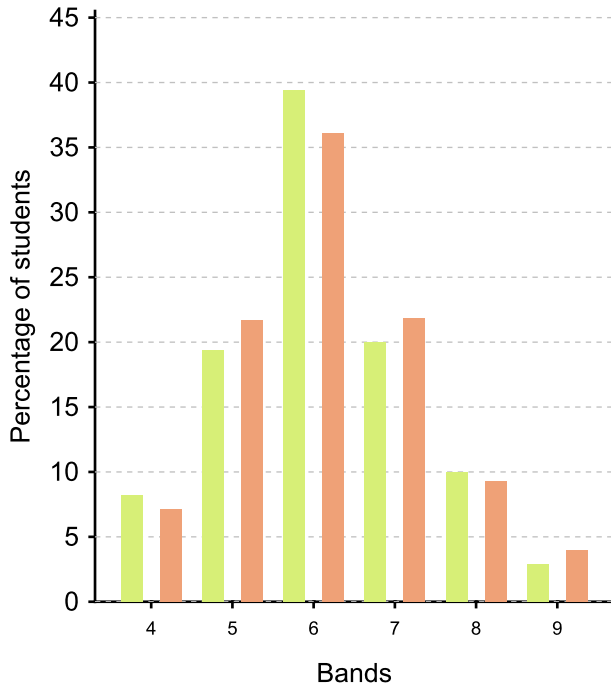
NAPLAN

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. Vincentia High School is committed to developing our students literacy and numeracy skills overseen by our Head Teacher, Literacy and Numeracy and a targeted program in Year 7, 8 and 9 classrooms and teacher professional development. To support this initiative we have employed a teacher .6 and two teacher's aides who support staff and students in lessons across key KLAs.

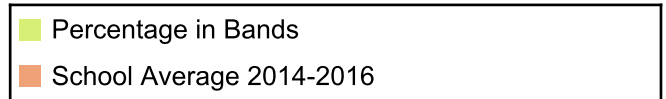
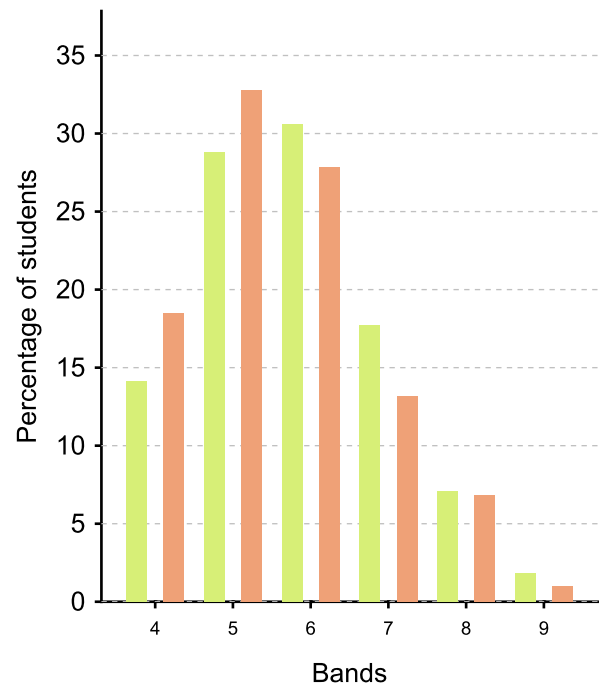


Percentage in Bands
School Average 2014-2016

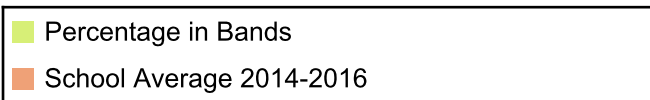
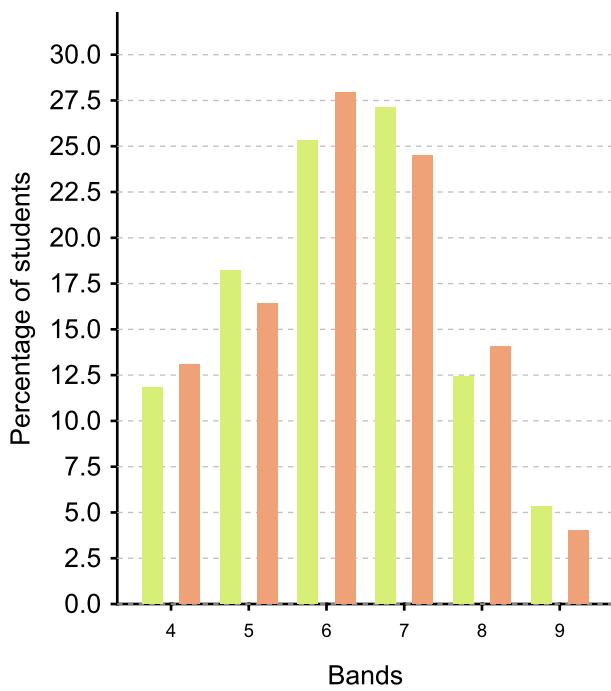
Percentage in bands:
Year 7 Reading



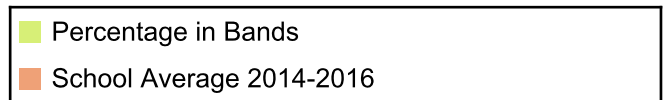
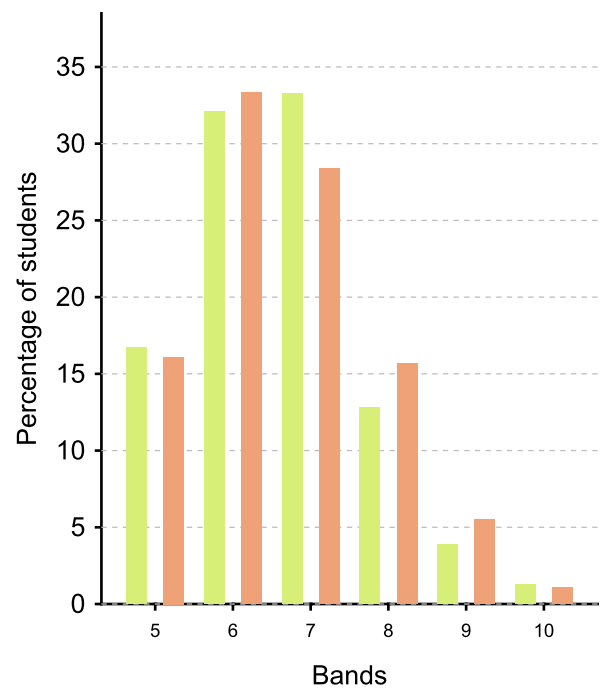
Percentage in bands:
Year 7 Writing



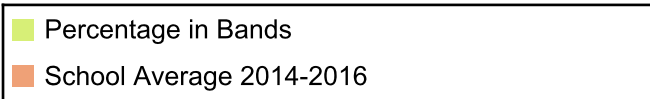
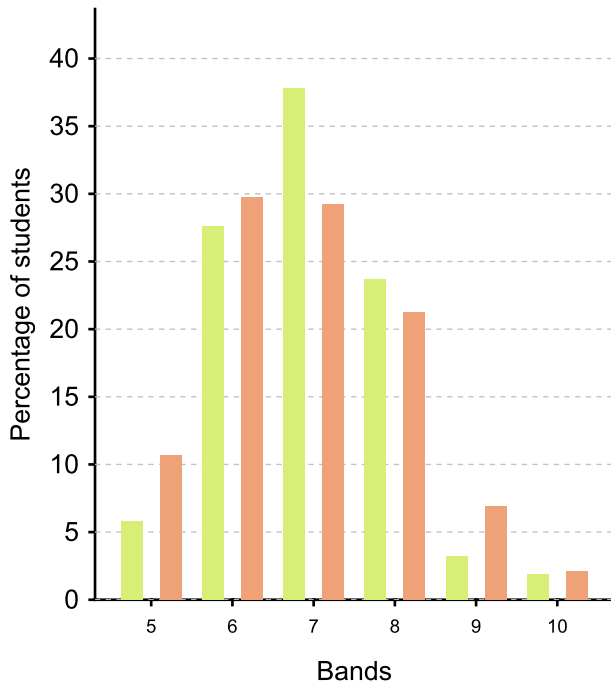
Percentage in bands:
Year 7 Spelling



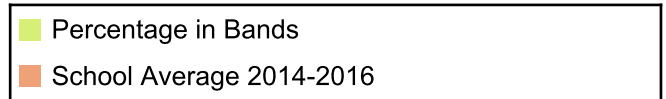
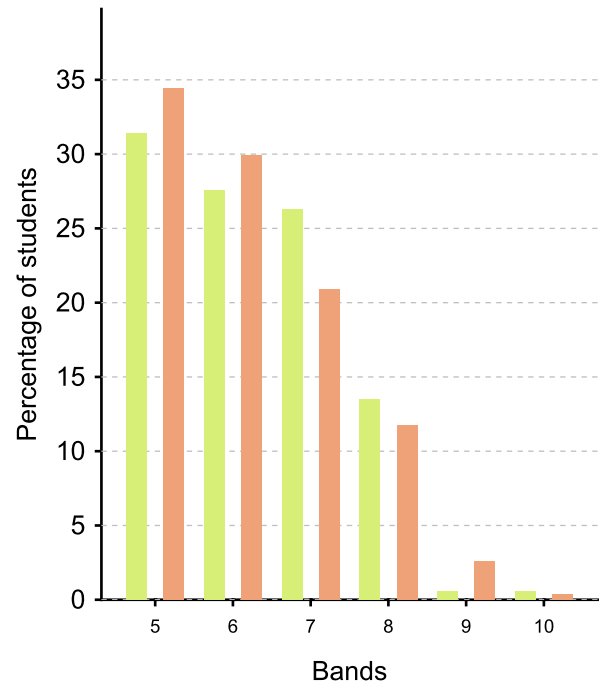
Percentage in bands:
Year 9 Grammar & Punctuation



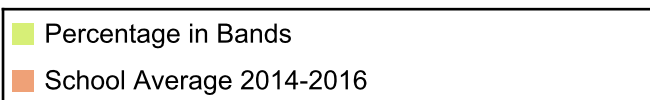
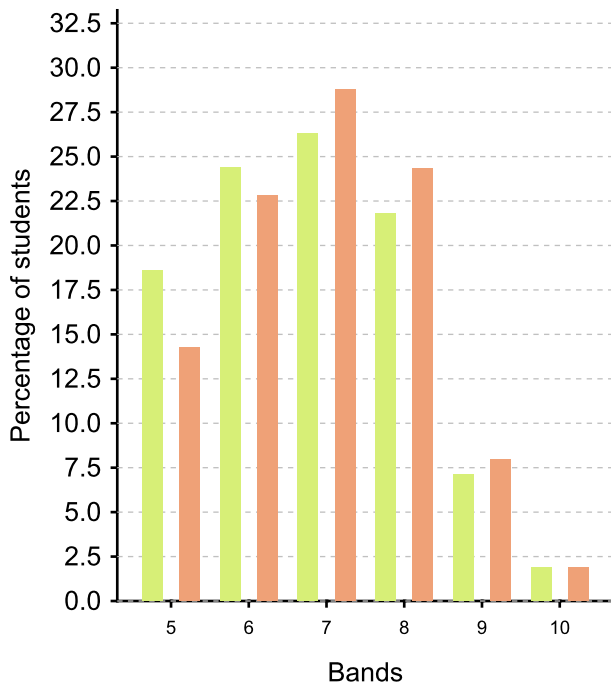
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



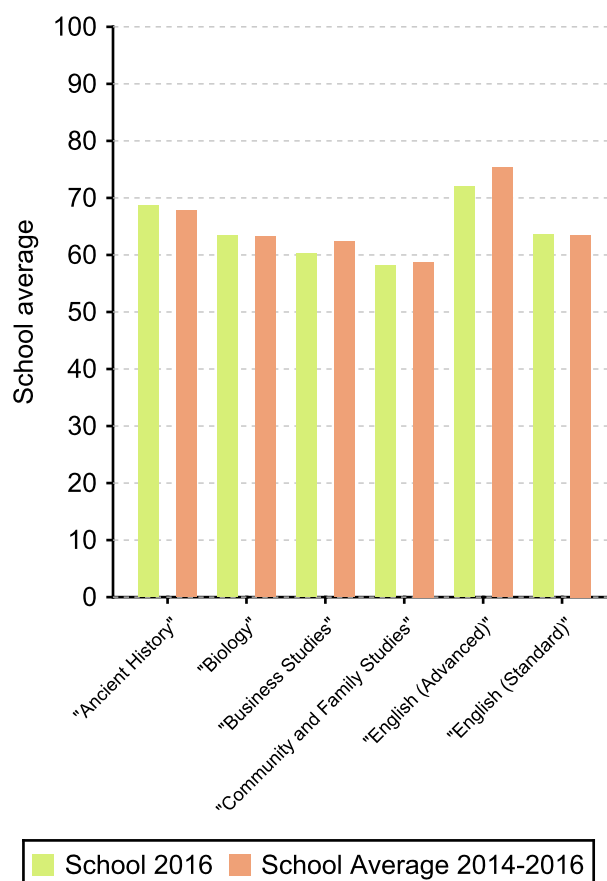
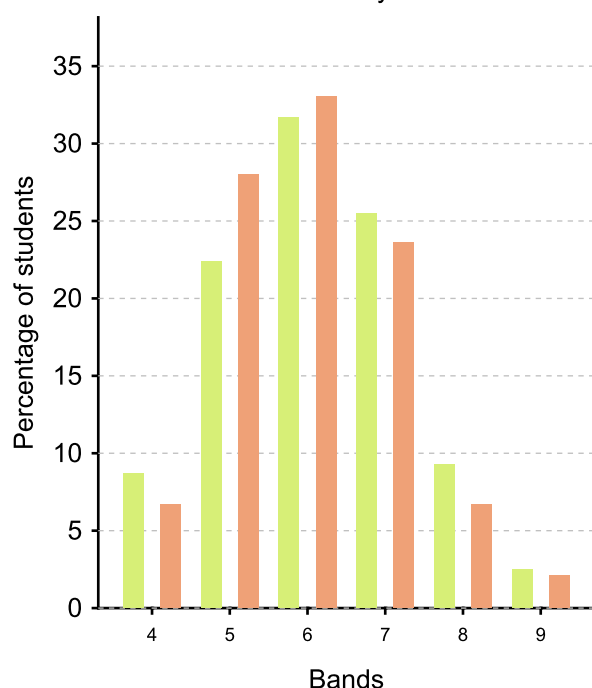
Percentage in bands:
Year 9 Spelling



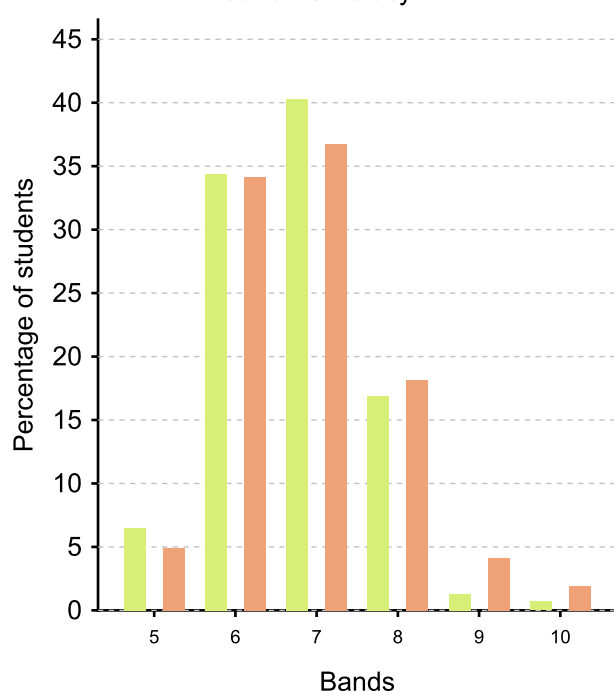
Higher School Certificate (HSC)

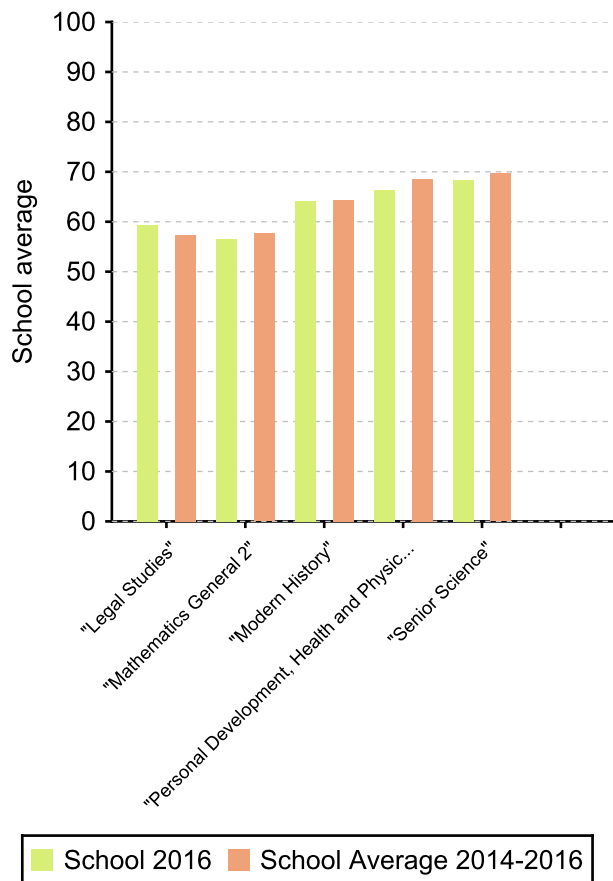
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). At Vincentia High School we pride ourselves on the depth of curriculum available to our senior students which is reflected in the broad range of subjects on offer to our HSC cohorts. Senior subject selection takes place in year 10 and is supported through a strong careers programs and extensive discussion between students and staff regarding their post-school pathways and an appropriate pattern of study to support this.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy





Policy requirements

Aboriginal education

In 2016 Aboriginal education has continued to be an important part of the VHS educational setting.

The Ganya Garindja (Shelter for youth) room has continued to support our ATSI students and

families. This hub enables students to access assessment assistance in a comfortable learning

environment as well as providing parents and carers with a culturally sensitive and supportive

place to assist them in engaging in their student's education. Our students have continued to

achieve pleasing academic results, improve retention rates and increase their engagement

across both curricula and extra curricula activities.

The Norta Norta Program has continued to support our senior students studying their HSC.

Alison Bech, Bec Kate and Sarah Cunningham assist these students to maximise their educational

outcomes and provide them with greater options post school through in class assistance,

assessment assistance and exam preparation.

2016 saw 13 ATSI students graduate Year 12. The mandatory 100 hour Dhurga language

program which is taught to all Year 7 students, both Aboriginal and Non Aboriginal has proven to

be enjoyable for all with students doing a variety of communicative activities used to help them

overcome the difficulties of learning a new language. Aboriginal students studying Dhurga

have reported an increase in cultural pride and identity.

Vincentia High School has 147 ATSI students enrolled in 2016, one of the largest on the South

Coast. Many of our students have received awards, recognition and accolades for their

achievements in education, sport, community service and creative arts. We have continued our working partnerships with many community organisations including AIME and Booderee National Park.

Ganya Garindja staff members are committed to improving the educational outcomes for our

Aboriginal students in line with the Aboriginal Education Action Plan and the Quality Teaching

Framework.

ROSA

Our Year 10 students were the first cohort to transition to senior school as recipients of the Vincentia High School Diploma. This school credential recognises the completion of 4 years of junior school and the contributions students have made to school life in that time.

Parent/caregiver, student, teacher satisfaction

Vincentia High School is a welcoming school environment that respects and appreciates the involvement of our school community in supporting teachers and students throughout the school year. Overwhelmingly, most parents/caregivers, students and staff feel a strong sense of connectedness to the school, are committed to our school values and work harmoniously to achieve a school that our community is proud of.

Mrs Karen Lane – Head Teacher Aboriginal Education and Dhurga Language Teacher.

Mrs Gai Brown – Aboriginal Education Officer.

Mr Johnathan Hill – Dhurga Language and Indigenous Ranger Cadetship Program Teacher.

Mr Gordon Campbell – Community Language Teacher.

Mrs Alison Bech – Norta Norta Teacher.

Ms Bec Kate – Norta Norta Teacher.

Ms Sarah Cunningham – Norta Norta Teacher.

Mr Heath Kennedy – Indigenous Ranger Cadetship Program coordinator.

Mrs Suzanne Stynes – Tutor/Mentor

Ms. Jannine Brown – Tutor/Mentor

These staff members provide in class assistance, tutorial sessions, exam preparation and individual

support for our ATSI students. With this support our students continue to achieve their personal best.

Multicultural and anti-racism education

Our Anti-Racism Contact Officer (ARCO) has been trained in the procedures to handle complaints of a racist nature. The ARCO follows the DoE Anti-Racism Policy which involves mediation, resolution, education and the monitoring of situations, post intervention. The ARCO works both formally and informally with students and educates the school community on harmonious and inclusive practices.

Other school programs

MATHEMATICS

We have consolidated programs enhance the learning experiences of our students. Additionally, the maths faculty is building our capacity to teach the new HSC structure that comes into effect in 2018, including attendance BOSTES syllabus evaluation and using online reflection. We are redeveloping our highly successful rewards program, thus increasing our focus on how we are engaging students and generating success in our classes. Additionally, participation in the Australian Mathematics Competition, Engineering Study days for girls to reinforce STEM tertiary learning, as well as extension classes for students, round off some of the programs run in 2014.

- Ongoing evaluation and development of our teaching programs following the successful implementation of the National Curriculum.
- In-faculty courses for teaching (Advanced) Mathematics, Extension 1 and Extension 2 Workshops for implementing the General One Mathematics course and differentiating the General two course.
- Our on-going NAPLAN analysis leading to a positive trend of improved numeracy which assists in the diagnosis of student strengths and weaknesses in preparation of materials in student learning
- Attendance to Mathematics Association conferences enhancing our understanding of technology to engage students through problem based learning.
- Continued use of NAPLAN questioning techniques in Junior assessments.
- Continued use of HSC questioning styles in Stage 6 assessments.
- STEM excursions to develop recognition of Maths in higher education.
- Electronic access to Moodle and on line assessment and learning including trialling Mathspace.
- Maths Excursions to Luna Park continued for Stage 4 and stage 6 students and following the NSW Mathematics Association worksheets
- On-going participation in National Mathematics Competition

Mr Graydon Smith, Head Teacher Mathematics

TAS

2016 was once again a productive year for the Vincentia High School TAS Faculty. As usual, the pace was frantic but the rewards were great. 2016 Highlights:

- Excellent HSC Results: TAS students achieved strong results in every subject area with most of our students achieving their highest HSC result in their TAS subject. Of particular note was our Design and Technology class that saw four students achieve Band 6 results with Rebecca Malby and Brooke Crosslands gaining nomination status for the prestigious DesignTech exhibition at the Powerhouse Museum.
- Ms Codey, Mr Volpatti and Mr Swanson

successfully operated the “Bushscape Café” on Tuesdays, Wednesdays and Thursdays supplying coffee, morning tea and lunches to staff and senior students. This service, provided by our INVEST and Support Students will continue in 2017, allowing access to ‘real world’ educational experiences that are second to none in our region. Senior INVEST students also successfully graduated with qualifications in Construction under Mr Gibson.

- Ms Boyce and Ms Williams introduced MasterChef-based ‘Mystery Box’ and ‘Relay Challenges’ to the Stage 5 cooking classes. They were extremely well received by students and saw the incorporation of live Facebook streaming in our kitchens, enabling our students’ families and friends see them work in real time.
- The TAS faculty formed a partnership with Tomerong Public School to showcase the benefits of STEM initiatives in the classroom. Mr Donohue set up a Google Classroom where the Stage 3 students produced design for decorative pieces for their school vegetable garden. The students then visited the high school on two occasions to produce their work on our CNC plasma cutter. A productive and innovative time was had by all.
- Our VET students once again enjoyed success in the Shoalhaven Workplace Training Awards. Highlights included Brodie Ward winning Most Outstanding Student in Metals and Engineering and Jarod Stubbs winning Indigenous Student of the Year. Vincentia High School remains very well placed in the delivery of quality Vocational Education with second to none services and facilities as well as dedicated and passionate teaching staff.
- The TAS Faculty purchased an additional four 3D Printers, giving us a bank of six for class use. We have also purchased a CNC Router and Laser Cutter/Engraver to be installed early in 2017. As things now stand, there is not a school on the South Coast who can match us in STEM-based and Technology driven learning.
- Ms McIntyre and her group of Year 11 students acted as event co-ordinators for the hugely successful Yr10 and 12 Formals and their respective Graduation Assemblies, which have become a lovely right of passage in school service for our students. Mr Swanson also enjoyed another year of co-ordinating the Vincentia High School Student Representative Council while Ms Mac was on maternity leave.
- Our hospitality staff ran successful restaurant functions for the parents and friends of our Stage 5 cooking students where the students prepared menus, cooked for and waited upon invited guests.
- Senior hospitality students and their teachers catered for school functions including the Year 10 and 12 Formals, Senior Project Evenings and the Transition Program. The involvement of VHS Students in events that promote and enhance our school continues to be outstanding.

All in all, 2016 saw a continuance in the encouragement, nurturing and successful outcomes of Vincentia High School students within the TAS Key

Learning Area. Our students and staff continued in what has become a tradition of excellence in technical education and we eagerly await the challenges and achievements of 2017.

Mr Andrew Newton, Head Teacher TAS

CREATIVE AND PERFORMING ARTS

This year the CAPA faculty bid a fond farewell to Ms Rae Roxby who has retired after many years of dedicated service teaching Visual Arts across many parts of NSW and 14 years at Vincentia High School. We also welcomed Ms Sarah Cunningham to a part time position in Visual Arts.

Our 2016 HSC students received pleasing results in both Visual Arts and Music. The HSC Bodies of Work by Meg Anderson was selected for display in the 2016 BOW WOW exhibition showcasing high quality work in HSC Visual Arts from the Shoalhaven Area. VHS Excellence in the Arts honour board and trophy for 2016 was awarded to Lily O’Conner for her achievements in Drama.

The first semester of the year saw the large majority of Creative Arts students involved in art making Activities in preparation for the local community Biannual Arts event SEECHANGE held in June. Students explore a range of 2d, 3d Art making processes including photography, earth Art, mural making and light installations. They were involved with individual and collaborative artworks both on the school site and in the community as they explored this year’s theme ‘Illuminate.’ Some 200 student’s works were displayed at local Arts sites and many prizes were awarded to students who submitted artworks to the following exhibitions and competitions: Petrakutchka – photography, Environmental sculpture competition, Marine debris – miniature found object sculpture competition, Places, spaces & faces painting competition, light up Jervis bay photography exhibition.

At the end of Term 1, a performance and exhibition nights was held in the school’s Performance Space. The night showcased the work of our elective Music, Dance, Drama, Visual Arts and Photography classes with students gaining experience performing individually and with others in front of an intimate and informal audience of family and friends.

The Annual YR 12 PROJECTS NIGHT showcased the work of all HSC Visual Arts, Visual Design and Music students. The night was enjoyed by many senior students and their families and provided inspiration for the following cohorts.

Our Dance troupe of 13 students from years 8–10, led by Ms Jessie Norman competed in Wakakirri performing a Bollywood inspired piece around the theme ‘rags to riches.’ The dancers were successful in achieving 4 awards – best choreography, best performance team work, most inspirational story and most sustainable production.

Wakakirri

Our annual night of the year, SHOWCASE was once again a resounding success. Guests were treated to a visual feast of students' artworks followed by a cast of over 60 students performing to an audience of 600 people. The night compared by newly elected school Captains Suzie Glenday, Beattie Brady and Matthew Brown. Highlights included performances by the Wakakirri dance troupe, dance and didge, musical items performed by Support students including a moving rap written and performed by Big T – Travis Lawson, many fabulous items by elective music soloists and ensembles and yr7 Oliver Griffiths ingenious dance routine channelling newly elected president Donald Trump.

Showcase

2016 saw the establishment of a Creative Arts extension program delivered by Ms Sarah Cunningham. 15 Students from Yrs 9–11 identified as gifted in the Arts but struggling with other aspects of school were invited to work on a group Arts project one day per week. Students were introduced to visiting street artist who produced a beautiful mural for the school, highlighting an aspect of the fragile local fauna. Students then designed and created their own outdoor artworks to beautify an aspect of the school. The mural project was unveiled at the annual SHOWCASE and is a welcomed, permanent addition to the school environment.

Mural Project

The Creative and performing Art staff continue to offer a broad range of extra curricula activities in the Arts and are focussed on expanding resources to better provide 21st century Arts experiences to students.

Ms Libby Ryder, Head Teacher – CAPA

PDHPE

The dedicated PDHPE staff of Vincentia High School have successfully implemented a range of health and well-being programs and units across years 7–10. Students have gained experience, knowledge, skills and fitness throughout the core and elective courses offered, which they will be able to carry forward with them as future members of the community. Students participating in PDHPE and electives will be lifelong learners and be in a better position to make value judgements regarding their healthy futures.

PDHPE classes in Years 7–10 consistently improved their fundamental movement skills. Students were given the opportunity to become proficient in a variety of physical, social and mental skills to improve their health and well-being. Students began focusing on enhancing the enjoyment of physical activity for others, which resulted in a wave of encouragement heard around the ovals and courts. Units focusing on striking and fielding, court and net games, invasion games and

initiative activities made up the core of understanding. Literacy tasks have been embedded into all PDHPE classes, where students consistently follow a writing pathway designed to improve both technique and understanding.

Elective classes continued to excel. Physical Activity and Sports Studies and Elite Athletics students participated in a wide variety of activities designed to broaden the scope of knowledge from being merely a player, to the roles of coach, umpire/referee, administrator or analyst. Students in these classes were able to justify reasons behind improved performance, such as principles of training, diet, mental rehearsal, energy systems and the physiological adaptations in response to exercise.

Year 9/10 Dance elective were successful in formulating, composing, performing and evaluating dance routines both in the school environment and through local community opportunities to perform. Participation in Wakakirri performances Our Dance elective continues to build on the strengths of the students and their willingness to persist to seek perfection.

Stage 5 Child Studies elective provided students with the practical skills and theoretical knowledge to understand the growth and development of babies and young children. A variety of hands-on activities were programmed throughout the course to reinforce this knowledge, including working with children on a regular basis.

Senior PDHPE students completed the HSC with some amazing successes. Congratulations to all students who were successful in achieving their ATAR goal in PDHPE. PDHPE is a course which not only prepares students for university entry, but also provides skills surrounding health and physical activity that students will reflect on and encompass for the remainder of their lives.

In Exploring Early Childhood, senior students continue to develop skills learnt from Child Studies in investigation processes and practices in forming positive habits for early learners. Students participated in local crèche experiences and managed 'Big School for Little Kids', a program of regular hands-on childcare within the school. Students were able to take home 'Baby think it over' to experience first hand the nature of new borns, with periods of crying with the carer requiring patience and resilience.

Students in PDHPE continue to make use of the wonderful surroundings of Vincentia High School. Open spaces are used for a range of lifelong physical activity purposes. Thank you to the community for their continuing support of our students as they reach adulthood and become active and involved members of society.

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Mr Peter Raftery, Head Teacher PDHPE

CAREERS

The Careers Department provided a vital link between students and the wider community in 2016. Year 11 and 12 students were invited to attend several information sessions run by various universities including the University of Wollongong and the University of Canberra to name a few. Year 12 students also travelled to the University of Wollongong to attend Discovery Day, which allowed them to experience a day in the life of a tertiary student.

The Australia Navy ran a variety of exciting programs for our students considering a career in the ADF including trips to HMAS Albatross and HMAS Creswell for year 9, 10 and 11 students. These events helped prepare students for the rigorous application process to gain entry into the ADF.

Year 10 students travelled to the University of Wollongong Shoalhaven Campus for a careers expo. Various universities, TAFE and local employers were present on the day, and this gave students the opportunity to learn a lot about their future options. This event was extremely beneficial for our students in the lead up to subject selection.

In 2016 Vincentia High School's work experience program was again a great success. Students from year 10, 11 and 12 were invited to participate in this valuable learning exercise and many students took advantage of the opportunity. Work experience is an essential part of the curriculum as it allows students to develop employability skills and bridge the gap between high school and the world of work. Work experience also gives students the opportunity to learn about the requirements of a career they may like to pursue after finishing high school.

To further the educational outcomes of their students, Vincentia High School's Support and Gumbari Units also ran work experience programs in consultation with the Careers department. These programs are essential to prepare students for entering the workplace after school.

Student consultations were regularly conducted with year 10, 11 and 12 students to ensure they were best prepared for the future.

Ms Holly Pastor, Careers Advisor

WELLBEING

2016 saw the development and subsequent introduction of the wellbeing period. At the beginning of the year a proposal was put forward to establish a regular engaging and meaningful connection between students and staff, leading to enhanced wellbeing at VHS.

The Wellbeing Period was established as a fortnightly vertically year group constructed lesson that promoted connectedness, belonging and participation for all staff and students, leading to a feeling of safety and inclusion, which in turn enhanced each person's wellbeing.

60 classes of between 16–19 students were established with the expectation of a whole school involvement including all KLA's, Support, Rangers and Ganya Garindja. All teaching staff was rostered on during the wellbeing period.

The lesson plans were supplied to staff at the beginning of each term based on (but not exclusively) The Learning Curve wellbeing resources. Simultaneously student planners were supplied to each student.

To monitor and adjust the Wellbeing Period staff and students were surveyed on numerous occasions. The feedback from the surveys was implemented into the program when deemed suitable.

In 2017 certain changes were made to the structure of the Wellbeing Period once again informed by feedback received from staff and students. This included year 12 withdrawing from the program to commence using that period for further study. Secondly, it is planned to include the year 11 students as mentors / peer support leaders co-facilitating the Wellbeing Period with their Wellbeing Teacher.

In 2016 a proposal was put forward to commence a wellbeing and mindfulness space namely the Wellbeing Cottage. This would include a space to practise mindfulness, run various programs such as drumming and yoga and using the space as a Return from Suspension program. Term 1 2017 the proposal has been put into action. This has included the renovation of the Cottage to ensure it is conducive to wellbeing. Staffing was planned and rostered including a .4 Temporary Teaching staff member whose responsibility is to run the 'Return from Suspension Program'.

Ms Petra Greyling, Head Teacher Wellbeing

SUPPORT UNIT

The Support Unit is comprised of 6 classes– 1 x IM, 1 x ASD, 1 x IO/IS and 3 MC classes. Students with identified additional learning needs are able to access the curriculum either by following a Special Program of Study (Life Skills) or mainstream outcomes or a combination of the two. Support Unit staff provide assistance to students with a diverse range of abilities by working collaboratively with parents/ carers, community, DEC staff and outside agencies to facilitate

the individualised planning and implementation of a vast range of academic, vocational and social programs.

Successful Teaching:

- Programs that are individualised to meet student needs.
- Extensive programming that integrates all curriculum areas.
- High incidence of staff T & D opportunities– in particular targeting Early Career Teachers and teachers retraining as Inclusive Education specialists.
- Supported student access to BOSTES credentials, including the eHSC, resulting in a student gaining entry to a Bachelor of Science degree at Canberra University in 2016.
- Student access to an integrated curriculum.
- Students successfully accessing learning opportunities at TAFE.
- Establishment of positive social skill development programs.
- Development of skills for independent living and future life planning.
- Extensive work placement program.
- Successful transition to post-school options for all school leavers.
- One student from the Support Unit was successful in winning the VET student of the year award.
- Active student participation in a range of community-based educational, social, leisure, vocational and sporting activities, including: Sailability, My Story Matters– in conjunction with IRT St Georges Basin, work experience, Ranger program, Environmental Eagles, FarmAbility and access to a multitude of community support agencies.
- Close working relationship with parents/ carers – enhanced by positive communication, IEP meetings, regular parent morning tea meetings, parent teacher interviews and collaborative liaison with community agencies.

Ms Meaghan Goerlach, Head Teacher Support (Relieving)

GUMBARI

Gumbari provides alternate programs that enable students to gain life skills and work experience while providing services that give back their school and local community. Weekly, students participate in Lawn Mowing, Terara Farm Work Crew, Bush Regeneration Work Crew, Beach Environmental Crew, a Golf Work Crew at Shoalhaven Head's Golf Course and a Unicorn Cheese Work Crew, providing much needed maintenance and services to the grounds and businesses associated. These community based programs allow students to observe and interact with members of the community in an appropriate manner, while gaining an understanding of expectations placed upon workers in work place settings.

Internally, each Friday, students participate in a School Work Crew, helping to update, build and tidy Vincentia High School's grounds. Such projects completed with the assistance of Gumbari students include;

retaining walls, a pallet greenhouse, laying footpaths, clearing trees and shrubs, general maintenance, fixing damaged playground equipment, and many more invaluable projects that enhance Vincentia High School's campus grounds.

Gumbari engage in the school community by working in the school's cafes, delivering fresh juices, scones and Christmas gifts along with providing the legendary sausage sizzle at the annual swimming carnival. In doing this, students are given opportunities to learn how to plan, prepare and cook meals while learning appropriate hygiene, storage, money handling, budgeting and food preparation techniques and strategies.

Academically, Gumbari students are undertaking and completing Life Skills and Mainstream curriculum outcomes in Literacy and Numeracy within the Gumbari setting. Many students are successfully integrating into mainstream subjects including Visual Art, Child Studies, Food Technology, Agriculture, Construction, Metal Work, Wood Work, Automotive, in addition to Maths and English at a very high rate and standard. Students are proving to demonstrate respect, responsibility and personal best, as feedback has been positive for those students who attend these classes.

On Wednesdays, students have the opportunity to engage in positive mental health activities such as meditation in the Booderee Botanical Gardens, facilitating students by enhancing skills in mindfulness and empowering students to demonstrate appropriate behaviours in community and social settings.

Each year, Gumbari pack up and head off to Honeymoon Bay for their annual end of year school camp to reward student's hard work and success throughout the school year. The camp facilitates students' ability to learn and take responsibility for their own belongings, participate and contribute as a member of the Gumbari team, undertake leadership roles and responsibilities and acquire collaboration skills, all the while living for three days without technology, running water or showers.

Ms Janeece Scott, Head Teacher Gumbari

SCIENCE

The 2016 school year was another busy and productive year in Science at Vincentia High School. Staff continued to develop teaching and learning programs to address individual student needs whilst introducing interesting and authentic assessment tasks like field studies, digital objects, story-making, practical tasks and student research projects. We had a number of students achieve top bands in the HSC with many students obtaining early entry into their chosen university courses. The recipient of the 'Victor Chang Award for Excellence in Science' this year was Elyse Marr who excelled in Physics.

Our Year 7 classes kept us on our toes with their enthusiasm and natural inquisitiveness for Science. A highlight of their year must surely have been launching

water rockets with Mr Ebdon on the school oval. Their ICT and higher order thinking skills were tested through the development and performance of a "Forces" rap song which students and teachers alike thoroughly enjoyed.

The Year 8 classes continued to develop their knowledge and skills in Science, culminating in interesting projects like a story book that traced the path of food through the digestion system, an authentic ecological study of the Jervis Bay area and the publication of a class cook book that explored the use of unusual foods in innovative recipes. The students completed the VALD test with application and commitment and we look forward to receiving their results in the new school year.

Year 9 further developed their skills with the Scientific Method, designing, carrying out and reporting on individual research projects with support from their teachers and parents. Our year 10 classes utilised critical thinking skills in an 'argumentative' curriculum, exploring topics like stem cell research, genetically modified foods and 'designer babies'.

The Agriculture classes and volunteers had another big, successful year. Our Agriculture classes were involved in a variety of different programs this year. The Year 9 and Support classes took part in the Cows Create Careers program. Students enjoyed looking after two dairy calves where they gained knowledge on feeding and disease control methods. A number of classes were also involved in the Sydney Royal Easter Show Layers Bird Competition where their knowledge of bird preparation and judging was expanded.

The show team had another successful year bringing home ribbons in most events along with some major prizes such as:

- Most successful exhibitor at Taralga Show with the sheep
- Chloe Lattanzio Champion Junior Handler at Camden Show
- Champion breeder pair at Braidwood Sheep Show
- 3rd in breeder group at Braidwood Sheep Show
- Champion Ewe at Camden Show
- Reserve Champion bantam hardfeather at Berry Show
- Won the schools' competition at Moruya Poultry Show
- Champion Indian runner at Nowra and Moruya Poultry Show
- 3rd at National Alpaca Show
- 3rd at Sydney Royal Easter Show for alpacas
- Supreme Champion in prelims and opens at Camden show
- Supreme Champion at Nowra Show
- 1st at Canberra Royal Show with alpacas
- School got second in the School Competition at Canberra Royal Show
- First in the Alpaca School Competition in Sydney

The Senior Science classes attended a number of mandatory excursions, including the Illawarra Environmental Centre for Biology and Luna Park for Physics. Students from Years 7 through to 12

continued to represent our school proudly in Science competitions achieving a High Distinction, 3 Distinctions and 5 Credits in the Big Science Competition and participating enthusiastically in the Wollongong Coal Science Fair with Ms Davidson.

Dr Tracey Borg, Head Teacher Science

ENGLISH

The 2016 school year was another positive year of learning for students of English and an extremely happy and successful year for our teachers. In 2016 we farewelled our longest serving member of the English Faculty, Mr Bill Bruffey. Bill is an outstanding teacher, an undisputed fountain of knowledge and expertise in the areas of English teaching, literature and education in general. His warm and humorous contributions to our faculty are missed greatly as are his broader contributions to life at Vincentia High School as federation representative, Council executive and Head Teacher, Administration. Fortunately, for us, our newest addition to the English faculty, Mrs Jess Holloway Fry who joins us from Karabar comes with a wealth of knowledge and enthusiasm to fill the void left by Mr Bruffey and joins the English faculty in delivering exceptional teaching and learning programs for all students.

Achievements for students in English for the 2016 school year include:

- Participation in a range of excursions to support the curriculum and provide real world contexts for their learning. These include drama performances, study days, library visits etc.
- Our Public Speaking and Debating program continued with excellence – students participated with fervour and achieved excellent results. Particularly our Senior team who continue their outstanding representation of our school and themselves at a regional level.
- Year 11 Drama successfully staged a very moving performance of Black Medea for an audience – the first dramatic performance for many students.
- Year 9/10 Extension English created an outstanding school year book – working in a project based learning style to explore aspects of research, journalism and publication production.
- Students continued to participate positively in a range of creative writing competitions and can be proud of their achievements.

Overall, it was a year of consolidating and positive performances for students. As we move toward a new HSC for commencement in 2018 we look to a year of refining and developing our teaching and learning experiences to support students and ensure they are ready for the rigor of academic senior study.

Ms Gabrielle Keogh, Head Teacher English (Relieving)