

Vincentia Public School Annual Report



2017



4592

Introduction

The Annual Report for 2017 is provided to the community of Vincentia Public School as an account of the school's operations and achievements throughout the year.

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

Kerri-Anne Spinks

Principal

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Message from the Principal

Vincentia Public School has continued to provide an enriched, balanced and quality education for our students despite 2017 being a tumultuous year for staff changes.

We farewelled Mr John Bond who had led our school into the future for the past 18 months and we wish him well as the newly appointed principal to Cambewarra PS.

We farewelled both Mrs Bev Smith and Ms Sue Brown as they retired from full-time teaching. We thank them for their dedication to our students and to the Public Schooling system.

2017 saw the school go through the External Validation process, where we reviewed our school plan and the projects being implemented. We made judgements about the improvement measures we have provided for students and the impact they have had. This data will be used as we formulate the new school plan for 2018–2020.

In 2017 we reinvented the library space as a collaborative, future focused learning hub of the school. Mrs Pike guided the project and we celebrated the opening at the Food Fair. Teachers also began looking at how they engage students in their learning and ways to increase engagement and ultimately increase student achievement of learning outcomes. We are looking forward to working on these strategies in 2018 to increase student achievement.

Students were passionate about the Plastics in our Oceans project and this will continue into 2018. Thanks to Mrs Boardman for coordinating and thanks to the community for their support.

Teachers invested a lot of time and energy to become filmmakers. Students enjoyed the opportunity to help write, direct and film class movies. The end of year film night was a successful fundraiser and those funds are allocated to spend on improving the hall sound system.

The dedicated and committed team of teachers, support staff, administration staff and our parents work together to ensure that our school continues to provide an engaging environment where all students are supported to achieve their full potential.

Kerri-Anne Spinks

School background

School vision statement

We are a dynamic school community, committed to delivering an inclusive education so that all students have a chance to become respectful, confident and creative individuals who contribute to a positive society.

School context

Vincentia Public School:

- Has 350 students from Vincentia, Old Erawal Bay, Erawal Bay, Hyams Beach, Bayswood, and Worrowing Heights;
- Is part of the Bay and Basin Learning Community;
- Has 11% of students who identify as Aboriginal or Torres Strait Islander;
- Has an active and innovative Parents and Citizen's Association;
- Is an active member of the Bays and Basin Aboriginal Education Consultative Group;
- Has 12% of children from Defence families and a Defence School Transition Aide to support those students;
- Has a very experienced and professional staff;
- Is inclusive of students with special needs; and
- Our core values are respect, responsibility and resilience.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework 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.

The results of this process indicated that in the School Excellence Framework domain of Learning Vincentia PS is delivering. Learning culture is strong with a lot of work done in this area over the past 3 years, however the other elements showed that the school is delivering. There are areas in the school that show that we are sustaining and growing, however, this is not consistent across the school.

In the School Excellence Framework domain of Teaching the evidence from the projects show that the school is sustaining and growing. Teachers have been committed to improving their classroom practice through targeted professional development. This has been in the areas of Visible Learning, Mindsets, Kidsmatter and Critical Creative Thinking. There has also been a focus on collaboration and coaching with a more sustained focus. The projects have created improved motivation with the teachers and this has flowed throughout the school.

In the School Excellence Framework domain of Leading the school is delivering. There have been attempts to improve community links and engage them more in the school vision and planning, but it tends to be the same parents. There is a strong link to the community of schools. Staff have also had opportunities to lead projects and mentor each other. School Planning, Implementation and Reporting elements show that we are sustaining and growing. There is a culture that is embedded in the school for continuous improvement. The school plan is fluid and has changed to suit the emerging needs of the school. In the area of school resources, the school is sustaining and growing. All staff are engaged with the PDP process and meet regularly with their leaders to review their PDPs. We have been creative in the way we use the finances to finance areas within the school to improve outcomes and the physical spaces to enhance learning outcomes and wellbeing for students. Management practices have been judged as delivering. The leadership team is effective at

communicating to the teachers regarding decisions, however, there needs to be a better alignment with the students, parents and the wider community.

Our self-assessment and the external validation process will assist the school to evaluate our existing school plan and to begin the process of defining directions for the 2018–2020 school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Reliable data drives student learning

Purpose

To provide a clear and logical path for learning. Determining starting points for learning, charting progress and recognising fulfilment of outcomes is best accomplished by using clear evidence based data.

Overall summary of progress

Teachers continue to regularly update PLAN data to chart growth and plan for learning.

Teachers, Executive and Learning Support Teams monitor data and student progress through personal learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the percentage of students that progress through expected clusters as measured in PLAN.	QTSS funds (\$24073) – Executive days to monitor data, plan for improvement.	Executive monitor PLAN data and coach staff teams to use data to plan for future learning. All staff tracking students on the Literacy and Numeracy continuums. Students identify learning goals in writing. Recommendations for 2018 collated.
Increase in the percentage of students in the top two NAPLAN bands in Year 3, 5 and 7.	Aboriginal background loading funds (\$30573) used to employ a teacher to run a targeted support program.	PLAN and NAPLAN data reviewed and used to target specific students requiring extra support. Personalised learning plans for all Aboriginal students and other identified students are developed to support student attainment of learning outcomes. NAPLAN results from 2017 showed an average of 44.7% of Year 3 students; 23.8% of Year 5 students and 31.7% of Year 7 students achieved in the top two bands; an increase on previous years.

Next Steps

To engage all staff with professional learning in the Learning Progressions and PLAN 2.

To use data from Learning Progressions and PLAN 2 to guide teaching and learning programs and to differentiate learning authentically.

Further develop practices to enable consistent teacher judgement across all Key Learning Areas.

To engage all staff with professional learning on types of feedback and assessment strategies to enhance the teaching and learning cycle.

Strategic Direction 2

Positive and cohesive student welfare

Purpose

To redesign the existing welfare policy for greater clarity and fairness; a need identified by students, staff and parents. Addressing the emerging issues of student wellbeing and mental health.

Overall summary of progress

This year we continued to focus on student well-being along with a strong focus on staff well-being so as to ensure that all staff were at their best each day to cater for the needs of the students.

All programs delivered in the 2015–2017 plan were evaluated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% increase of students showing positive behaviours for effective learning, including on time and preparatory behaviours.	\$37200 – (plus opening balance of \$10895 from 2016) Flexible wellbeing funding allocation.	Check-in program established for 3 days per week, resulting in higher engagement in learning.
% decrease in the number of students receiving 3 or more strikes per week.	Flexible wellbeing funding allocation. (as above)	Check-in program established for 3 days per week, resulting in decrease in identified students attending the reflection room for playground and classroom issues. All staff implementing Friendly Kids program in PD lessons.
Student attendance is improved to exceed state average	Nil	Student attendance data monitored and concerns communicated to families in line with policy. Students with poor attendance are referred to the Learning and Support Team. All staff use EBS Ontrack to monitor attendance.

Next Steps

In the 2018–2020 school plan, student wellbeing will continue to be a focus. A teacher will be employed for a number of sessions per week to engage with identified students to improve behaviour, set goals for behaviour and learning and to support classroom teachers. A wellbeing room will be established to allow students a place to go when the playground is overwhelming.

The Friendly Kids program will continue to be implemented across the school through PD lessons in RFF timeslots.

Explicit expectations of behaviour will be addressed each week in assemblies and in classrooms to ensure consistency across the school.

The Learning and Support Team will work closely with the wellbeing teacher to support students and families.

Strategic Direction 3

A dynamic and responsive learning community

Purpose

To both innovate and respond to local need by using partnerships which have the ability to combine the strengths of many members. The learning community should utilise families, the Bay and Basin Learning Community and educational experts from other locales.

Overall summary of progress

Student engagement was a priority this year. The Bay and Basin Learning Community (BBLC) ran a collaborative project with Dan Haesler on student engagement and growth mindsets – "Hooked on Learning".

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of staff, students and parents collaborating to improve student learning outcomes.	Directors funds TPL	Teachers, students and community members engaged with the BBLC to make films and host a movie festival which was well supported by the community. All staff attended Dan Haesler workshops and introduced growth mindset activities and visible learning strategies into everyday practice in classrooms.
Increase the percentage of parents/carers who actively support the school's priorities as reflected in online surveys.	Nil	Parents/carers participate in online surveys to provide valuable feedback on school events and priorities. Parent/carer feedback has been sought to develop the new school plan.

Next Steps

In the 2018–2020 school plan, the staff will continue to implement Visible Learning strategies, Critical and Creative thinking skills and growth mindsets to engage students in their learning. Students will set their own learning goals and map these against the new learning progressions.

All staff will continue to work with the Bay and Basin Learning Community to collaborate on projects and to share best practice.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$30573 – Aboriginal Background funding • Aboriginal background loading (\$21 881.06)	An Aboriginal support program was continued for Aboriginal students. A teacher was employed to run the program, liaising with classroom teachers, parents and students to set goals for literacy and numeracy improvement which was delivered in small, withdrawal groups. Aboriginal students attended cultural events and excursions in our local area. Aboriginal students have improved growth shown on internal assessment measures (PLAN) and in NAPLAN.
Low level adjustment for disability	Low level adjustment for disabilities – equity funding, \$124225 and flexible funding \$32808. • Low level adjustment for disability (\$27 134.00)	The remedial literacy program targeting Stage 1 students in literacy (RAP) was continued to be fully supported. Students requiring additional support for significant behaviour, learning or wellbeing needs were supported with funding targeted to their needs in the classroom and playground. This additional support has resulted in a reduction of reflections and time out of the classroom. Students with identified disabilities were supported with SLSO funding support.
Quality Teaching, Successful Students (QTSS)	\$24073 • Quality Teaching, Successful Students (QTSS) (\$13 263.00)	Executive leaders were released to work with stage teams and individual teachers using a coaching model to plan collaboratively, supervise programs and to visit classrooms.
Socio–economic background	\$25000 to release teachers and to support students. \$19000 community engagement officer • Socio–economic background (\$22 773.00)	Teachers were released to collaborate with their stage team and executive leader to plan collaboratively and to work on targeted projects to improve learning outcomes for students. Funds were allocated to improve learning outcomes for students in Stage 2 and 3 in literacy and numeracy by providing a teacher to run a support program for students identified through the Learning and Support Team. Funds were used to employ a community engagement officer.
Support for beginning teachers	\$13450	Beginning teachers and a mentor were released from class to establish PDP goals leading to accreditation. Two beginning teachers attained accreditation at proficient level. Beginning teachers and a mentor attended TPL sessions on visible learning and creative and critical thinking skills.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	160	163	177	161
Girls	194	182	163	169

Our enrolments have remained steady with 13 mainstream classes.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	94.2	94	92.2
1	95.2	94.2	92.6	95
2	93.9	95.5	92.3	94
3	92.6	93.8	94.9	93.4
4	92.9	94.3	95.2	94.7
5	93.2	92.8	93.7	95.2
6	89.1	94.1	91.7	92.4
All Years	93	94.1	93.4	93.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is monitored using the EBS OnTrack Student Management system. Students identified as having unexplained absences are referred to the Learning and Support team. Letters requesting absence explanations are sent home when a student has returned to school with no explanation or when a student has a number of unexplained late arrivals to school. The school refers students with high absenteeism to the Home School Liaison Officer (HSLO) for further support to improve attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	2.92
Other Positions	0

*Full Time Equivalent

Vincentia Public School is fortunate to have two teachers who identify as Aboriginal. These staff members make significant contributions at a staff, student and community level.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

In 2017 there was a strong focus on collaboration and sharing of best practice.

All teachers attended TPL with Dan Haesler "Hooked on Learning" which focused on student engagement in learning and growth mindsets.

Stage teams attended workshops at other schools in Creative and Critical Thinking skills and in Visible Learning.

All pre-2004 staff completed requirements to be

accredited at proficient level. Two beginning teachers were accredited at proficient level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	229,016
Revenue	3,223,663
Appropriation	3,098,236
Sale of Goods and Services	6,417
Grants and Contributions	115,865
Gain and Loss	0
Other Revenue	0
Investment Income	3,146
Expenses	-3,447,877
Recurrent Expenses	-3,447,877
Employee Related	-3,112,821
Operating Expenses	-335,057
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-224,214
Balance Carried Forward	4,801

In 2017 significant funds were used to upgrade the provision of technology for students by purchasing Chromebooks for classrooms. The library was refurbished with new shelving, carpet, technology including an interactive screen and airconditioning to establish it as the learning hub of the school.

The administration office was refurbished with new furniture and carpet to allow for more flexible work arrangements with additional staff utilising the space.

Two major water leaks in the school grounds caused significant increase in water consumption and extensive repairs were required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,231,436
Base Per Capita	51,961
Base Location	3,328
Other Base	2,176,148
Equity Total	199,721
Equity Aboriginal	30,573
Equity Socio economic	44,923
Equity Language	0
Equity Disability	124,225
Targeted Total	66,979
Other Total	401,064
Grand Total	2,899,201

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

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



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Our community was surveyed about student learning, school culture, communication and futures learning. Analysis of the results showed:

- 66% of respondents believe that students are engaged and interested in their learning;
- students take initiative with their learning and are confident learners;
- parents/carers believe that their child needs to be challenged more at school;
- students like their school and display the 3 core values;
- students indicate they have good relationships with their peers;
- 75% of respondents believe that the staff care about their child;
- respondents indicate that whilst communication has improved there is still a need for more and different communication;
- respondents indicated that whilst they have a good relationship with the school and feel welcome, they believe the school does not value their views;
- respondents believe that our school is preparing their child for the future but would like to see more innovative classroom practices being implemented; and
- respondents indicated that STEAM is a high priority for them.

This data will be used to inform the future planning for continual improvement at Vincentia Public School.



Policy requirements

Aboriginal education

In 2017, 32 students identified as Aboriginal.

Additional funding for Aboriginal students was used to continue the Aboriginal Support Program established in 2016.

The program commenced in Term 1 with the aim of increasing Aboriginal students' confidence in the school environment and giving them an opportunity to connect to culture. Furthermore through developing student pride in their identity and giving them a sense of belonging.

In the first semester Stages 2 and 3 worked on visual literacy and film making. Students were exposed to visual literacy with an Aboriginal perspective. Students collaborated to produce a 10 minute film about their culture, filmed on location in Booderee National Park and showcased at our NAIDOC Week assembly.

Early Stage 1 and Stage 1 students worked on and developed their writing skills. Stage 2 and 3 students worked with the local high school to develop their skills in learning Dhurga, our local Aboriginal language. Students have continued to be involved in all aspects of their schooling, including the NAIDOC public speaking challenge, Southern Stars Aboriginal dance ensemble, NAIDOC week assembly, Sea of Waste workshops and hearing checks.

Throughout the year the students have enthusiastically participated in the Aboriginal Support Program. They all demonstrate a sense of pride in their culture which is evident in their willingness to share their culture with others.



Multicultural and anti-racism education

Multicultural education is integrated into the Key Learning Areas. Teachers take opportunities to expose and teach students about different cultures and beliefs through activities within Geography, History, Creative and Practical Arts and Science units of work. Students took part in Harmony Day activities to celebrate the diversity of our community. Our students are supported to develop the skills, knowledge and attitudes to be a part of a culturally diverse society.

The school has an Anti–Racism Contact Officer (ARCO). This person ensures that the school follows the Department's policies and procedures in regards to ongoing education and reporting of incidents. The students are taught tolerance and are encouraged to be inclusive of all peoples through our core values of Respect, Responsibility and Resilience.