

Vincentia High School

Annual Report



2017



8593

Introduction

The Annual Report for **2017** 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.

Paul Taylor

Principal

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

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

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 process will assist the school to refine our 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

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)	Funds Expended (Resources)	Progress achieved this year
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.	Professional Learning Funds \$25000 Literacy SLO's (RAM) \$68000 Head Teacher Numeracy and Literacy	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. 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. 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 meta language and skills where appropriate in lessons throughout the school.
Lead strategies to support high—quality professional	Professional Learning Funds	All staff have participated in Professional development regarding the place of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
learning opportunities that focus on improved student learning and teacher efficacy.	\$15000	<p>observation and feedback. Staff worked in small groups to deliver 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 with the accreditation standards.</p> <p>In order to enhance the profile of Professional Learning at Vincentia High School in 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>
Students clearly identified and provided targeted programs for gifted and talented curriculum pathways.	<p>Professional Learning Funds</p> <p>\$10000</p> <p>Ram equity</p> <p>\$15000</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 targeted 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 Term 4 2016. Towards the end of Term 3 it was decided that a smaller version using classes from</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students clearly identified and provided targeted programs for gifted and talented curriculum pathways.		each cohort would be used and further exploration of the complete cohort's participation revisited 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.

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)	Funds Expended (Resources)	Progress achieved this year
Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	Ram Equity \$50000 for 0.5 Lasp Teacher	Significant time has been spent developing a thorough assessment policy that mandates specific elements required as part of assessment and is recognised as best practice. 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. 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. The LASER room was able to support students and staff by making appropriate adjustments to tasks and differentiating for a range of students. Developing a consistent reporting language and ensuring that our descriptors are aligned with student achievement has ensured further consistency. 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.
Critical and creative thinkers that are engaging with 21st century learning platforms	Ram Equity – TSO Position \$70000	Exploring BYOD is an area that requires further planning and progress. Preliminary discussions and 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 was able to release a classroom teacher to facilitate professional learning to support staff in creating and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Critical and creative thinkers that are engaging with 21st century learning platforms		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.	Ram equity \$5000	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 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 our 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)	Funds Expended (Resources)	Progress achieved this year
Students engaged in a whole-school wellbeing program, all teachers participate in professional development, all students access targeted wellbeing programs.	Wellbeing Cottage and Youth Outreach worker Flexible Wellbeing Funds \$80000	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) 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. 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. 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.
Parents and students can actively access information about their child, school programs, resources and events online.	Ram funding for Sentral Software \$12000	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. The Vincentia High School Facebook page has

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents and students can actively access information about their child, school programs, resources and events online.		seen a 300% increase in daily traffic and engagement – supported by our Community Liaison Officer and her continued positive promotion of the school. 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.

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	Resources (annual)	Impact achieved this year
Aboriginal background loading	Ram Aboriginal AEO and SLO \$120000 Rangers – Commonwealth Funding \$230,000	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. 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. 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.
Socio–economic background	Ram and P&C Funding \$30,000	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.
Support for beginning teachers	Beginning Teachers funding \$75000	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 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

Support for beginning teachers	Beginning Teachers funding \$75000	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.
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Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	502	506	514	551
Girls	504	506	498	495

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.8	90	89.3	90.8
8	87.2	86.9	86.8	86
9	86.5	83.9	85.7	83.5
10	85.2	82.7	78.9	80.8
11	87.6	81.7	77.8	73.1
12	88.7	85.3	83.6	82
All Years	87.9	85	83.6	82.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

<Use this text box to:

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

Delete text not required. >

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment			
TAFE entry	0		
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

Vincentia High School provides a comprehensive pathway for students seeking vocational or trade training. We offer VET courses including Metals and Engineering, Hospitality, Construction, Retail, Information and Digital Technology, Primary Industries, Skills for Work and Vocational Pathways. Our state of the art Trade Training Centre provides the backdrop for our Bushscape Cafe, where students develop essential skills in Hospitality. Students access a range of external TAFE courses, while 4 students are working on SBATs.

Year 12 students attaining HSC or equivalent vocational education qualification

Over 90% of Vincentia High School students achieved a Higher School Certificate, with a substantial number achieving an ATAR result. One student completed the senior INVEST course.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	66.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	25.57
Other Positions	1

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

Delete text not required.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

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 the accreditation process.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

Receipts	\$
Balance brought forward	958,907
Global funds	840,660
Tied funds	963,570
School & community sources	193,278
Interest	13,041
Trust receipts	23,880
Canteen	0
Total Receipts	2,034,429
Payments	
Teaching & learning	
Key Learning Areas	147,518
Excursions	44,860
Extracurricular dissections	73,199
Library	4,610
Training & Development	5,671
Tied Funds Payments	987,270
Short Term Relief	299,717
Administration & Office	111,122
Canteen Payments	0
Utilities	100,331
Maintenance	65,625
Trust Payments	21,081
Capital Programs	18,854
Total Payments	1,879,859
Balance carried forward	1,113,477

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	2,473,214
Appropriation	2,242,714
Sale of Goods and Services	6,908
Grants and Contributions	216,850
Gain and Loss	0
Other Revenue	5,219
Investment Income	1,523
Expenses	-1,329,913
Recurrent Expenses	-1,329,913
Employee Related	-724,620
Operating Expenses	-605,293
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,143,301
Balance Carried Forward	1,143,301

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not 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	8,983,825
Base Per Capita	165,468
Base Location	9,293
Other Base	8,809,065
Equity Total	1,321,054
Equity Aboriginal	135,980
Equity Socio economic	832,771
Equity Language	1,365
Equity Disability	350,939
Targeted Total	2,334,717
Other Total	336,028
Grand Total	12,975,625

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.

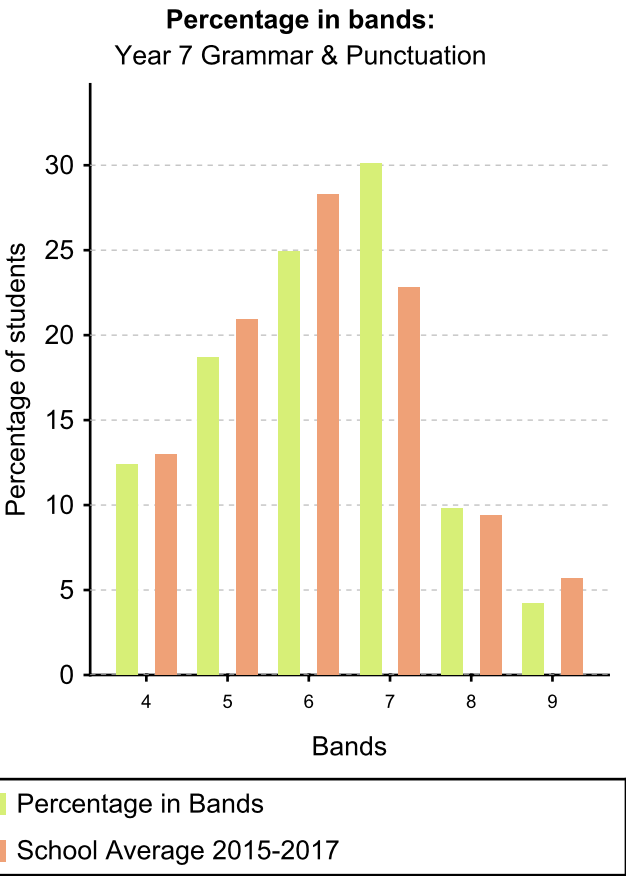
School performance

NAPLAN

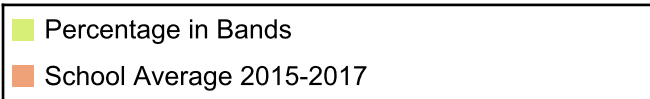
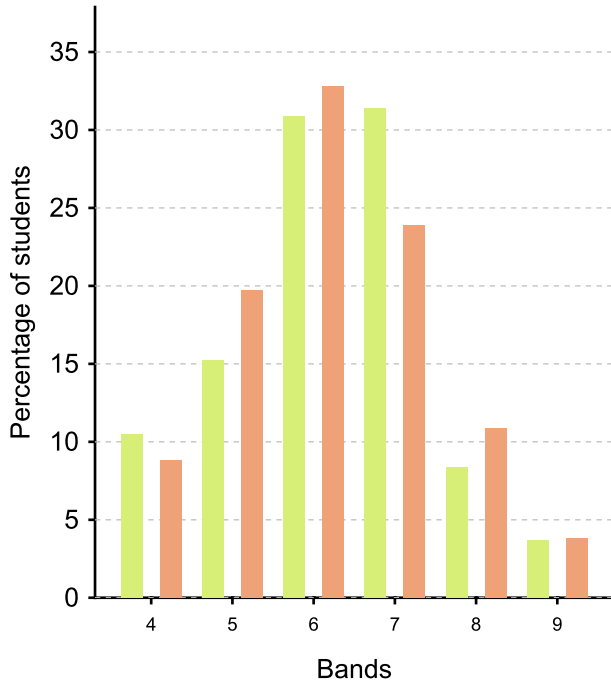
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Vincentia High School is committed to developing our students' literacy and numeracy skills, overseen by our HT 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 2 teacher's aides who support staff and students in lessons across key KLAs.

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

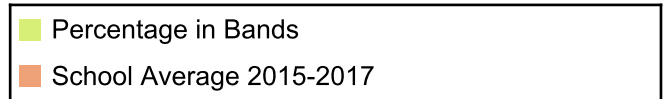
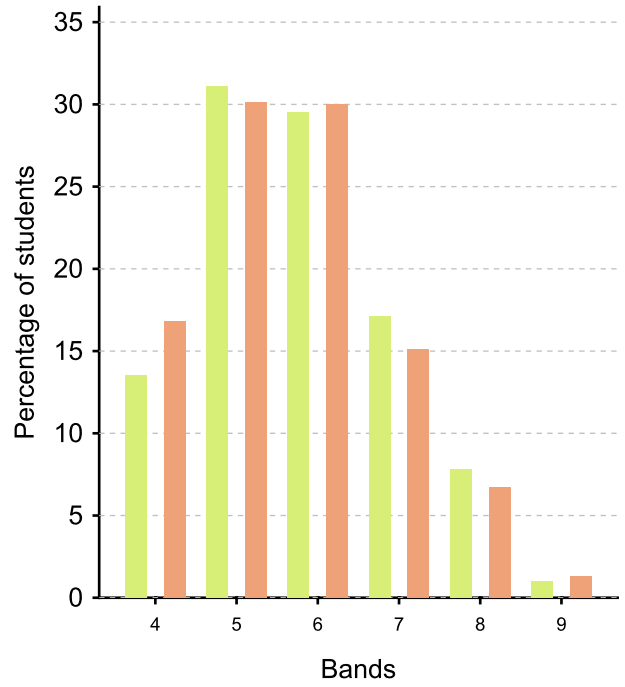
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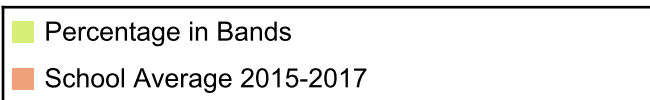
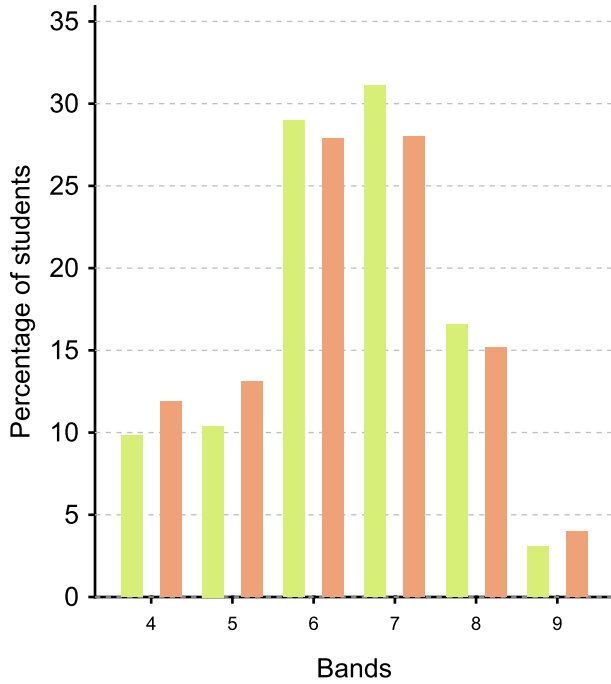
Percentage in bands:
Year 7 Reading



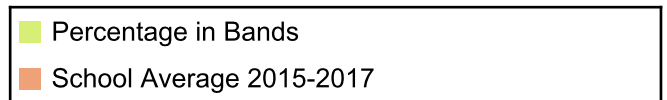
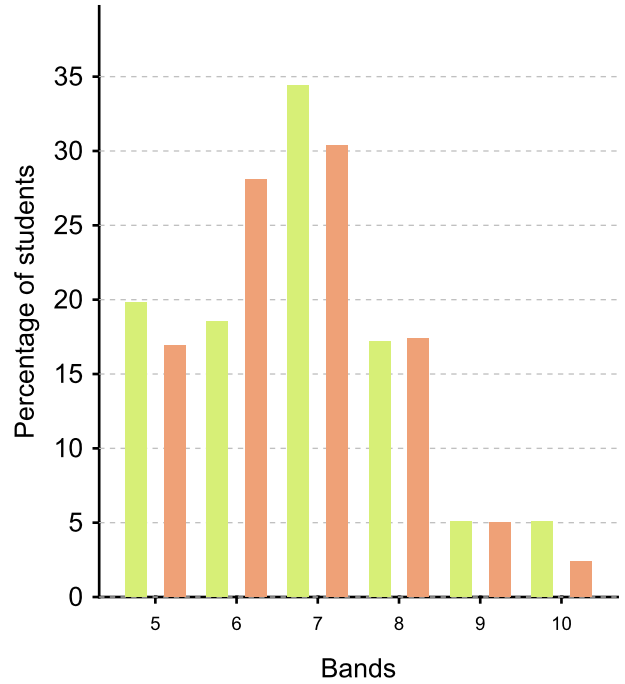
Percentage in bands:
Year 7 Writing



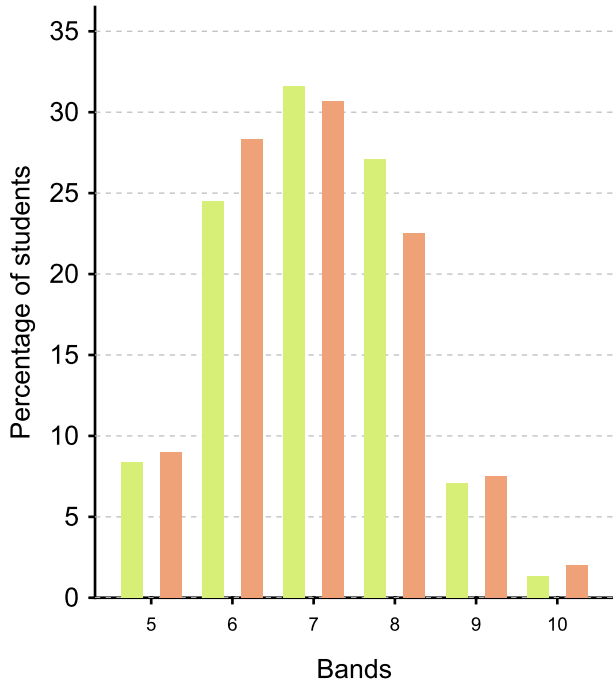
Percentage in bands:
Year 7 Spelling



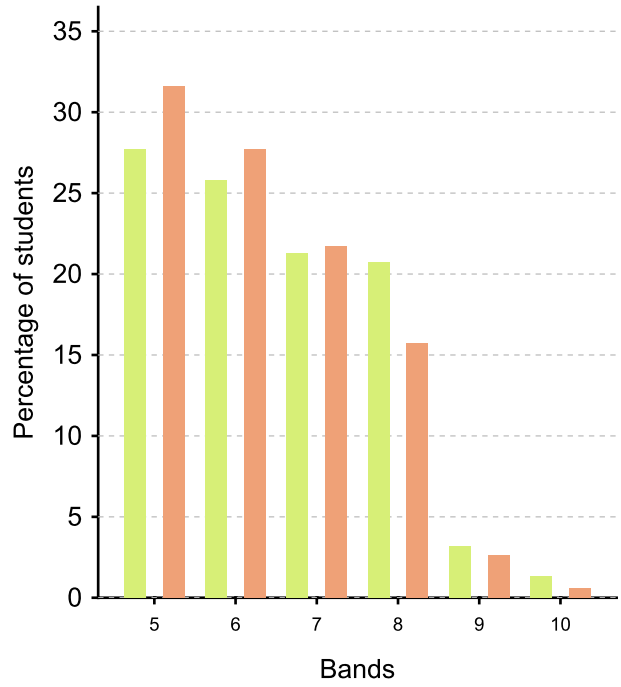
Percentage in bands:
Year 9 Grammar & Punctuation



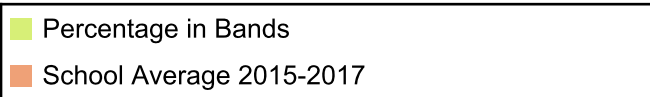
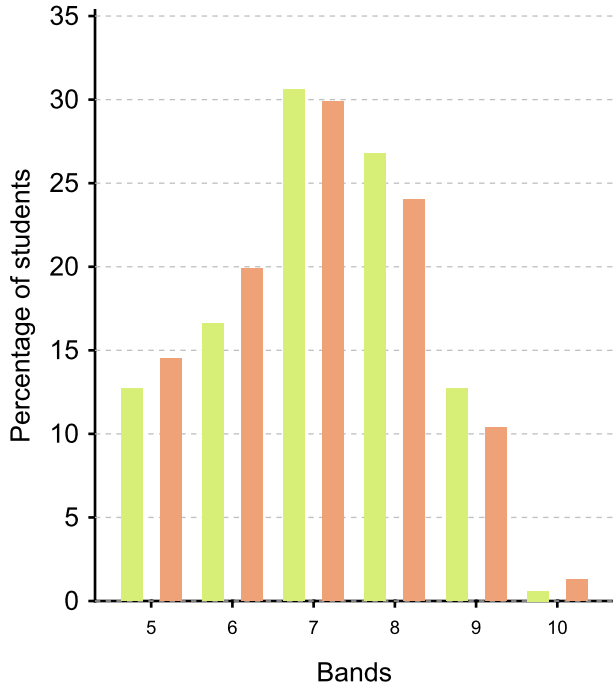
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

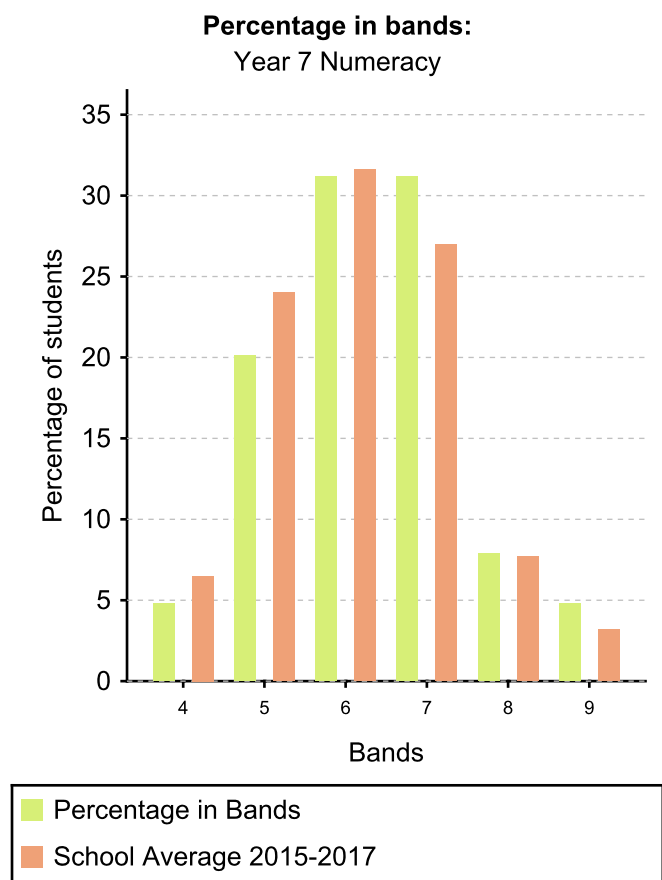


Percentage in bands:
Year 9 Spelling

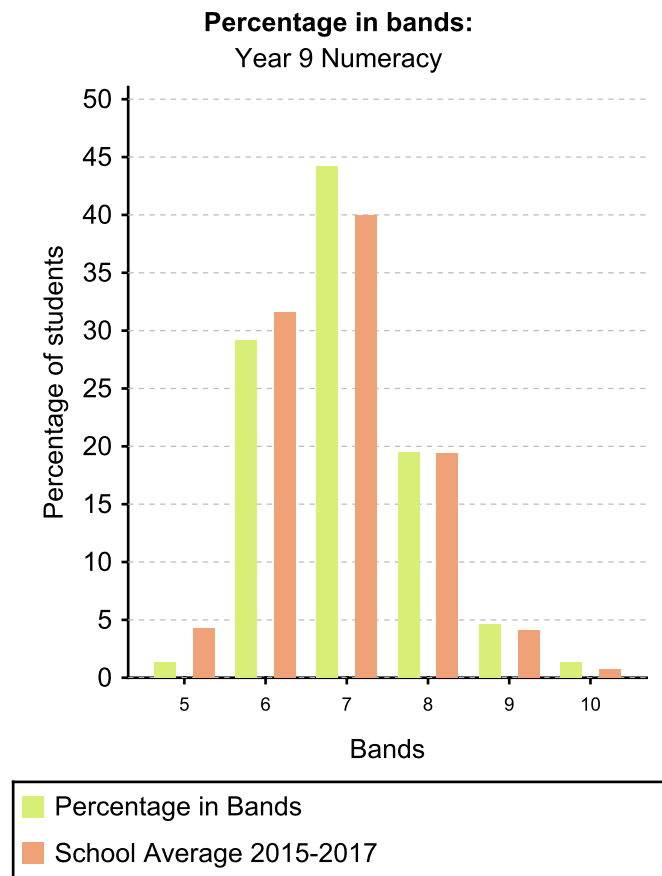


<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.



Band	4	5	6	7	8	9
Percentage of students	4.8	20.1	31.2	31.2	7.9	4.8
School avg 2015-2017	6.5	24.0	31.6	27.0	7.7	3.2



Band	5	6	7	8	9	10
Percentage of students	1.3	29.2	44.2	19.5	4.6	1.3
School avg 2015-2017	4.3	31.6	40.0	19.4	4.1	0.7

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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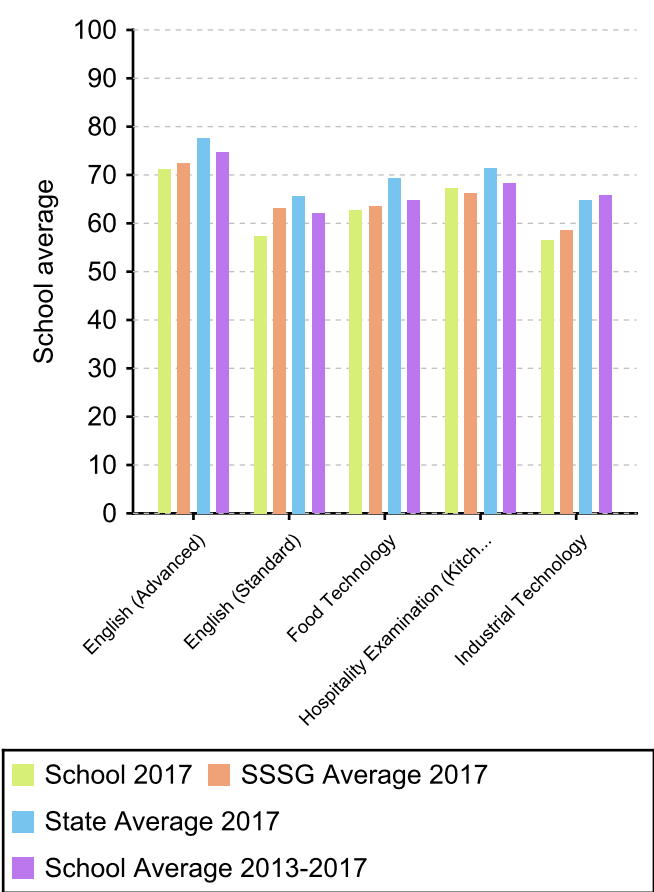
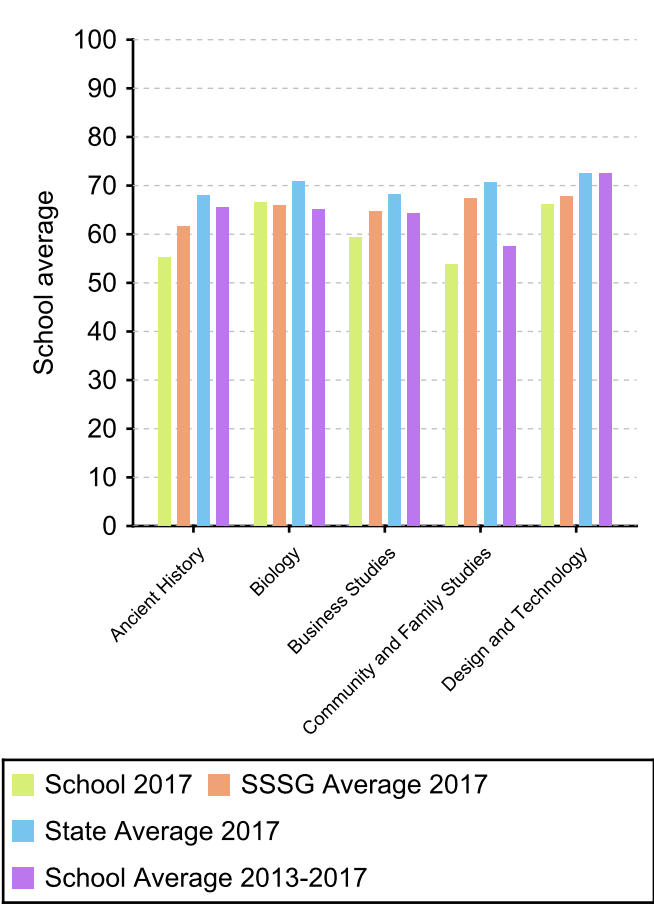
<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

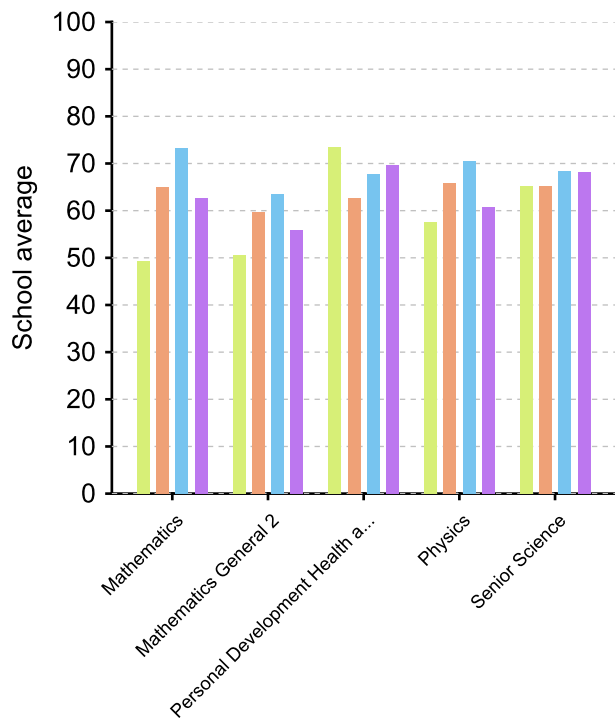
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Higher School Certificate (HSC)

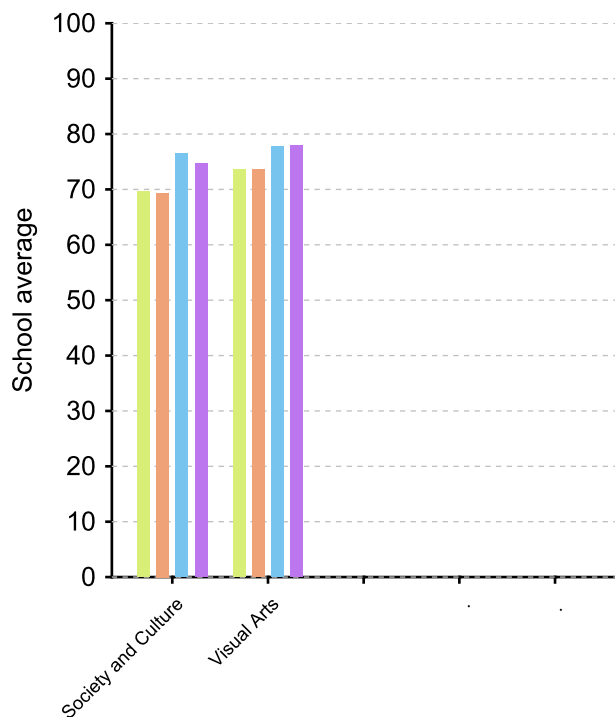
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). At Vincentia High School we pride ourselves on the depth of curriculum available to our senior students which is reflected in the broad range of subjects on offer to our HSC cohorts. Senior subject selection takes place in Year 10 and is supported through a strong career program and extensive

discussion between students and staff regarding their post-school pathways and an appropriate pattern of study to support this.





■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

<You may choose to use this text box to comment on relative performance comparison (average difference) and statistical information from Business Intelligence>

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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.

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.

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.