

Vincentia Public School Annual Report



2018



4592

Introduction

The Annual Report for **2018** 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.

Janine Hopwood

Principal

School contact details

Vincentia Public School

George Caley Place

Vincentia, 2540

www.vincentia-p.schools.nsw.edu.au

vincentia-p.school@det.nsw.edu.au

4441 7188

Message from the Principal

It was a great honour to become the Principal of Vincentia Public School in 2018. I acknowledge the wonderful leadership of the previous principal, Bill Field, the incredible work of the relieving principal John Bond and tremendous leadership of relieving principal Kerri-Anne Spinks who gallantly steered the school forward during this transition period. In 2018 the school also successfully recruited two new assistant principals. This new leadership team have worked diligently with staff and community to hone the school plan to ensure it achieves the desired outcomes for students identified as part of the formal school evaluation process that occurred in 2017. 2018 became a foundation year for the future.

School background

School vision statement

We are a dynamic school community, committed to providing a learning environment that promotes active, independent and committed learners who challenge themselves to be empowered, lifelong learners. Our students are encouraged to be resilient, collaborative, critical and creative thinkers who are adept to an everchanging world.

School context

Vincentia Public School:

- * Has 323 students from Vincentia, Old Erowal Bay, Erowal 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 Bay and Basin Aboriginal Education Consultative Group;
- * Has 12% of children from Defence families and a Defence School Mentor 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. 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.

For 2018 self assessment was used to guide the professional learning of teachers, provide next steps for planning and prepare for procedural and systematic change in 2019.

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

Quality assessment drives student centred learning in literacy and numeracy

Purpose

To provide an integrated, whole school approach to quality assessment processes in literacy and numeracy that promote learning excellence.

Overall summary of progress

In 2018 staff worked collaboratively in stage teams to develop scope and sequence documents. As required by NESA, Scope and sequence were developed for all stages of learning for Mathematics, Science, HSIE, PDHPE and Creative Arts. These scope and sequence provide a structure for learning supporting both teacher planning and student learning. This was followed by the creation of units of work aligned to these scope and sequence.

At the end of 2018 all staff completed professional learning specifically to enhance the teaching of spelling. All students from Years 1–6 were assessed on spelling competencies.

By the end of 2018 Early Stage 1 teachers, the supervising assistant principal and principal, had attended professional learning to support the use of Learning progressions and PLAN 2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students will be plotted on Learning Progressions (PLAN/2) using authentic, evidence based assessment that drives learning in all classrooms, incorporating consistent teacher judgement	Professional Learning funds \$ 2500	Principal, Assistant Principal and 2 teachers attended DoE professional learning workshops. All staff undertook introduction to Learning Progressions professional learning.
Analysis of learning goals shows all students having progressed.	n/a	Not undertaken in 2018.
100% of teachers will embed evidence based teaching practices including learning goals, success criteria, feedback and other strategies that support students to take responsibility for their own learning	\$10 000	Professional Learning: <ul style="list-style-type: none">• Learning Sprints for teachers and Leading Learning Sprints for executive team.• Stage team planning days.
80% of students are at or above expected growth in progressions and school based data.	n/a	Year 5 NAPLAN School–Level Growth: % Students at or above expected growth targets <ul style="list-style-type: none">• Numeracy 62%• Reading 59%• Writing 65%

Next Steps

In 2019:

- English scope and sequence will be developed for all stages.
- Early Stage 1 and Stage 1 teams will be implementing the Synthetic Phonics program
- Stage 2 and Stage 3 will be implementing SMART spelling program
- Stage teams will meet each week for one hour to regularly review literacy and numeracy data and plan for further teaching.

Strategic Direction 2

Dynamic Teaching and Learning

Purpose

To provide a whole school approach to enriching and engaging student learning through the provision of dynamic, high-quality teaching and learning programs, which are innovative and future focussed.

Overall summary of progress

In 2018 an extensive review of technology was undertaken to ensure a clear picture of the current situation. This review revealed many devices required repair or replacement. This team also undertook a survey of staff, to determine future technology requirements including software, hardware and professional learning needs. As a result, by the end of 2018, two classrooms had new interactive panels installed, laptops were purchased for all teaching staff and staff were given access to Minecraft for Education online professional learning. In preparation for 2019, the school participated in the STEMshare community project which provided kits to support the teaching of STEM. These kits arrived at the end of 2018, to allow staff time to investigate and devise learning programs for Term 1, 2019. Regular tech support meetings were organised for staff, these sessions were specifically designed to give small group focused assistance to staff who wished further guidance and to provide tips and tricks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Development of consistent school-wide systems of communication, collaboration, professional development and programming.	n/a	Intended for 2019
All teachers use evidence-informed research to guide effective design, implementation and evaluation of practices aimed at building skills and capabilities of students.	\$2000	Professional Learning undertaken by staff to support understanding of new coding curriculum requirements and capabilities framework.
Increase in student ability to demonstrate use of current technology to support and showcase their learning.	n/a	Intended for 2019.

Next Steps

In 2019:

- more interactive panels will be purchased to replace IWB's in classrooms.
- iPads will be purchased
- more robotics kits will be purchased
- coding will be introduced to teaching and learning for all students
- begin the integration of assessment tasks to reflect students ability to showcase learning in a variety of ways.

Strategic Direction 3

Quality Leadership Inspires Learning

Purpose

To enhance leadership in teaching and learning through reflective practices to deliver ongoing, measured, continuous improvement for all students.

Overall summary of progress

As 2018 saw significant change in the leadership team of Vincentia Public School, much of this year involved gathering baseline data, surveying staff about their personal professional learning requirements and investigating the interest of staff to pursue higher levels of accreditation. The executive team also spent time reviewing current school practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff use the common language from the Australian Professional Standards for Teachers and the Performance Development Framework to determine direction of teaching performance and write PDP's.	n/a	Teacher professional learning sessions engaged staff in a revision of the PDP process, aligning to standards and accreditation requirements.
100% of leadership practices and processes are informed by evidence based approaches and are responsive to school community feedback.	n/a	Principal completed Masters of Educational Leadership and worked to develop new leadership team. Principal worked with P&C parent body to gather community feedback and possible future directions.
Visible culture in the school that promotes and supports the attainment of higher level accreditation with 20% of teachers at preliminary stages of the higher level accreditation process.	n/a	One AP to seek lead accreditation in 2019.
100 % teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.	n/a	Focus for 2019.

Next Steps

In 2019:

- Procedures will be established to ensure all staff are able to meet their accreditation requirements.
- Procedures will be established to ensure beginning teachers are supported and mentored to allow them to attain proficient teacher accreditation.
- Systems will be established to ensure all staff are fully supported to undertake the development and completion of Personal Development Plans, aligned to NSW Professional Standards for Teachers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$ 30381.00) • Aboriginal background loading (\$30 381.00) 	<p>Funds received were used to:</p> <ul style="list-style-type: none"> • extend the Wellbeing teacher position to specifically enable playground and classroom support to some Aboriginal students who required extra assistance. • enable the Wellbeing teacher to collaborate with staff and students of Vincentia High School to support an indigenous dance and local language program. • employ School Learning Support Officers (SLSO) to support Aboriginal students struggling to engage with learning in a standard classroom setting. • ensure all Aboriginal students attended school excursions. • provide resources to enhance school celebrations of Reconciliation and NAIDOC. • support staff members to research, plan and prepare for the culturally appropriate installation of a collection of Aboriginal artifacts located at the school.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$ 103178.00) • Low level adjustment for disability (\$103 178.00) 	<p>The majority of funding is used to employ our Learning and Support Teacher 3 days per week. With residual funds used to employ a School Learning and Support Officer. With a band of treasured volunteers, the RAP program is offered to Stage 1 learners requiring focused support with reading.</p> <p>The Learning and Support teacher also supports classroom teachers and school learning support officers to develop and implement a range of programs. Programs are aimed at supporting improved learning outcomes for students in literacy, numeracy and behaviour.</p> <p>The Learning Support Teacher regular communicates with parents and assists the School Counsellor with the many tasks required to facilitate referrals and/or access for students and families to outside agencies.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$ 57470.00) • Quality Teaching, Successful Students (QTSS) (\$57 470.00) 	<p>In 2018 this funding enabled the assistant principal team more time to work with individual teachers and students. A significant portion of this time was used to review the current discipline procedures and to draft a new School Wellbeing Framework for trial in 2019.</p> <p>Some funds were expended to support the transition period following the appointment of a new principal in 2018. Funding enabled the relieving principal and new principal time to work together.</p> <p>Some QTSS funds were used to support staff to participate in stage team planning days in preparation for changes in 2019.</p> <p>Some QTSS funds were used to support technology leadership development, planning for future directions and surveying of staff.</p>

Socio-economic background

- Socio-economic background (\$ 44019.00)
- Socio-economic background (\$44 019.00)

All funds received were used to employ a Wellbeing teacher. This teacher was able to create a variety of activities to support the emotional and social development of students. This teacher devoted a significant portion of time to supporting students struggling with friendship issues and students struggling with anxiety.

This teacher created and supervised an indoor quiet play space for students struggling with the playground. This teacher provided extra-curricula activities such as gardening and craft activities, during lunch breaks as well as coordinating the Student Representative Council (SRC).

As part of this pastoral care role, funds were used to purchase and supply a variety of food items, ensuring identified students had breakfast, recess and lunch when needed.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	163	177	161	161
Girls	182	163	169	163

In 2018 Vincentia Public School formed 13 classes.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	94	92.2	94.2
1	94.2	92.6	95	93.2
2	95.5	92.3	94	93.9
3	93.8	94.9	93.4	93.1
4	94.3	95.2	94.7	92.2
5	92.8	93.7	95.2	93.5
6	94.1	91.7	92.4	92.3
All Years	94.1	93.4	93.8	93.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

In 2018 fortnightly monitoring of attendance began with results tabled at learning and support team meetings. Following consideration at this meeting, students identified as not meeting satisfactory attendance would:

- receive a letter to parents, indicating attendance was not satisfactory and classroom teacher will be monitoring closely the attendance of identified students.
- teachers would receive a LAMP sheet and current data to enable them to monitor student attendance for identified students.

- parents and teachers work together to identify issues and resolve difficulties to support improved school attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.6
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	2.92

*Full Time Equivalent

At Vincentia Public School 12% of teaching staff identify as being of Aboriginal or Torres Strait Island descent.

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 2018 Vincentia Public School teachers worked collaboratively with their Bay and Basin Learning Community colleagues to learn about and implement Learning Sprints. Engagement in Learning Sprints supported the adoption of evidence-informed practice and enabled teachers to collectively plan, act and evaluate their impact. The approach aligned with existing research evidence into the features of effective teacher professional learning and the science of behaviour change.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	4,801
Revenue	3,323,768
Appropriation	3,195,936
Sale of Goods and Services	7,054
Grants and Contributions	118,698
Gain and Loss	0
Other Revenue	0
Investment Income	2,079
Expenses	-2,952,496
Recurrent Expenses	-2,952,496
Employee Related	-2,700,543
Operating Expenses	-251,953
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	371,272
Balance Carried Forward	376,073

	2018 Actual (\$)
Base Total	2,304,752
Base Per Capita	63,812
Base Location	3,276
Other Base	2,237,664
Equity Total	177,577
Equity Aboriginal	30,381
Equity Socio economic	44,019
Equity Language	0
Equity Disability	103,178
Targeted Total	116,416
Other Total	443,532
Grand Total	3,042,278

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.

Vincentia Public School

- implements financial management practices which meet Departmental and legislative requirements.
- received reimbursement of funds toward the end of 2018 meaning the school rolled over excessive funds
- rollover funds will be expended in 2019 to purchase a backlog of classroom resources.

Financial summary equity funding

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

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 Vincentia Public School students participated in NAPLAN online. There is a large uncertainty around the ability estimates for extremely high performing students.

Averaged scaled growth for Year 5 students shows students achieved better than state average in Writing and in Grammar and Punctuation. Students were at or above expected growth targets in Writing and with Grammar and Punctuation. Only 50% of students were at or above expected growth targets in Spelling.

Average growth targets are not available for Year 3.

In 2018 Vincentia Public School students participated in NAPLAN online. There is a large uncertainty around the ability estimates for extremely high performing students.

Averaged scaled growth for Year 5 shows 62.2% of students were at or above expected growth compared to the state average of 62.3%.

Average growth targets are not available for Year 3.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premier's Priority % Results in Top 2 Bands:

- NAPLAN 3 Numeracy = 23.26%
- NAPLAN 5 Numeracy = 27.78%
- NAPLAN 3 Reading = 44.19%
- NAPLAN 5 Reading = 38.89%



Parent/caregiver, student, teacher satisfaction

A **Parent/Carer survey** was undertaken in March 2018. Participants were asked to explain what they liked about the school and make suggestions on how we could make the school even better.

Positives:

- 55% liked the location of the school
- 22% identified staff as friendly
- 11% identified the size of the school not too big nor too small
- 11% thought the school setting and environment were beautiful

Areas for improvement:

- 50% of respondents would like better communication between school and home, particularly between classroom teachers and parents.
- 20% of respondents would like the standard of teaching improved with more consistency between classrooms.
- 10% would like specific programs introduced such as music, art or an OC class.
- 10% would like more fun days for the students.

Students participated in the Tell Them From Me Survey:

- 72% (81% state norm) of students feel accepted and valued by their peers and by others at their school
- 97% (96% state norm) of students believe schooling is useful in their everyday life and will have a strong bearing on their future.
- 93% (83% state norm) of students do not get in trouble at school for disruptive or inappropriate behaviour.
- 71% (78% state norm) of students are interested and motivated in their learning.
- 92% (88% state norm) of students try hard to succeed in their learning.
- 37% (53% state norm) of students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

Staff participated in the People Matter 2018 NSW Public Sector Employee Survey:

- 95% agree that their workgroup strives to achieve customer/client satisfaction
- 85% agree that their job gives them a feeling of personal accomplishment
- 79% agree their manager encourages people to keep improving the work they do
- 20% believe their work is assessed against clear criteria
- 21% feel that managers effectively lead and manage change
- 21% feel change is managed well in the organisation

Policy requirements

Aboriginal education

In 2018, 30 students identified as Aboriginal. Aboriginal funding was used to support the employment of a Wellbeing teacher. This teacher worked to support the social and emotional needs of all students. Mrs Mansell and Mrs Van Oploo worked in conjunction with staff and Aboriginal students from Vincentia High School to develop a dance program, develop Dhurga language skills and build cultural understanding. During NAIDOC a flag raising ceremony was conducted with the Welcome to Country delivered by a student in local Dhurga language. Later in the week at the annual NAIDOC assembly Aboriginal students, in partnership with students from Vincentia High School, performed a series of dance routines. The highlight of the assembly was the showing of a short film, titled "Because of her, we can". In the film, students told their stories of the inspiring women in their lives.



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 with Geography, History, Science and Creative and Performing Arts 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 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 people through our core values of Respect, Responsibility and Resilience.