

Vincentia High School

Annual Report



2018



8593

Introduction

The Annual Report for **2018** 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.

Ken Bates

Principal

School contact details

Vincentia High School

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Message from the school community

P & C Presidents' Report 2018

VHS P&C 2018 had the following Committee:

President – Louise Marr

Vice Presidents – Liz Folkard and Nina Santangelo

Secretary – Jenny Moffat

Treasurer – Neil Allen

Canteen Coordinator and Treasurer – Jenny Moffat

All of the meetings throughout the year were well attended, which was very pleasing.

VHS P&C made some great contributions to both individual students and the school community as a whole this year. These contributions would not have been possible without the tireless efforts commitment of Mary Nelson and her staff in the canteen; Susan, Jenny and Kath. These ladies not only keep us all nourished with a fresh and healthy menu, but also donated \$56,000 to the P&C this year

As a committee we acknowledge students who represent VHS in sporting and cultural events at State, National and International levels. We continue to assist our School Netball, Triathlon and Mountain Biking Teams, as well as the incredible Wakakirri Dance Troup. Contributions have also been made to the Agriculture Department to support their ongoing success in breeding and showing their stock. We were particularly proud the SailAbility Team who took to the World stage in Japan earlier in the year.

As has been the custom for many years, at each term meeting we acknowledge the fabulous members of staff that go above and beyond to contribute to our school and the wellbeing and educational outcomes for our students. Teachers and staff are nominated and recognition is given by way of a hand written thank you card.

Guest Speakers at our meetings this year have included:

Sammi Stiff – UOW

Karen Cunningham VHS CLO

Judith Still – Maths Online Program

Sandy Clark – Sailability

Maree McNeill – Careers Advisor

At our final meeting for the year the VHS P&C pledged \$66,000 to be spent in the school. With the most notable item being our \$46,000 contribution to the refurbishment of the school library. We will enjoy watching it transform into an inspiring environment for both students and staff. We will also look forward to the improvements being made to the school gardens as well as the implementation of the new recycling program.

Representatives from the P&C also sat on Panels to employ new staff; their inclusion continues to have a positive and productive impact on the school:

Principal – Ken Bates

Deputy Principal – Simon Flannagan

School Administration Manager – Tracey Johnson–Warnecke

Head Math Teacher– Julie Polvony

PDHPE Teacher – Corey Ryan

Librarian – Fiona Blair

In conclusion, VHS P&C looks forward to working with the School Community again in 2019 to contribute to the ongoing success of the school and it's many wonderful students and families.

Louise Marr

President

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 large co-educational, comprehensive; community school located in Jervis Bay on the south coast of New South Wales with student population of 1142 students and approximately 150 staff. 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 of which we excel. We also have 11 support classes as part of the rich tapestry that makes up Vincentia HS.

Our student successes have been outstanding with many of our Year 12 students entering university. With 14% of our students being indigenous Australians we highly value our Aboriginal education programs including, 100 hour Dhurga Language Program, Dance and Didj Group and recently the inclusion of the Clontarf program. 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.

Our staff and community were surveyed regarding our position as measured against the School Excellence Framework and found the school had not experienced much growth since the External Validation one year prior. We are still sustaining and growing in Learning Culture, Wellbeing, and improving in Assessment and Effective Classroom Practice which our evidence suggests needs to be a focus in our next planning cycle. Staff identified areas requiring improvement as data analysis and skills, reporting processes which have undergone a huge reform and are on track to sustaining and growing, and Curriculum development.

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

Engaged and Productive Learners

Purpose

In Class, On Task

To ensure every student is valued, has a strong foundation in literacy and numeracy, is challenged to improve continuously, and is well prepared for higher education and work.

Overall summary of progress

2018 has been a year of change and development for literacy and numeracy and student wellbeing programs. The literacy and numeracy focus was a result of national changes from the Literacy Continuum NSW to the National Literacy and Numeracy Progressions. It was essential for staff to learn about these changes and how they would be implemented in the future to support student growth. Student wellbeing program changes were the result of internal analysis of needs and ways to support targeted student wellbeing groups for Aboriginal and Torres Strait Islander boys, Year 12 students and Year 7 and 8 students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved staff understanding of diagnostic assessments of student literacy and numeracy levels to effectively implement into teaching and learning programs.	Casual staff relief for staff training in National Literacy Progressions and Year 7 Best Start.	Vincentia High School has opted in to implement Year 7 Best Start assessment for 2019. Three key staff attended training in the implementation of Year 7 Best Start to analyse Year 7 student literacy and numeracy levels on entry to high school. This will enable staff to collect baseline data and measure student improvement. The Regional Literacy and Numeracy Strategy Advisor was engaged to support planning for the Year 8 Literacy and Numeracy program for 2019.
Enhanced student engagement programs, reflected in improved attendance, wellbeing support and transition opportunities.		Three key target areas to improve student wellbeing programs initiated ready for implementation in 2019 including: <ul style="list-style-type: none">• the Clontarf Foundation to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander boys through Rugby League• a Social and Emotional Learning (SEL) program to improve student attitudes and behaviors, decrease negative behaviour, and reduce emotional stress has been developed and trialed to be implemented for 2019. All staff to teach it have been trained and ready to deliver.• employment of a teacher for a Year 12 study space to support students studying for the Higher School Certificate. The teacher's role is to support students through assessment, study skills and coping with the higher demands of senior study.

Next Steps

Vincentia High School literacy and numeracy focus will be to increase staff understanding of how to use Year 7 Best Start, analysis of student needs and implementation into teaching, learning and assessment. Supporting the implementation of the three new focus areas including the Clontarf Foundation, Year 7 and 8 Social and Emotional Learning Program and the Year 12 Study. Evaluation of these three programs will need to occur at the end of 2019 for future directions.

Strategic Direction 2

Innovative and Empowered Teachers

Purpose

At School, Leading Learning

To ensure every teacher is a leader of learning, focused on improvement for students, through the application of the QTF into the curriculum and engaged in self-reflection and continuous professional learning.

Overall summary of progress

Vincentia High School's focus in this area has been to ensure all teachers are 'at school, leading learning' in order to achieve the best outcomes for all students. The HT Senior Studies ensured NESA compliance in Stage 6, scrutinising assessment, accreditation and examination processes across faculties, and educated staff on aspects of assessment and reporting. Executive staff analysed school outcomes based on the School Excellence Framework and TPL was focused on accreditation, the Australian Professional Standards for Teachers and the PDP process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teachers are accredited and achieving maintenance requirements, with PDPs which reflect the school's strategic directions	TPL Budget – \$126,000	<ul style="list-style-type: none">• effective Beginning Teachers' Program implemented• all staff upskilled on using the eTAMS site and accreditation and maintenance requirements• over 10 staff achieving their accreditation at proficient level• TPL offered for staff interested at accreditation at higher levels including LEAD• 99% staff with a PDP which has a personal, faculty and whole school focus aligned with Australian Professional Standards for Teachers elements
Assessment Schedule Booklets are compliant with NESA guidelines, utilise a standardised format and distributed to all students Years 7 – 12	n/a	<ul style="list-style-type: none">• HSC and Preliminary monitoring processes and procedures revisited and updated• Standardised format for assessment booklets used for Stage 6 detailing all relevant NESA policy, distributed to students in a timely manner• All staff upskilled in both formative and summative assessment, N award warning procedures and NESA assessment and reporting guidelines

Next Steps

Vincentia High School is committed to improving pedagogy of all staff focused on evidence based strategies and research. The Distributed Instructional Leadership program will encompass a supportive coaching model, providing quality feedback to DPs and HTs, aimed at developing staff practice. An individualised quality teaching framework will be developed for Vincentia High School which espouses high expectations, explicit teaching and differentiated instruction, aimed at improving outcomes for all students. A culture of collaboration, best practice and support will be developed in order to achieve constant improvement for all staff.

Strategic Direction 3

Connected Community

Purpose

Communication, Collaboration

To ensure a culture of community that is informed, inclusive and positive, celebrating our school's diversity and success.

Overall summary of progress

Vincentia High School personnel including members of the P & C, the Community Liaison Officer and Vincentia High School staff have utilised a diverse range of platforms to maximise the school's connection with the community. The focus has been to raise community awareness of school events and programs and to promote and foster increased community participation in school programs. The outcome has been highly successful, with the school being recognised as a hub within our community. The positive articles published on a regular basis in local and regional media outlets provide up-to-date information for the entire community. The website and facebook pages, which are updated on a daily basis, provide community members with relevant and timely information. The involvement of community members is evident in numerous school events, including: NAIDOC week, ABW, Work Experience Programs, Sporting events and school ceremonies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Streamlined and efficient communication strategies, with current information, utilised by the whole school community.		
Enhanced opportunities to engage parents/carers and local community members in student learning and whole school activities.		

Next Steps

Vincentia High School is committed to the continued improvement of school and community connections. The training and development opportunities for staff who are preparing and presenting materials need to be further explored to ensure ongoing quality control of articles and continued positive promotion of the school within the community. This will also allow introduction of new initiatives to enhance community connections. Activities that promote increased community access to school facilities will be explored to allow mutual benefit to stakeholders. The establishment of a Business Manager's position will allow for improved liaison and collaboration between school staff and community organisations in 2019. A school beautification committee comprised of staff, students and community members will be established to ensure the physical image of the school is positively reflected in the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$163,060	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.
English language proficiency	\$6,247	ESL teacher employed 1 day per week to deliver an individualised program to 3 students. Professional development was undertaken in the use of the ESL scales, the 7–10 EALD Progression and local professional network.
Low level adjustment for disability	\$401,551	<p>The school continued the commitment to improved student engagement, empowered teachers and consistent literacy strategies across the school. Apart from the 2.5 staff members permanently employed using these funds we employed the following strategies to support students with a disability who were not in our support unit classes.</p> <p>Teaching Staff:</p> <ul style="list-style-type: none"> • HT Learning and Support employed to facilitate the delivery of the learning and support program and coordinate the school learning support teams. • Additional Literacy Teacher 3 days per fortnight delivered professional development to staff ensuring whole school focus on strategies including SEAL and ALARM. Engaged in collaborative planning with staff for adjustments. • LAST 1 day per fortnight ELP to support the delivery of programs. <p>Support Staff</p> <ul style="list-style-type: none"> • 2.5 SLSO: employed to deliver the decoding reading program and in class support to targeted Years 7–12 students. In 2018, 75 students were included in our decoding program delivered 3 sessions/week. In class assistance provided support with accommodation and adjustments.

Low level adjustment for disability	\$401,551	<ul style="list-style-type: none"> • 1.6 SLSO literacy: providing in class support to top band classes to reinforce strategies of SEAL and ALARM
Socio-economic background	\$849,680	<p>Extra staff across the school were employed to assist our students in achieving standards that closed the gap created from the disadvantage of socio-economic background. Extra support layers were in place such as the employment of a Student Support Officer and a teacher in the wellbeing cottage as a quiet place for students who were not coping to have a time out and collect their thoughts whilst they were triaged for counselling. we had counsellors on site every day.</p> <p>Extra Deputy Principals were employed to cater for the great need in wellbeing and a Head Teacher employed to improve student attendance and engagement. We noticed an improvement in attendance following this strategy. Extra support for students was created through the employment of extra SLSO staff. Our library underwent a major upgrade making it a far more suitable learning space for students to utilise.</p> <p>Technology was increased in the school for students to access with a extra 150 laptops available for student use in class and Electronic Whiteboards were fitted to nearly every class room and learning space.</p>
Support for beginning teachers	\$75000	<p>The 2018 Beginning Teacher cohort were provided with access to mentor teacher support to assist them in achieving their professional trajectories. Beginning Teacher funding was utilised to support participation in exemplary, targeted professional learning in specific subject areas and in the broader teaching and learning environment. The delivery of a structured Beginning Teacher Mentoring Program, facilitated by the Deputy Principal (Years 8 & 11) and Head Teacher English (Rel.), provided a space for collegial collaboration and professional learning informed by the professional development goals of the 2018 Beginning Teacher cohort. In addition to the nurturing received through the BTMP, Beginning Teachers worked in small cross-KLA teams to navigate and complete the accreditation process. This series of induction workshops, including topics such as CoRT Critical Thinking, Behaviour Management based on Bill Rogers and Gifted and Talented Education, catered to the accreditation needs and responsibilities of the cohort, ultimately supporting the successful accreditation of all Beginning Teachers at the level of Proficiency. Over 10 teachers achieved their accreditation at Proficient level. Ongoing mentoring support has been established through a Google Classroom (vosuh1), providing Beginning/Early Career Teachers with an online platform for collaboration and access to further professional development opportunities.</p>

Improved Engagement		
Improved Literacy		
High Expectations for All		
Australian Professional Standards for Teachers		
Quality Pedagogy		
Quality Curriculum, Assessment and Reporting		
Communication		
Wellbeing		
21st Century Learning		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	506	514	551	536
Girls	506	498	495	482

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90	89.3	90.8	90.2
8	86.9	86.8	86	87.2
9	83.9	85.7	83.5	82.2
10	82.7	78.9	80.8	79.5
11	81.7	77.8	73.1	75.3
12	85.3	83.6	82	85.8
All Years	85	83.6	82.9	83.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Student attendance is being addressed through a variety of strategies that aim to minimize partial and whole day absences.

1. **Student data review.** School wide attendance data monitoring has been facilitated by the introduction of a Head Teacher Student Administration position. Regular school –wide attendance reports are created to identify those students who have display patterns of regular partial absences or whole day absences. These students are then referred for a range of interventions depending upon their circumstances.
2. **Types of intervention for poor attenders.** These include: placement of identified students on attendance monitoring with the HT Student Administration, referral to the Learning Support Team, Referral to School Counsellors, meetings

with parents / carers, referral to outside agencies and mental health care providers, linking students to key staff contacts and HSLO referrals when necessary.

3. **Increased Monitoring of School Gates.** It has been identified that a number of students were leaving school before the commencement of class. Placement of extra staff on the school gates before school was used to minimize this student tendency.

This range of interventions and data monitoring has facilitated earlier identification of students at risk of poor attendance and a more proactive approach to remediation on an individualised student basis. Significant reductions in the rate of student partial attendance rates has been the most prominent improvement in the school's performance in this area.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	12	4	9
Employment	6	17	27
TAFE entry	0	8	28
University Entry	0	0	31
Other	0	0	0
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

Vincentia High School provides a comprehensive pathway for students seeking vocational or trade training. There are 229 student placements in VET courses including Metals and Engineering, Hospitality, Construction, Retail, Information and Digital Technology, Primary Industries, Skills for Work and Vocational Pathways and Sports Coaching. Our state of the art Trade Training Centre provides the back drop for our Bushscape Cafe, where students can complete service periods towards their Certificate II in Hospitality. Students access a range of external TAFE courses, while 11 students are working on SBATs.

Year 12 students attaining HSC or equivalent vocational education qualification

Only 61% of students who commenced the stage 6 course completed the HSC or VT equivalent courses. Of these we had significant success with many students, and their results including numerous students gaining multiple band 6 results. Vocational Education continues to be a large pathway for students at Vincentia High School winning 9 awards of the 14 on

offer at the 2018 Regional VET awards and also with one student winning VET student of the year. We created a fully staffed Student Study Centre for year 12 students to assist them with their study habits and resourcing for the HSC courses.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	65.4
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	25.57
Other Positions	1

*Full Time Equivalent

In 2018 with the Indigenous Rangers program operating for the last year due to Federal funding not being renewed, we had five staff working as part time and full-time SLSO's including teaching the dance and didge group, a full-time AEO and one Aboriginal teacher on staff.

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	4

Professional learning and teacher accreditation

Teacher Professional Learning and staff development is an integral aspect of what we do at Vincentia High School. 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 which will inevitably develop and grow throughout the coming years, as a major part of the Distributed Instructional Leadership Framework. Teacher accreditation has become a major focus with a large percentage of our staff undergoing accreditation at a range of levels including beginning and proficient. A workshop has been held to encourage staff to consider accreditation at highly accomplished and lead level. 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

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,143,301
Revenue	14,986,757
Appropriation	14,342,967
Sale of Goods and Services	19,795
Grants and Contributions	614,024
Gain and Loss	0
Other Revenue	0
Investment Income	9,971
Expenses	-14,550,799
Recurrent Expenses	-14,550,799
Employee Related	-13,247,165
Operating Expenses	-1,303,634
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	435,958
Balance Carried Forward	1,579,259

	2018 Actual (\$)
Base Total	9,323,256
Base Per Capita	216,809
Base Location	9,743
Other Base	9,096,704
Equity Total	1,420,538
Equity Aboriginal	163,060
Equity Socio economic	849,680
Equity Language	6,247
Equity Disability	401,551
Targeted Total	2,477,804
Other Total	343,815
Grand Total	13,565,412

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.

With a high volume of turnover in Senior Management in our school with two new Deputy Principals, a new SAM and a new Principal, the spending of funds was somewhat disjoint except for areas of equity and teaching and learning requirements. After a visit from the DoE audit department, our new SAM, Tracy Johnson–Warnecke spent many hours unravelling our budgets and re-aligning them to meet the needs of student learning. Capital expenses were placed on hold for 2018 with a view to target particular areas in the school in 2019 such as the library, the hall and administration block. Certain areas of the playground have also been earmarked for capital expenditure items in 2019.

Next year we have targeted specific teaching and Learning programs, key staffing positions to support teachers and students in their learning and some capital expenditure to benefit students in their environment and the use of resources that will involve the surplus from this year and a considerable deficit from next years budget.

Financial summary equity funding

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

School performance

NAPLAN

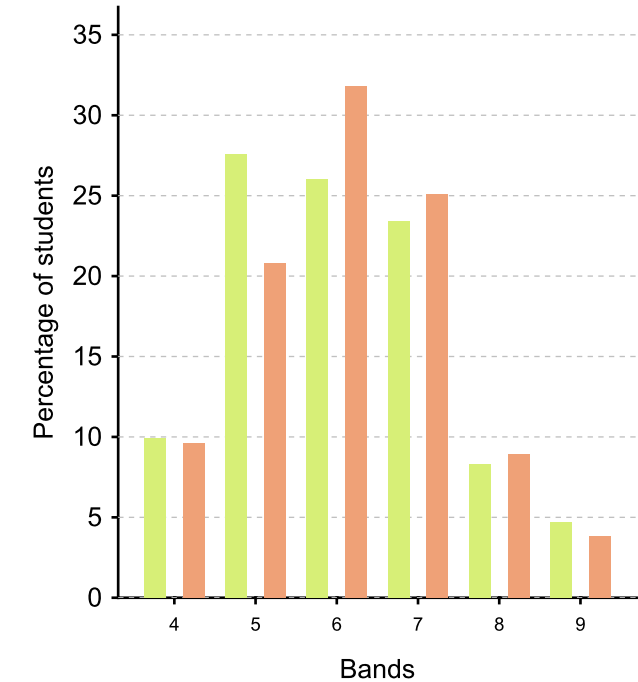
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

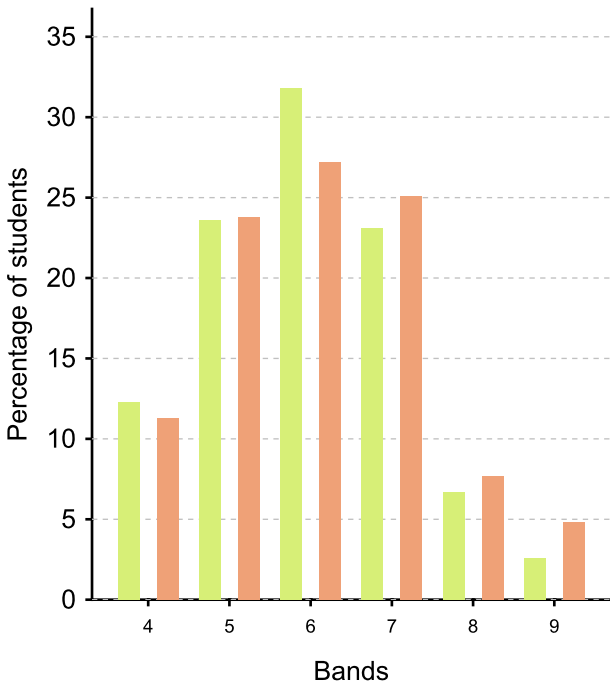
We saw year 9 students improving on the school average in the top bands for all aspects of literacy.

Percentage in bands:
Year 7 Reading



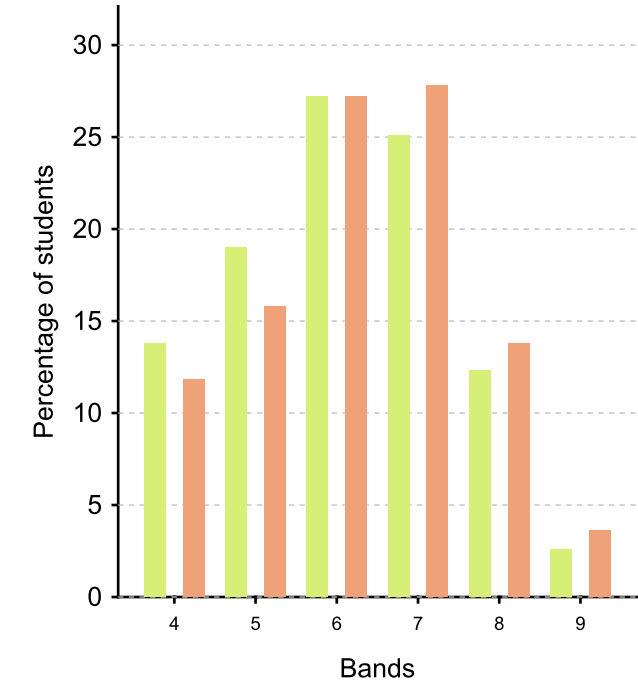
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Grammar & Punctuation



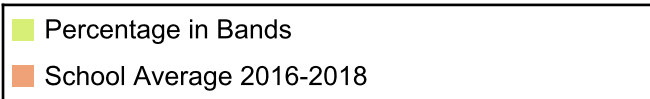
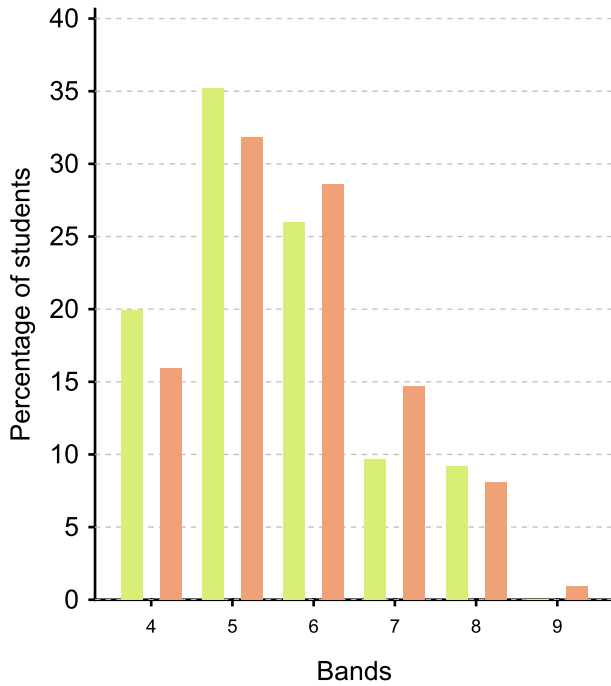
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Spelling

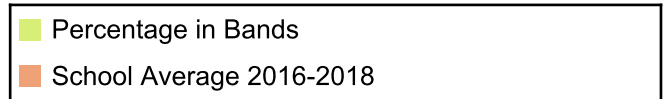
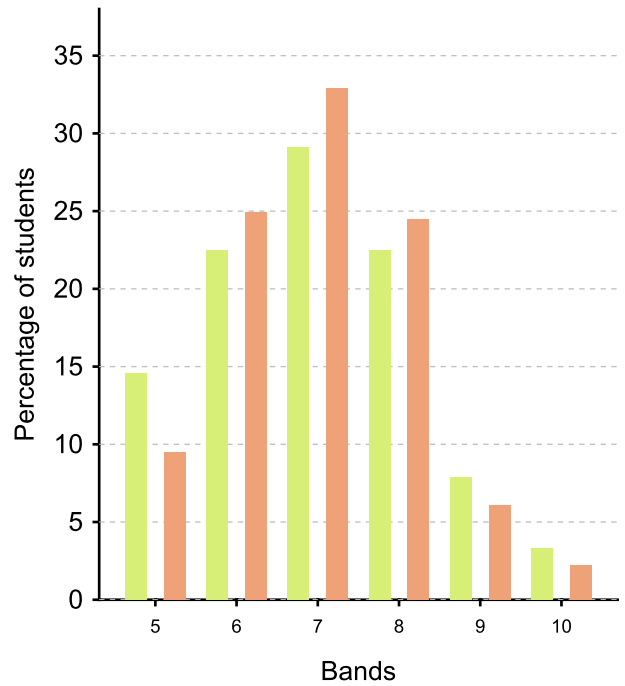


Percentage in Bands
School Average 2016-2018

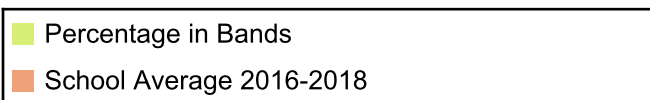
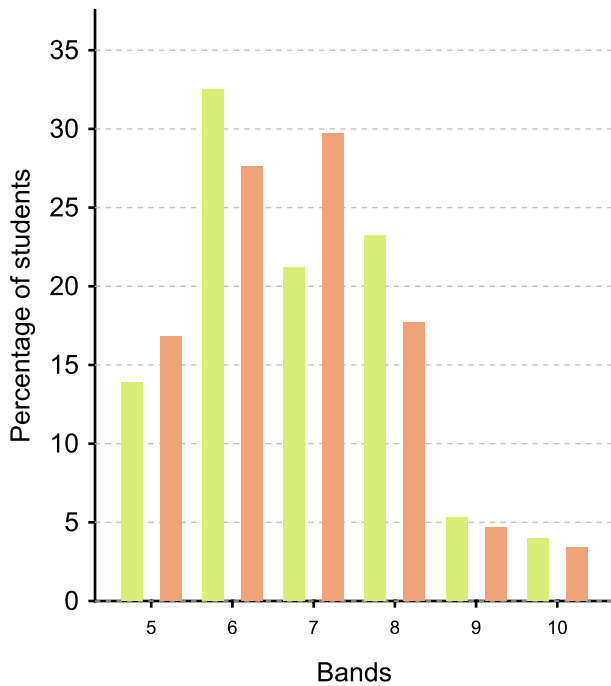
Percentage in bands:
Year 7 Writing



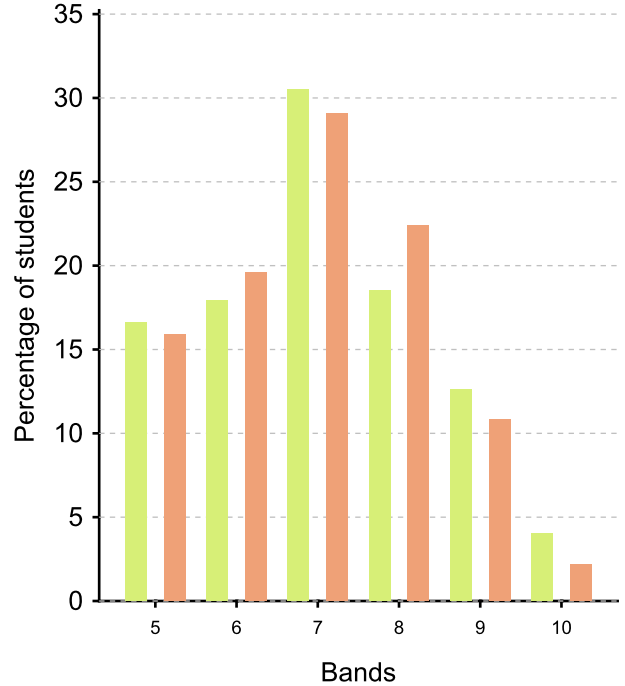
Percentage in bands:
Year 9 Reading



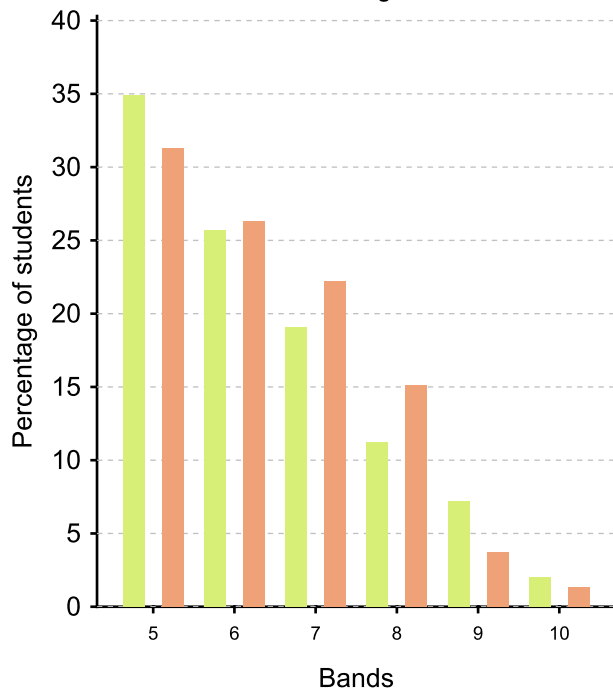
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



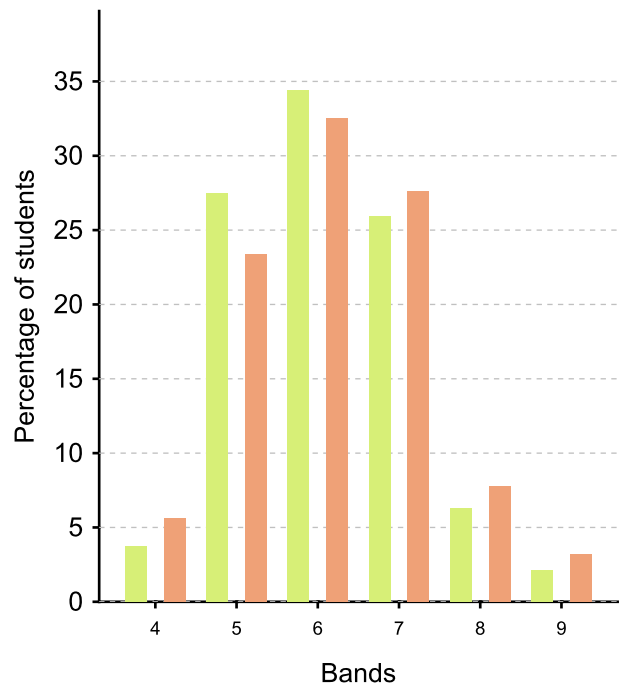
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

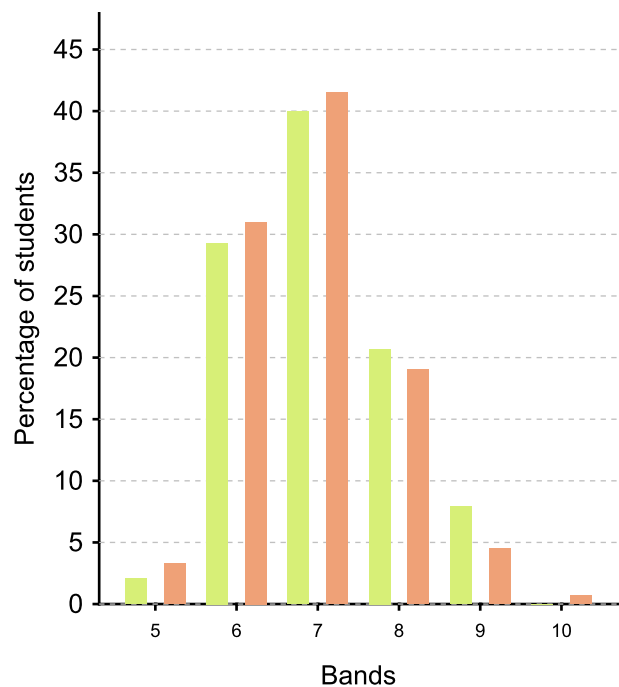
Again year 9 NAPLAN numeracy results showed an increase on the school average in the top bands.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy

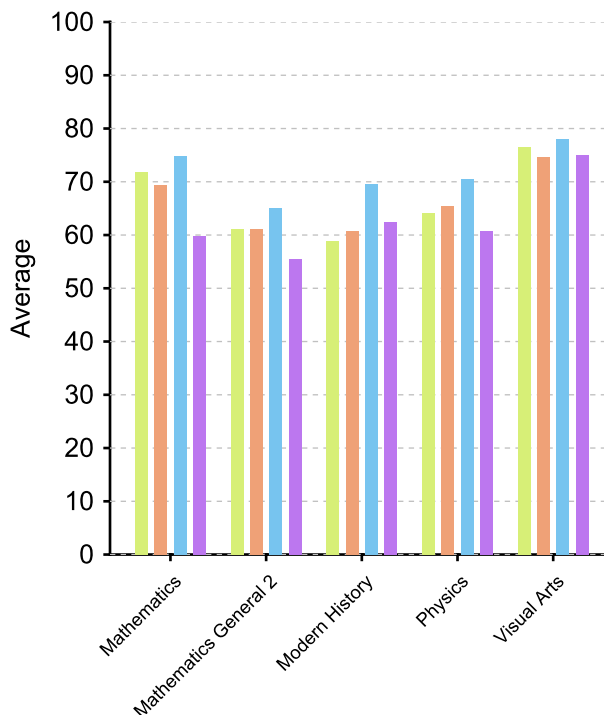
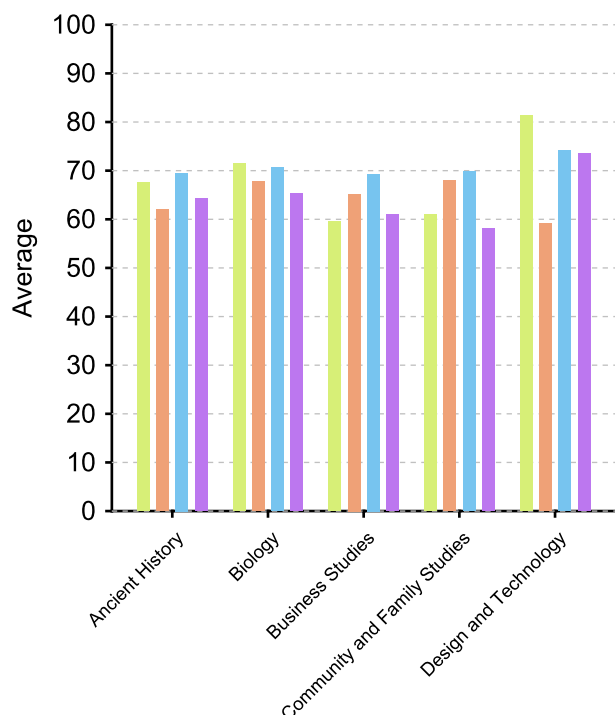


Percentage in Bands
School Average 2016-2018

Our top students continue to achieve at high standards as measured against state but our average lies beneath state average in both year 7 and year 9.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Below is a summary of all courses studied in the HSC at Vincentia High School in 2018.



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

Our 2018 cohort achieved better results than our school average for more than 85% of courses studied for the HSC showing improvement in those areas across the school.

Parent/caregiver, student, teacher satisfaction

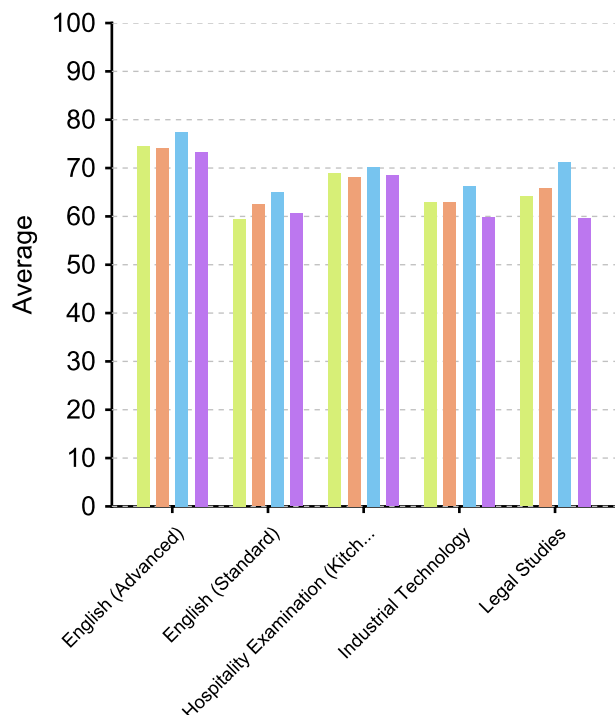
The opinions of parents, students and teachers are important to the leadership of Vincentia High School and as such will be engaging in the state-wide survey – 'Tell Them From Me' as of 2019. P & C meetings proved popular for parents to come and voice concerns and assist the school in planning to be a better school for the students and staff. Staff were surveyed regarding their future professional plans and where they placed the school against the School Excellence Framework.

Students were encouraged to voice their opinions through forums led by the Principal who was interested in how the students perceived the school and how it could be improved. Nearly 100 students from all years and pockets of the school enjoyed these opportunities to brainstorm ideas and formulate plans of improvement. The SRC were also a constant source of feedback regarding student satisfaction throughout the year.

Policy requirements

Aboriginal education

Our Aboriginal education and wellbeing is at the fore of many decisions made at Vincentia High School. The



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

creation of the dance troupe and didge group with the Indigenous Ranger program supporting and re-engaging our stage 5 students who had become disengaged helped create a strong school culture that embraces our Aboriginal community.

Year 8 were learning the Dhurga language as one of the stage 4 languages and all acknowledgments of country were done in Dhurga.

We commenced communication and established a Clontarf Academy for Aboriginal boys and look forward to some positive outcomes from this group over the coming years.

Multicultural and anti-racism education

Our Wellbeing team along with our ARCO were proactive with a variety of multicultural days of celebration throughout the year.