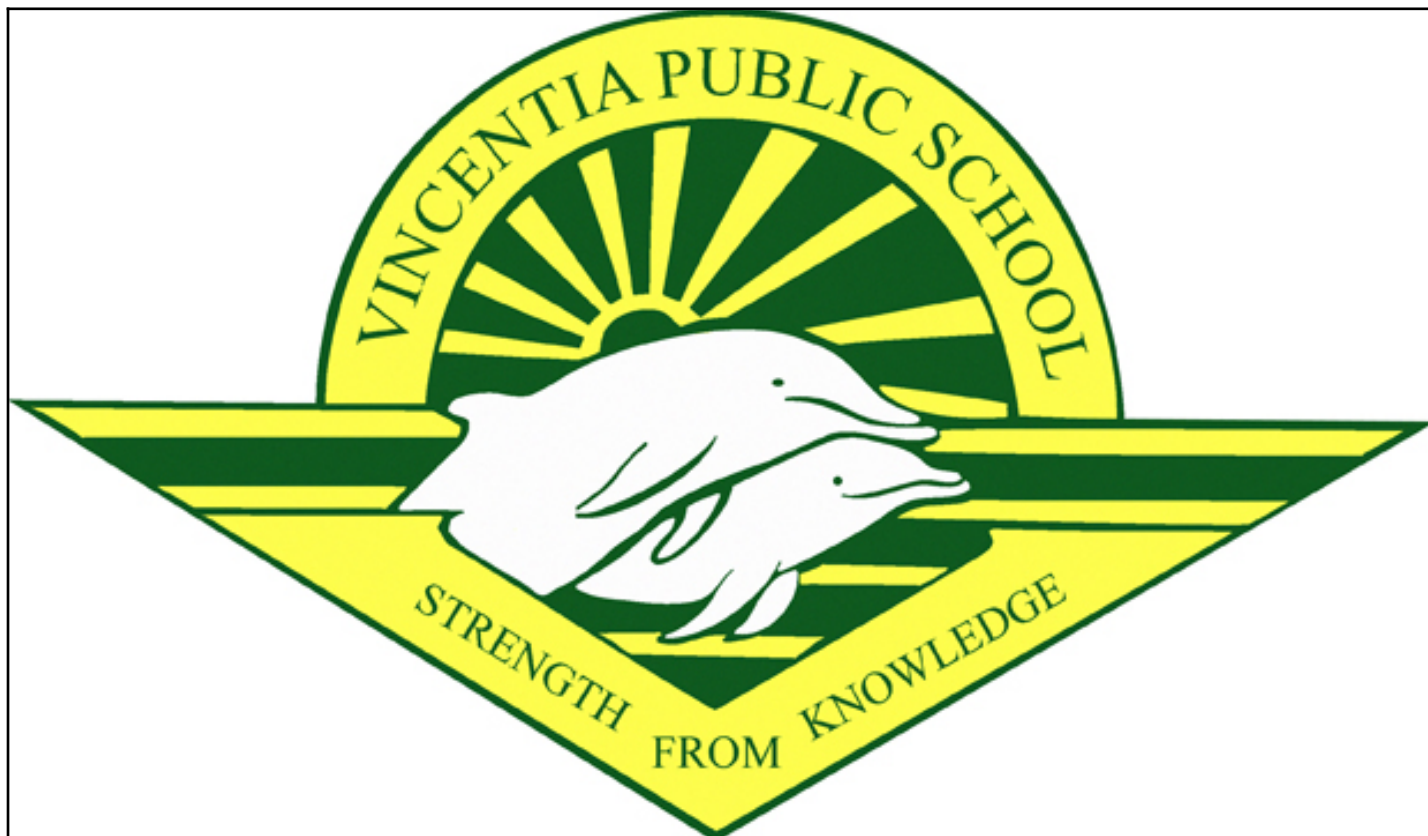


# Vincentia Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

Vincentia Public School

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4441 7188

### Message from the principal

For Vincentia Public School 2019 was a year of transformation. Students began learning in stage-based classes, led by teachers who worked collaboratively together to plan, develop and implement new programs. Teachers focused on professional learning to support them to better deliver focused instruction aimed at improving student achievement levels. Physically the school also transformed with the introduction of new classroom furniture to allow for the creation of flexible learning spaces. A quiet playspace was created to further support the wellbeing of students during recess and lunch breaks.

## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## 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.

### Improvement Measures

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.

Analysis of learning goals shows all students having progressed.

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.

80% of students are at or above expected growth in progressions and school based data.

### Overall summary of progress

In 2019 each stage team of teachers were provided with one extra hour of release—from–face teaching to enable them to participate in a data hour each week. Data hours were led by the assistant principals and focused on leading the professional learning of staff around the collection of assessment data, consistent teacher judgement and the use of data to plan for the next steps of teaching and learning. Working collaboratively, teams developed stage based assessment tasks that enabled teachers to inform practice and report the progress of students to parents.

Teachers in Kindergarten and Stage 1 also participated in the L3–Language, Learning and Literacy, this professional learning supports the development of informed, systematic, explicit instruction based on data to target reading and writing. By the end of the year, 70% of Kindergarten students were on track or above expected levels in reading, 48% of Year 1 students were on track or above the expected reading level and 71% of Year 2 were on track or soaring.

Progress with PLAN2 has been much slower than expected as the Department of Education continue to develop this software tool. Currently, around 20% of the students have been plotted on the Learning Progressions for some aspects of Literacy and some aspects of Numeracy. Staff are able to record observations of students' literacy and numeracy capabilities identified using the progressions within the context of relevant syllabuses. Staff are continuing to learn to analyse and use progression information in PLAN2 to identify teaching priorities to support student development.

### Progress towards achieving improvement measures

#### Process 1: Formative and Summative Assessment

All teaching staff will confidently use both formative and summative assessment practices to promote individual learning excellence.

Evaluation	Funds Expended (Resources)
Assessment schedules were created for each stage.	Purchase of PAT Online Assessments
Formative assessment trials have not been completed due to staffing issues.	\$4000
Evaluation of PAT assessments, as well as other summative assessment tasks, occurred. Data was used to reflect on student achievement and plan for 2020.	

## Progress towards achieving improvement measures

### Process 2: Programming

All teaching staff will develop and deliver a teaching program that reflects departmental expectations of the quality teaching and learning cycle in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Stage planning is ongoing. Collaborative Programming is ongoing. Some delays with assessment due to staffing.	Employed extra RFF staff to cover data hour for all teachers \$40 000 Stage team planning days each term \$28 000 L3 professional learning \$26 000

**Process 3:** Teachers use the learning progressions as a resource to support implementation of curriculum.

Evaluation	Funds Expended (Resources)
Early Stage 1 have trialed the use of progressions and using this to drive teaching and learning programs. Stages 1 to 3 have entered data but are working towards using this to drive teaching and learning.	Professional Learning to support users of Progressions software \$1500

### Next Steps

In 2020:

- Staff have agreed that weekly stage/team meetings including ongoing data review should continue.
- The development of collaborative and stage programming will continue with investigations on how to do this digitally.
- Staff will continue to develop formative assessments tasks that inform practice and support student learning goals.
- Kindergarten and Stage 1 teachers will continue L3 professional learning.

## 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.

#### Improvement Measures

Development of consistent school-wide systems of communication, collaboration, professional development and programming.

All teachers use evidence-informed research to guide effective design, implementation and evaluation of practices aimed at building skills and capabilities of students.

Increase in student ability to demonstrate use of current technology to support and showcase their learning.

#### Overall summary of progress

Development of consistency of school-wide systems began with the trial of many methods of communication, both successfully and unsuccessfully. Staff trialled Basecamp as a means of instant communication between staff. Facebook, School Website, Newsletter and eNews app were used to communicate with parents and community. Whilst SENTRAL was used to maintain student wellbeing information, meeting minutes and for reporting to parents.

Stage teams worked collaboratively to develop consistency of programming for each stage, linked to school scope and sequence and NSW Syllabus documents. Stage teams worked to create and develop new units of work, particularly in Science, History and Geography, that included the need for students to use the skills of creative thinking, collaboration and digital technology to enhance and demonstrate learning.

Technology team supported staff to trial new ways for students to learn and demonstrate learning. Platforms were established to allow for digital collaboration between staff and between students. Technology team also led the development of digital archiving for easy retrieval in the future.

Some stage teams experimented with digital communication tools to engage and inform parents about school activities and student learning.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning:

Leaders engage in and provide high-quality, relevant professional learning to drive improvement and innovation and provide effective supervision and support.

Evaluation	Funds Expended (Resources)
All staff have participated in Professional Learning on how to create a digital program using Google Sites.	Strategic team leader attended EduTech Conference
Strategic Direction team members began each staff meeting sharing a digital resource, sharing a technology tip or giving a 'how-to' demonstration based on staff needs/requests.	\$1000
Staff regularly attended Adobe Connect sessions run by DoE tech teams.	2 x classroom teachers attended professional learning – Making Data Matter
All staff were given access to Minecraft for Education professional learning.	\$1000
	SENTRAL licence
	\$4500

## Progress towards achieving improvement measures

### Process 2: Future Focussed:

Establishment of a committee to research, drive, support and embed future–focussed pedagogies that enrich and support the learning areas and adds depth to student learning.

Evaluation	Funds Expended (Resources)
Minecraft for Education was piloted in some classrooms. Staff and students joined in on investigative play/practise using new technology/resources.	Purchased hardware to support Strategic Direction: \$50 000 <ul style="list-style-type: none"><li>• installation of BENQ screens in 4 classrooms and office</li><li>• iPads for library and K–2 rooms</li><li>• Chromebooks for 3–6</li><li>• laptops for all class teachers</li><li>• robotics equipment</li></ul>

### Process 3: Collaboration and Communication:

Teachers will regularly collaborate; working with and learning from each other to build skills that support best practice.

Evaluation	Funds Expended (Resources)
Staff worked collaboratively with technology team members to extend the use of technology into daily practice. Staff introduced coding for all students in accordance with the new Department of Education curriculum guidelines.	Release time for classroom support and technology management. \$4 000 Employment of an extra teacher \$106 000

### Process 4: Strengthening Partnerships:

Teachers will work with and learn from the wider community to build skills that support best practice.

Evaluation	Funds Expended (Resources)
Stage 3 trialing Instagram as a form of showcasing learning. Code Club continued for students in 3–6 led by teacher–librarian and a community volunteer. Junior Code Club was established with students from Code Club becoming the mentors and teachers of the students in K–2.	Resources to support Code Club \$1000

## Next Steps

In 2020:

- Staff will continue to work in strategic teams to support the embedding of future–focussed pedagogy.
- Teachers will continue to regularly collaborate, working with and learning from each other to build skills that support best practice.
- The school will continue to purchase the hardware required to deliver the desired learning outcomes for students.



## 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.

#### Improvement Measures

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.

100% of leadership practices and processes are informed by evidence based approaches and are responsive to school community feedback.

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.

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.

#### Overall summary of progress

Performance and Development processes are aimed at facilitating the professional growth of teachers and their ability to provide quality teaching and learning for students. Executive staff continued to support professional learning for staff consistent with the NSW Department of Education and Communities' policies, aims and strategic directions and school plan. Further professional learning and improved guidelines and frameworks are needed to ensure staff can more effectively and positively impact student learning.

The school executive team continued to change in 2019, as a long-standing assistant principal successfully gained a position at another local school and a relieving assistant principal was engaged. Although positive changes to school procedures and practices were developed and implemented, there were significant challenges. The parent community remain supportive of change.

One assistant principal was successful in gaining LEAD accreditation in 2019. This assistant principal also worked with the Director Educational Leadership, and a network of local aspiring leaders to develop the knowledge and skills required for promotion.

Learning and Support teacher continued to lead professional learning for staff to simplify and enhance the processes and procedures used in the school to support the specific and identified needs of students.

#### Progress towards achieving improvement measures

**Process 1: Teacher Performance and Development** Establish effective goal setting processes, lesson observation and feedback processes. Execute required professional learning aligned with the APST. Establish ongoing evaluation and refinement of PDF processes.

Evaluation	Funds Expended (Resources)
<p>Executive staff developed a processes calendar to support staff with the number of mandatory procedures that need to be completed each year including the Performance and Development Plan (PDP).</p> <p>80% of our teachers satisfactorily completed the creation of the PDP, the classroom observations, the written review and submission of final PDP on time. A further focus is required by some teachers in their capacity to complete the required tasks within given timeframes. Further staff development is also required to improve the ability of staff to provide written feedback to each other on classroom observations.</p>	1 x executive planning day = \$2000

## Progress towards achieving improvement measures

**Process 2: Leadership Practices and Processes** Leadership team implement practices and processes that overlap and connect the following best practices: *high expectations, explicit teaching, effective feedback, use of data to inform practice, classroom management, well-being and collaboration.*

Evaluation	Funds Expended (Resources)
<p>Many changes were made to the organisation of the school in 2019. Including the move to stage based classes. The focus for 2019 then became building stage teams and the ability for staff to work collaboratively with each other toward common goals rather than in isolation. Professional learning focused on teaching staff and particularly the research from CESE and the <i>What Works Best</i> document. Much work is still to be done. The leadership team are skilled in practice and have a strong evidence base, with a clear vision for the future. But staff are struggling with the many changes, need further support to embed professional learning into everyday practice and have not yet developed a sense of trust in the executive staff.</p>	<p>Executive Planning Days \$2000</p>

**Process 3: Accreditation** Teachers collect documentary evidence and reports from referees and verify their teaching practice against Standard Descriptors. Leadership and mentoring group sessions will provide ongoing direction and support.

Evaluation	Funds Expended (Resources)
<p>Beginning teachers were supported to develop their classroom practice, delivery of the differentiated curriculum and classroom management protocols. The regular mentoring enabled each participant to receive individual guidance to meet their own needs. Each participant was provided with examples of proficient accreditation applications and templates to guide the creation of their own submission. With one of the participants able to complete their mandatory accreditation at the proficient level.</p>	<p>Two assistant principal Mentors Two Beginning Teachers <b>Funding Sources:</b> • Support for beginning teachers (\$28000.00)</p>

**Process 4: Curriculum** Leaders will guide and support teachers to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Evaluation	Funds Expended (Resources)
<p>The assistant principals met weekly with staff during data hours and relief from face-to-face (RFF) times. Each week stage teachers were guided to review and reflect on curriculum delivery, the need for differentiation and the use of data to guide teaching practice.</p>	<p>Assistant Principals Stage teams <b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$40000.00)</p>

## Next Steps

In 2020:

- The executive team will work with Employee Performance and Conduct Directorate (EPAC) to develop a stronger PDP process to ensure the process delivers benefits for teachers.
- Staff will continue to work in stage teams to review, reflect and revise programming and practice.
- Executive staff will lead professional learning around preparing applications for advertised positions.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Sign Writer = \$8516 Museum Curator =\$2000 SLSO =\$8921 Learning resources and catering for events= \$2000  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$21 437.00)</li> </ul>	<p>For Vincentia Public School the year began with the painting of an extensive piece of visual artwork onto the library walls. This artwork was designed by a local indigenous artist and teacher at the school. This was soon followed by the installation of some Aboriginal artefacts. Local language names for sea animals were also used to name each classroom.</p> <p>Later in the year, Aboriginal staff members attended local language classes. One of these teachers also began working with a graphic artist on the preparation for a project in 2020 to create a local story in the local language.</p> <p>To support the learning of students, the Learning and Support teacher, classroom teachers and assistant principal assessed all Aboriginal students to identify areas of strength and weakness. An SLSO was employed to support literacy programs for identified students. The assistant principal focused on extension activities for identified students.</p>
<b>Low level adjustment for disability</b>	SLSO \$21 437 SLSO casual days \$3 000 Teacher casual relief \$5 000  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$30 000.00)</li> </ul>	<p>To support the learning of all students identified as requiring additional support, a number of School Learning Support Officers (SLSO) were employed in 2019. These positions were staged based to better support the continuity and consistency of delivery for improved student learning outcomes. These SLSO's were employed in addition to the hours allocated to students with specific integration funding.</p> <p>All SLSO staff were trained by our Learning and Support Teacher to deliver MultiLit, LIPI 1 and LIPI 2. These focused and structured programs enabled both small group and individual student learning linked to literacy. SLSO staff were also trained to support the implementation of stage-based numeracy groups. Classroom teachers highly valued this approach to supporting students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.538 staffing allocation	<p>All the QTSS staffing allocation was used to support the extra Relief from face-to-face teaching staff to provide all stage teachers and their assistant principals, time as a team for a one-hour data meeting each week. Each assistant principal was also given extra relief from face-to-face time to enable them to work collegially with their stage team members to support differentiation in classrooms. This was in addition to the normal two hours of relief from face-to-face teaching time.</p> <p>At the end of the year, the majority of staff voted to keep the stage RFF times to enable all staff to use normal RFF as planning and data time in 2020.</p>

<p><b>Socio-economic background</b></p>	<p>SLSO = \$ 22 221</p> <p>RFF = \$4 280</p> <p>Technology = \$16 499</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$43 000.00)</li> </ul>	<p>Equity funds were used to support Strategic Directions. With some funding supplementing the increased hours of SLSO's to support the learning of all students identified as requiring additional support in 2019.</p> <p>Some funding from Equity supplemented the QTSS staffing allocation to support the extra RFF staff to provide all stage teams with a one-hour data meeting each week.</p> <p>The remainder of Equity funding was used for Strategic Direction 2 – Dynamic Teaching and Learning</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	177	161	161	159
Girls	163	169	163	169

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	92.2	94.2	93.6
1	92.6	95	93.2	93.3
2	92.3	94	93.9	93.2
3	94.9	93.4	93.1	92.7
4	95.2	94.7	92.2	92.3
5	93.7	95.2	93.5	91.7
6	91.7	92.4	92.3	92.6
All Years	93.4	93.8	93.2	92.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.58
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	2.92

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	376,073
<b>Revenue</b>	3,435,356
Appropriation	3,307,960
Sale of Goods and Services	5,671
Grants and contributions	120,670
Investment income	956
Other revenue	100
<b>Expenses</b>	-3,673,332
Employee related	-3,146,295
Operating expenses	-527,037
<b>Surplus / deficit for the year</b>	-237,976

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	69,062
<b>Equity Total</b>	183,266
Equity - Aboriginal	27,512
Equity - Socio-economic	43,622
Equity - Language	1,268
Equity - Disability	110,864
<b>Base Total</b>	2,345,489
Base - Per Capita	76,023
Base - Location	3,306
Base - Other	2,266,160
<b>Other Total</b>	558,067
<b>Grand Total</b>	3,155,884

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.



## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

### Parent/Caregiver Satisfaction:

Vincentia Public School has an active P&C and these parents happily seek feedback about the school from other parents and regularly report concerns, issues or positive feedback to the monthly meetings. From this group, the satisfaction level was higher, with positive feedback about the leadership team and the new direction of the school, positive feedback about the physical improvements made to the school environment throughout the year, the implementation of L3 in K-2 and generally a more positive attitude toward the teaching staff. Highlights for parents were the community events such as Grandparents Day, Book Week and NAIDOC breakfast. Negative feedback related to a new Well-being process being trialled in 2019 as parents didn't fully understand the process and some parents expressed a desire for the planned changes/vision for the school to occur at a faster rate.

During Term 4, 2019 an increased number of families notified the school that they would not be returning in 2020. In total 23 students moved to other schools, some out of the area, many to a local private school, some to other local public schools. An exit interview was conducted with the majority of these families to ascertain the reasons specifically related to a choice to change schools. Parents gave a variety of responses including:

- happy with changes being made at Vincentia Public School, but also believed change was not happening fast enough to best meet the needs of their child
- issues with staff including aspects of communication, absenteeism, inconsistent levels of support offered to students
- issues relating to out of hours care for students

### Student Satisfaction:

Vincentia Public School has a strong Student Representative Council and these students were the focus group for feedback in 2019. Overall the satisfaction levels for this group were high with students feeling positive about the changes to learning routines, with high praise for extra-curricula activities especially Code Club and generally positive feedback about their teachers.

Students liked:

- the community events and having their parents and grandparents at school
- the rewards day at the end of the year
- sports teams and the opportunity to represent

Students would like to see improvements in:

- sport particularly more equipment
- improvements to playground equipment
- more fun/special days and for students, particularly leaders and Stage 3 students, to have a larger role in special days

### Teacher Satisfaction:

Each year, Vincentia Public School staff participate in the NSW Public Sector People Matter Employee Survey. In 2019 70% of staff participated.

Overall the satisfaction rate is low.

Highest Scoring Agreement Questions for 2019:

- I receive help and support from other members of my workgroup.
- I understand what is expected of me to do well in my role.
- I feel a strong personal attachment to my organisation.

Lowest Scoring Agreement Questions for 2019:

- I feel that change is managed well in my organisation.
- My manager deals appropriately with employees who perform poorly.
- There is good co-operation between teams across our organisation.

## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.