# Vincentia High School

# 2019 Annual Report



8593

# Introduction

The Annual Report for 2019 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.

## School contact details

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# School background

## School vision statement

Learning for Life"

We challenge our students to develop their potential and grow academically, socially, emotionally and culturally  through an engaging learning environment that prepares them for a complex and changing world.

## 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

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

## Strategic Direction 1

Engaged and Productive Learners

## Purpose

In Class, In Task

To create engaged, productive and successful learners.

## Improvement Measures

| Students are in class and on task. |
| --- |
| Students show growth in literacy and numeracy. |

## Progress towards achieving improvement measures

**Process 1:** Consistent whole school approach enabling students to be in class, prepared and ready to learn.

| Evaluation | Funds Expended (Resources) |
| --- | --- |
| Attendance monitoring in place<br><br>Some evidence of progress. Greater focus on team planning linked to data collection required to build on the first iteration. | Executive meetings<br><br>Staff Development Day Term 4 – evaluation<br><br>Strategic Support DP – Term 4<br><br>Partnership with Educational ChangemakersHead Teacher Admin<br><br>**Funding Sources:**<br> • Socio–economic background ($21343.14)<br> • Socio–economic background ($38974.04)<br> • Socio–economic background ($32490.00) |

**Process 2:** Consistent learning culture empowering students to articulate what they have learnt and why.

| Evaluation | Funds Expended (Resources) |
| --- | --- |
| New TAP team formed to monitor and implement this work. | Strategic Support DP – Term 4 |

## Strategic Direction 2

Innovative and Empowered Teachers

## Purpose

Best Practice, Future Focused

To facilitate innovative and empowered teachers.

## Improvement Measures

Best Practice Teaching and Learning programs and pedagogy.

Improved teacher wellbeing.

## Progress towards achieving improvement measures

**Process 1:**   Distributed Instructional Leadership Program (DIL)

| Evaluation | Funds Expended (Resources) |
|---|---|
| Developed some common language around instruction<br><br>Increased staff interest in innovation in instructional techniques | Deputy Principal led team of Head Teachers in Distributed Instructional Leadership<br><br>Period allocation to Participants enrolled in program<br><br>**Funding Sources:**<br> • Socio–economic background ($70950.60) |

**Process 2:**   Faculty review process

| Evaluation | Funds Expended (Resources) |
|---|---|
| Closer alignment of teaching alongside syllabus requirements<br><br>Staff identified declining results – more detailed analysis required | Teacher days to complete review<br><br>Executive meeting time<br><br>**Funding Sources:**<br> • Socio–economic background ($3249.00) |

**Process 3:**   Develop teacher wellbeing toolkit for professional wellness.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Wellbeing hub established, addressing student wellbeing across broad range of issues<br><br>Applied for Wellbeing hub building<br><br>Some perceived improvement in staff wellbeing and morale<br><br>High staff absenteeism remains.<br><br>Limited pool of replacement staff | Wellbeing teacher (4 days)<br><br>Staff Development Day session<br><br>Deputy Principal (ACIP)<br><br>TEAM: team formed to focus on systematic approaches to staff and student wellbeing<br><br>Head Teacher Teaching and Learning role redesignated to Head Teacher Wellbeing |

| Progress towards achieving improvement measures | |
|---|---|
| Wellbeing hub established, addressing student wellbeing across broad range of issues<br><br>Applied for Wellbeing hub building<br><br>Some perceived improvement in staff wellbeing and morale<br><br>High staff absenteeism remains.<br><br>Limited pool of replacement staff | **Funding Sources:**<br> • Socio–economic background ($265725.80) |

## Strategic Direction 3

Connected Community

## Purpose

Communication, Collaboration

To enable connection within our community.

## Improvement Measures

| |
|---|
| Every student has a community 'champion' in their life. |
| Improved community involvement. |

## Progress towards achieving improvement measures

**Process 1:** Effective support strategies and wellbeing for students.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Vision created for wellbeing hub that caters for community engagement as well as staff wellbeing<br><br>Mentoring and learning support program in place for Aboriginal students<br><br>Aboriginal boys engaged in Clontarf Academy | Wellbeing hub staff employed (Resourced in SD2)<br><br>Specialist Support Team – student and staff forums<br><br>SLSOs employed to support Aboriginal Education<br><br>**Funding Sources:**<br> • Aboriginal background loading ($162125.04) |

**Process 2:** Effective communication and marketing plan within the school community.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Strong links maintained with community | Community Liason Officer<br><br>**Funding Sources:**<br> • Socio–economic background ($28563.43) |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | Aboriginal Education Officer<br><br>Aboriginal School Learning Support Officers<br><br>Deputy Principal 0.4<br><br>Clontarf Academy<br><br>**Funding Sources:**<br> • Aboriginal background loading ($229 059.12) | Eight students achieved their HSC<br><br>Students provided with personalised support through Clontarf and Mentoring and Learning support |
| **English language proficiency** | Employment of teacher with ESL background<br><br>**Funding Sources:**<br> • English language proficiency ($11 382.00) | Students have basic understanding of English and have participated in all areas of curriculum |
| **Low level adjustment for disability** | SLSO support in class and within targeted programs<br><br>**Funding Sources:**<br> • Low level adjustment for disability ($19 254.00) | Teachers can access accurate information about literacy and numeracy learning needs of students. |
| **Socio–economic background** | Curriculum periods for literacy and numeracy<br><br>Curriculum periods for social and emotional learning<br><br>Study Centre Coordinator<br><br>**Funding Sources:**<br> • Socio–economic background ($1 299 671.00) | Literacy and numeracy learning needs identified<br><br>Stage 6 students well supported in gaining greater independence in their learning and study skills<br><br>First iteration of social and emotional learning program developed and implemented |
| **Support for beginning teachers** | Executive support for Beginning teachers<br><br>Additional non–contact time<br><br>**Funding Sources:**<br> • Support for beginning teachers ($14 481.00) | Beginning teachers achieved and/or working towards Proficient Status<br><br>Beginning Teacher program established |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2016** | **2017** | **2018** | **2019** |
| Boys | 514 | 551 | 536 | 536 |
| Girls | 498 | 495 | 482 | 484 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2016** | **2017** | **2018** | **2019** |
| 7 | 89.3 | 90.8 | 90.2 | 87 |
| 8 | 86.8 | 86 | 87.2 | 85.3 |
| 9 | 85.7 | 83.5 | 82.2 | 82.6 |
| 10 | 78.9 | 80.8 | 79.5 | 76.8 |
| 11 | 77.8 | 73.1 | 75.3 | 75.1 |
| 12 | 83.6 | 82 | 85.8 | 82 |
| All Years | 83.6 | 82.9 | 83.5 | 82.1 |
| **State DoE** | | | | |
| **Year** | **2016** | **2017** | **2018** | **2019** |
| 7 | 92.8 | 92.7 | 91.8 | 91.2 |
| 8 | 90.5 | 90.5 | 89.3 | 88.6 |
| 9 | 89.1 | 89.1 | 87.7 | 87.2 |
| 10 | 87.6 | 87.3 | 86.1 | 85.5 |
| 11 | 88.2 | 88.2 | 86.6 | 86.6 |
| 12 | 90.1 | 90.1 | 89 | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88 |

## 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.

## Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|---|---|---|---|
| Seeking Employment | 0 | 2 | 18 |
| Employment | 0 | 14 | 34 |
| TAFE entry | 1 | 4 | 7 |
| University Entry | 0 | 0 | 20 |
| Other | 1 | 3 | 11 |
| Unknown | 4 | 6 | 10 |

## Year 12 students undertaking vocational or trade training

53.54% of Year 12 students at Vincentia High School undertook vocational education and training in 2019.

## Year 12 students attaining HSC or equivalent vocational education qualification

97.7% of all Year 12 students at Vincentia High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

| Position | FTE* |
|---|---|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 12 |
| Classroom Teacher(s) | 65.7 |
| 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

## 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[1] | 2019 Aboriginal and/or Torres Strait Islander representation[2] |
|---|---|---|
| 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** ($) |
|---|---|
| **Opening Balance** | 1,579,259 |
| **Revenue** | 15,031,599 |
| Appropriation | 14,629,448 |
| Sale of Goods and Services | 25,515 |
| Grants and contributions | 367,158 |
| Investment income | 9,378 |
| Other revenue | 100 |
| **Expenses** | -15,550,226 |
| Employee related | -13,612,651 |
| Operating expenses | -1,937,576 |
| **Surplus / deficit for the year** | -518,627 |

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 **Approved SBA** ($) |
|---|---|
| **Targeted Total** | 2,534,587 |
| **Equity Total** | 1,478,728 |
|     Equity - Aboriginal | 192,184 |
|     Equity - Socio-economic | 855,659 |
|     Equity - Language | 13,127 |
|     Equity - Disability | 417,759 |
| **Base Total** | 9,489,437 |
|     Base - Per Capita | 256,108 |
|     Base - Location | 9,755 |
|     Base - Other | 9,223,574 |
| **Other Total** | 741,342 |
| **Grand Total** | 14,244,094 |

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 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.

# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
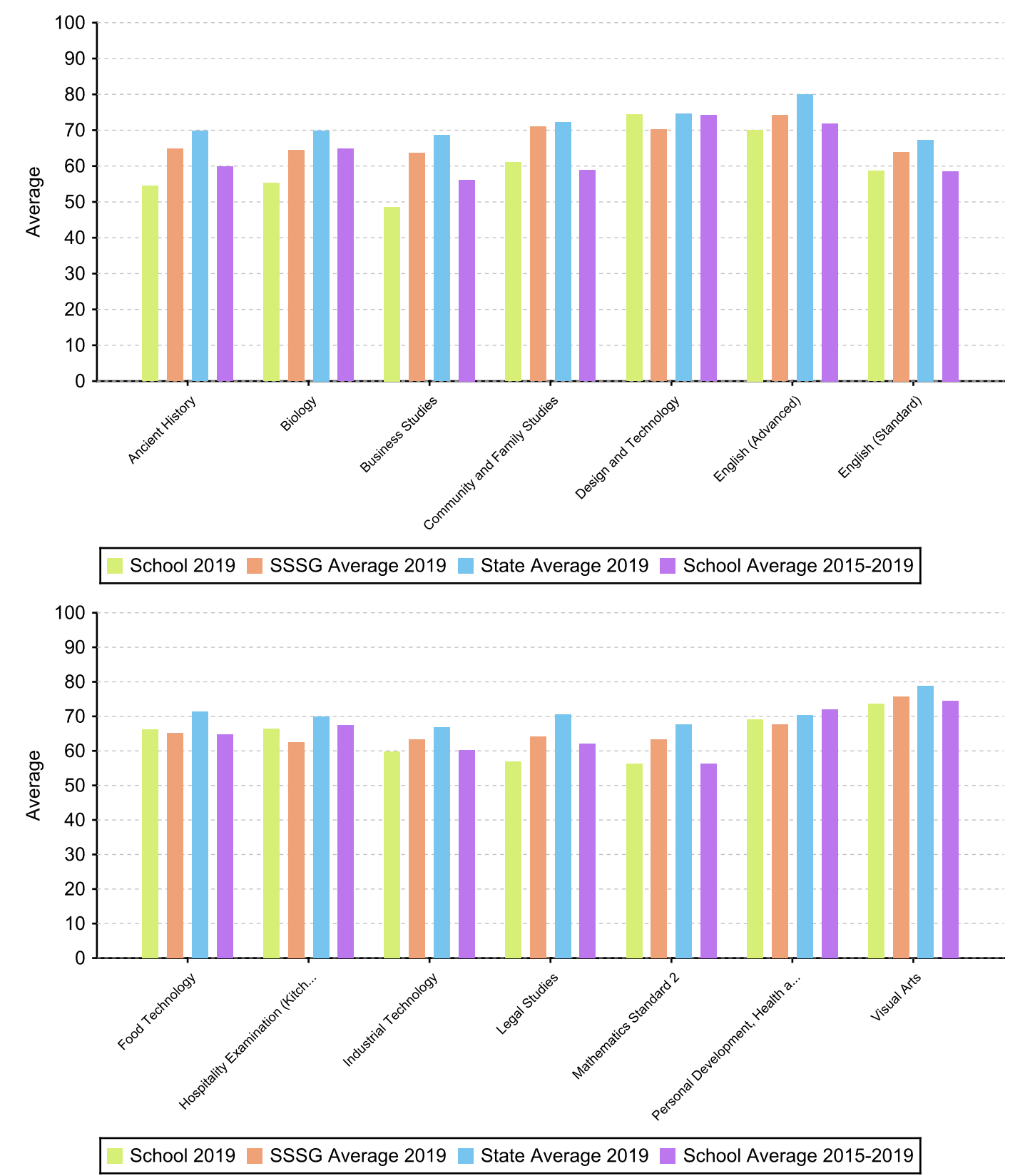
| Subject | School 2019 | SSSG | State | School Average 2015-2019 |
|---|---|---|---|---|
| Ancient History | 54.5 | 64.8 | 69.9 | 59.9 |
| Biology | 55.3 | 64.5 | 69.9 | 64.8 |
| Business Studies | 48.6 | 63.6 | 68.6 | 56.2 |
| Community and Family Studies | 61.1 | 70.9 | 72.2 | 58.8 |
| Design and Technology | 74.3 | 70.1 | 74.5 | 74.1 |
| English (Advanced) | 70.1 | 74.2 | 80.0 | 71.9 |
| English (Standard) | 58.7 | 63.9 | 67.3 | 58.5 |
| Food Technology | 66.2 | 65.2 | 71.4 | 64.7 |
| Hospitality Examination (Kitchen Operations and Cookery) | 66.4 | 62.4 | 70.0 | 67.4 |
| Industrial Technology | 59.8 | 63.3 | 66.8 | 60.3 |
| Legal Studies | 57.0 | 64.1 | 70.6 | 62.1 |
| Mathematics Standard 2 | 56.4 | 63.4 | 67.7 | 56.4 |
| Personal Development, Health and Physical Education | 69.2 | 67.6 | 70.5 | 72.1 |
| Visual Arts | 73.7 | 75.8 | 78.8 | 74.6 |

Vincentia High School 8593 (2019)

# Parent/caregiver, student, teacher satisfaction

The Specialist Support Unit supported the school in developing student forums. Unfortunately these were not completed due to the bush fires.

Our P&C Association  reformed with a new executive after the fires.

# Parent/caregiver, student, teacher satisfaction

# 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.