

# 2020 Annual Report

## Vincentia High School



8593

# Introduction

The Annual Report for 2020 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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## Message from the principal

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2020 was certainly a dynamic year as we recovered from bushfires and reimaged school alongside the COVID pandemic.

As you would expect, our staff responded in a highly professional way to provide schooling online supported by phone calls to assist students and parents. Our Year 12 students proved to be particularly resilient as they maintained their focus on their final studies despite the changing circumstances. This was reflected in the improvement in our HSC results for 2021 and the many students who gained early university entry and full time employment.

We continued to use our vastly expanded technology skills to provide high quality learning experiences for students. Let me tell you about three examples. First, we used TEAMS to connect with our local Year 6 students from public schools as well as provide a forum for new parents to orientate themselves to our school. Our teachers introduced the different areas of the school to students through short videos as well as providing ongoing feedback to Year 6 teachers. Second, students studying creative and performing arts created a professional video of their showcase. This was released to our community as a YouTube video and was an inspiring end to the year. Third, we continued to meet as a small Parent and Citizen group throughout the year via Zoom. This helped to provide guidance about the experiences of our community and students during times of rapid change.

As we welcomed students back to campus learning, we found we needed to reteach many skills about classroom learning. Our teaching staff enthusiastically embraced a consistent format for lessons where learning intentions and success criteria were provided across the school. This assisted students to engage in their learning.

All of this and much more was achieved by students and staff during 2020.

Thank you all for the way you have welcomed me to our amazing school and your continual support.

## Message from the school community

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### 2020 P&C President's Report

The P&C had an exciting year providing funds for a variety of projects and departments at Vincentia High School. In 2020 funding from the P&C contributed towards improving learning spaces around the school such as; the landscaping of the Yarning Circle and the TAS gardens, the resurfacing of the basketball courts and the development of the collaborative mathematics learning spaces and the performance space. The P&C is also supported the purchasing of music equipment, iPads, mountain bike jerseys and dance costumes as well as sponsoring the Booderee Bush Blitz event. Another P&C goal is to contribute \$40,000 towards the cost of a new bus for the Support Unit in 2021.

The Vincentia High School P&C manages the school Canteen and all profits are used to fund these projects. The

amazing canteen manager Mary Nelson and her team have been doing some great things to bring healthy, delicious food to VHS school community every day. Mary Nelson has retired this year and she has spent many unpaid hours shopping for specials and home cooking to keep the food fresh, healthy and affordable. Due to her commitment the canteen has incredibly donated over \$600,000 to the school since she started in the canteen 28 years ago. P&C would like to acknowledge and commend the tireless efforts of Mary and her canteen team and wish her a well-deserved retirement.

The Vincentia High School P&C would like to commend and express the P&C's gratitude to the principal Ruth Winfield and her fabulous staff who have gone above and beyond to support the wellbeing and educational outcomes of our children in an unprecedented year of bushfires and remote learning through COVID 19. We would also like to congratulate the resilience of the student body especially Year 12 who have ended their school journey at Vincentia High and we wish them every success in their future endeavours.

The P&C committee met via Zoom meetings throughout the year and were able to continue with their valuable contribution and commitment to the students and staff.

Successful education of students in the 21st Century demands a partnership - teachers, students and parents working together. The P&C invites all parents and carers to participate and become active members of Vincentia High School Parents and Citizens Association.

The P&C Association meet once per term to stay informed on current issues and is given the opportunity to provide input on decisions relating to all aspects of the school. A large representative membership is going to make the P&C more effective and is very much appreciated as many important school matters are discussed and we like to know we have a representative view of parents involved in decisions. We look forward to continuing to contribute to the ongoing success of Vincentia High School and we would love to see new members in 2021.

## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	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)
Student behaviour was labile on return to school from Learning at Home. This required significant adjustments to our strategies based on data. from our student management system. This work will need to continue into our next plan.	

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

Evaluation	Funds Expended (Resources)
<p>A consistent school wide process was established to embed learning intentions and success criteria into teaching and learning programs and activities.</p> <p>Stage 6 students were interviewed in focus groups. Responses were wide ranging and mixed. Some students are taking responsibility for their learning and are motivated and engaged. Students reported that the Wednesday study day was not constructive to their learning.</p>	

## 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)
The leadership expertise of staff was strengthened.	Time was provided each fortnight for staff to develop and implement their project.

##### Process 2: Faculty review process

Evaluation	Funds Expended (Resources)
Due to the impact of COVID, no faculty reviews were held this year.	

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

Evaluation	Funds Expended (Resources)
Staff wellbeing was impacted by vicarious trauma this year. Induction processes were strengthened to support new staff to the school. Strong recruitment practices were established through the deployment of executive staff. A fire trail was established around two boundaries of the school.	

### 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.

#### Overall summary of progress

Students anecdotally were able to identify adults who supported their learning.

Students and staff had limited community involvement due to COVID restrictions. Some of these experiences could be replicated through virtual forums and many could not.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Information about student wellbeing for all students is being uploaded so that it can be located easily by staff. This has improved the consistency of student management.	

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

Evaluation	Funds Expended (Resources)
We have clarified the information that is communicated on each platform to provide clear information to our community. We continue to promote our successes through our Facebook page.	
We have encouraged more parents to participate in our P&C meetings and the development of the new school plan.	



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		<p>Our teaching team for Dhurga was expanded.</p> <p>An Aboriginal Education Coordinator position has been developed to ensure our activities are cohesive and support student learning.</p> <p>Strategies for supporting students through our Clontarf academy have been strengthened.</p>
<b>English language proficiency</b>		<p>We have very few students requiring this support. However, we have been able to provide consistent teaching and learning for these students as required through a targeted program</p>
<b>Low level adjustment for disability</b>		<p>Classroom teachers make adjustments to teaching and learning with the support of recommendations from our Learning and Support Teams. Intensive Literacy support is provided through a targeted program to students. Students receive support from our Learning and Support Teachers around particular aspects of their learning. This is distributed on the basis of teacher referrals and student self referrals.</p>
<b>Socio-economic background</b>		<p>We established a permanent study space as part of the school's infrastructure.</p> <p>The introduction days to Year 11 and Year 12 were strengthened to ensure students understood all aspects of assessment.</p> <p>HSC monitoring processes were reviewed to identify areas for development in the new school plan.</p> <p>A deep analysis of our current instructional practices identified areas for development in our new school plan</p> <p>A permanent wellbeing space was established as part of our school's infrastructure.</p> <p>A Student Support Officer and Chaplaincy position was established to support students with immediate and ongoing support through the provision of on site support and links to external agencies.</p>
<b>Support for beginning teachers</b>		<p>Beginning teachers received comprehensive guidance from their mentors.</p> <p>Support was provided to achieve proficiency reports where required.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	551	536	536	559
Girls	495	482	484	509

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	90.8	90.2	87	87.1
8	86	87.2	85.3	84.9
9	83.5	82.2	82.6	79.7
10	80.8	79.5	76.8	78.6
11	73.1	75.3	75.1	76.7
12	82	85.8	82	77.9
All Years	82.9	83.5	82.1	81.6
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	2.05	0	8.40
Employment	4.70	26.26	37.80
TAFE entry	1.36	6.06	8.49
University Entry	0	0	22.68
Other	2.00	19.00	5.88
Unknown	0	2.00	15.96

## Year 12 students undertaking vocational or trade training

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49.53% of Year 12 students at Vincentia High School undertook vocational education and training in 2020.

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

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94% of all Year 12 students at Vincentia High School expected to complete Year 12 in 2020 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)	70.5
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	27.97
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,060,632
<b>Revenue</b>	16,254,409
Appropriation	15,930,834
Sale of Goods and Services	20,776
Grants and contributions	300,004
Investment income	2,695
Other revenue	100
<b>Expenses</b>	-16,837,407
Employee related	-14,830,859
Operating expenses	-2,006,549
<b>Surplus / deficit for the year</b>	-582,999
<b>Closing Balance</b>	477,633

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	335,727
<b>Equity Total</b>	1,502,476
Equity - Aboriginal	202,805
Equity - Socio-economic	865,378
Equity - Language	6,864
Equity - Disability	427,429
<b>Base Total</b>	12,952,347
Base - Per Capita	260,985
Base - Location	10,088
Base - Other	12,681,274
<b>Other Total</b>	666,931
<b>Grand Total</b>	15,457,481

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.

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.

### 2020 NAPLAN

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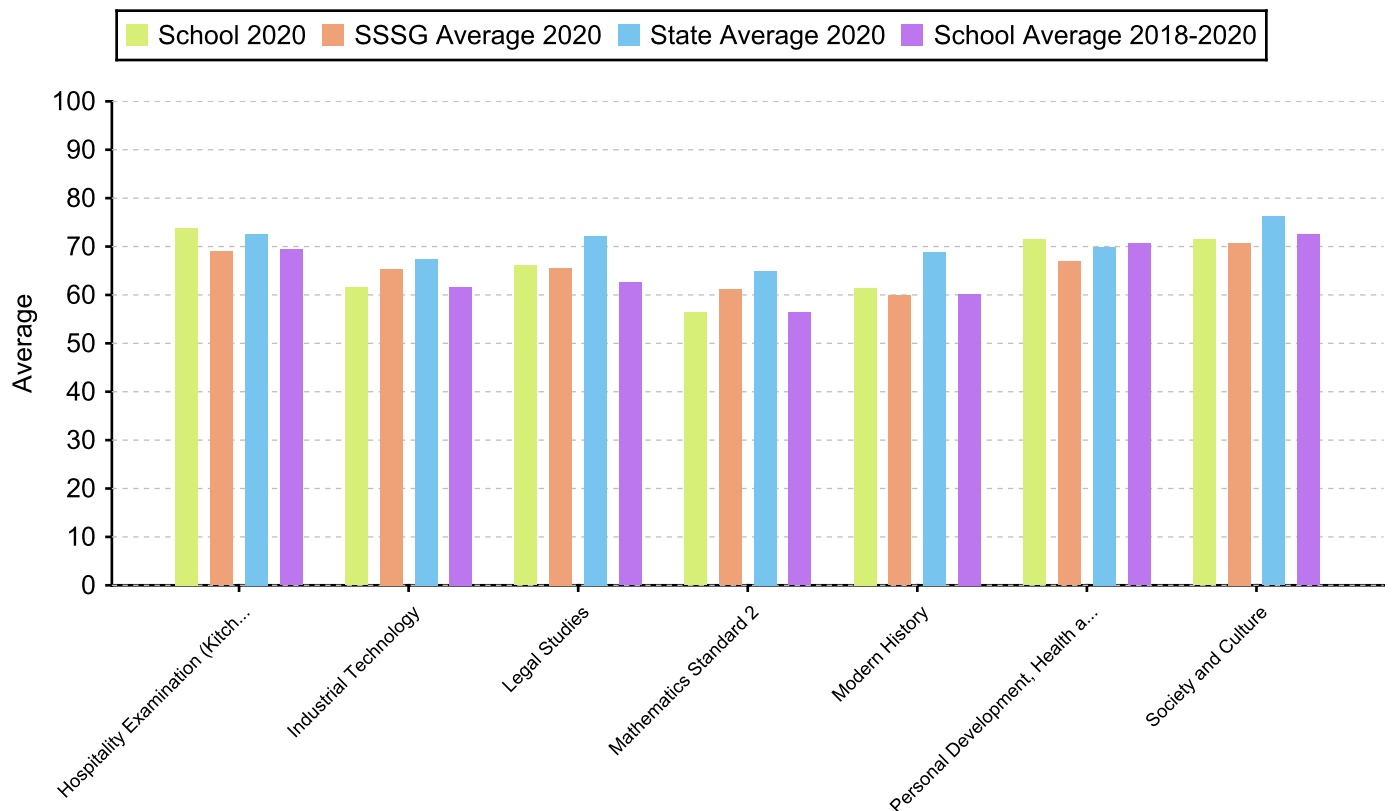
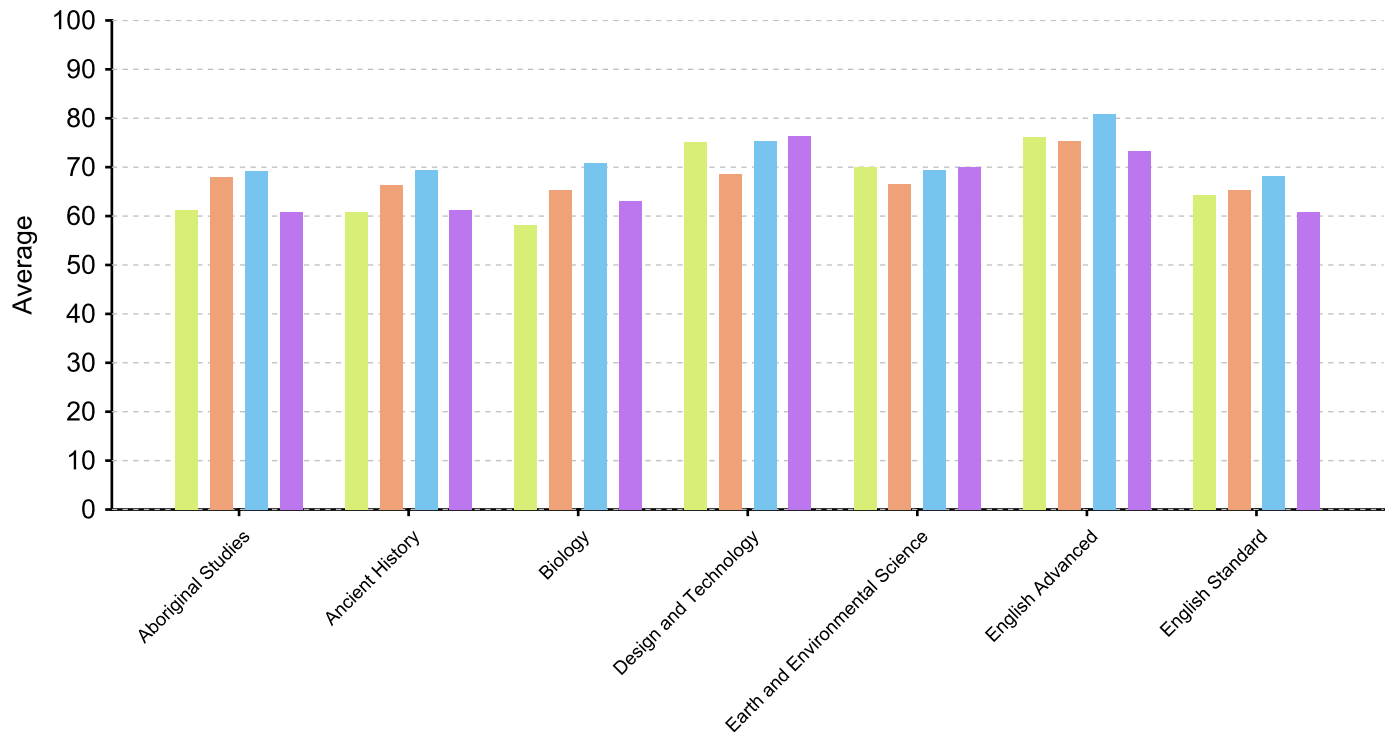
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 2020	SSSG	State	School Average 2018-2020
Aboriginal Studies	61.2	68.1	69.3	60.8
Ancient History	60.8	66.3	69.4	61.2
Biology	58.2	65.4	70.8	63.0
Design and Technology	75.2	68.6	75.4	76.4
Earth and Environmental Science	70.0	66.6	69.5	70.0
English Advanced	76.2	75.4	80.8	73.2
English Standard	64.3	65.4	68.1	60.8
Hospitality Examination (Kitchen Operations and Cookery)	73.8	69.0	72.5	69.4
Industrial Technology	61.5	65.4	67.5	61.7
Legal Studies	66.1	65.5	72.1	62.6
Mathematics Standard 2	56.4	61.1	64.9	56.4
Modern History	61.4	59.9	68.9	60.2
Personal Development, Health and Physical Education	71.5	66.9	69.9	70.6
Society and Culture	71.5	70.8	76.2	72.5



Our community generously supporting our students with a HSC Survival Kit before they start their final exams.

## Parent/caregiver, student, teacher satisfaction

We gained feedback from parents in multiple ways in preparation for the development of our Strategic Improvement Plan.

We spoke to different community groups, conducted a parent forum and asked parents to provide feedback through a survey



All Schools Triathlon



Year 10 at Australian Business Week





Bruce Pascoe, author of Dark Emu, visited to talk to our students about writing



Experimenting with our own designs in Food Technology



International Women's Day 2020



Our wonderful Learning and Support Staff





Students participating in Links to Learning in our new dedicated Wellbeing Space



In partnership with our PCYC early in the morning



Showcase captured as a professional video shoot



Our traditions are strong. Saying farewell to Year 12.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.