

2021 Annual Report

Vincentia Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

George Caley Place

Vincentia, 2540

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

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

4441 7188

School vision

At Vincentia Public School we create a welcoming environment where all students, staff and community are known, valued and cared for. Our dedicated learning community is committed to achieving excellence for all students.

School context

Vincentia Public School is located in the Bay and Basin area, part of the South Coast of NSW. The school is located on the traditional lands of the Wandandian people with close connections to the community of Wreck Bay. In 2021 the school had an enrolment of 307 students. In 2022 the year began with 278 students. In 2021, 24 students identify as Aboriginal or Torres Strait Islander. This is 7.5% of our student population. 9 students have an EAL/D background this is 2.8% of the total enrolment. The parent community hold high aspirations of learning and achievement for their children. 12% of students are from Defence families.

The school encourages students to participate in a wide variety of extra-curricular activities. Many students are keen participants in inter-school sporting competitions. The school regularly participates in the Premier's Sporting and Reading Challenges. The school offers a code club each week with the support of a dedicated local volunteer. The school choir performs at special events, there is an annual public speaking competition and the school has an active Student Representative Council. Our school has resumed participation in Southern Stars, with students who are part of the dance ensemble.

Vincentia Public School is a part of the Bay and Basin learning community and strives for educational excellence across all Key Learning Areas. There is a strong focus to deliver quality programs with an emphasis on literacy and numeracy outcomes. The school embeds and integrates technology, with a focus on Science, Technology, Engineering and Mathematics (STEM).

The school has an active and innovative Parents and Citizen's Association. The school is an active member of the Bay and Basin Aboriginal Education Consultative Group. Commonwealth funding enables the employment of a Defence School Mentor to support those students from defence families. Classroom programs and the P&C operated canteen are supported by dedicated community volunteers. The school maintains regular communication with the parents and the wider community via Facebook, Instagram and the School Website. The close proximity of our school to Vincentia High School enables students and staff to have close connections.

Analysis of internal and external data focused on student attainment in reading and numeracy clearly indicates the need for our school to have a systematic and planned approach toward improvement. We identified the need to strengthen explicit teaching as a whole school approach to ensure the most effective evidence-based teaching methods optimise learning progress for all students. A thorough analysis of NAPLAN, check-in and PAT assessment data has identified system-negotiated target areas in Reading and Numeracy.

Following analysis of enrolment data and trends, we identified a need to highlight the school in the local community as the first choice of primary school. Wellbeing was identified as a priority in survey data from staff, students and parents, with the focus on building individual and collective wellbeing through a climate of care and positivity.

Communication was repeatedly raised as an issue throughout the evaluation and review process. Once explored in-depth the concerns and issues raised were related to staff, parents and students not being easily able to find the information they are seeking in a timely manner. This highlighted gaps in the systems used and the ways information is shared. Clarity was also needed around how and when process and practices are updated and who is involved in the updates. A strong recommendation was that the school evaluates its administrative systems and processes, to ensure that they are delivering anticipated benefits to the school community.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

We will develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Reflection and Improvement - Sift, Shift and Lift

Resources allocated to this strategic direction

Low level adjustment for disability: \$104,483.00
School support allocation (principal support): \$6,000.00
Professional learning: \$7,600.00
QTSS release: \$59,422.00
Literacy and numeracy: \$15,671.00
Literacy and numeracy intervention: \$22,424.00
Socio-economic background: \$37,000.00
Per capita: \$5,500.00

Summary of progress

During 2021, Vincentia Public School has worked toward improving student growth and attainment in all key learning areas. We have primarily focused on reading and numeracy. All teachers have participated in extensive professional learning regarding using quality assessments to inform teaching. Teachers have worked in collaborative stage teams to develop the knowledge required to analyse these assessments, plan for future teaching, and provide progress data for each student.

In the first semester, teachers actively participated in after-school professional learning, including:

- understanding and using digital assessment platforms to enhance learning programs and monitor student progress.
- developing proven practices to deliver quality numeracy instruction.
- online learning modules designed to support problem-solving and critical thinking skills.

In addition, teachers were provided opportunities to observe experts within the school or have their practice followed to ensure knowledge and skills gained from professional learning were successfully embedded across the school. During Term 3, the delivery of professional learning was more complex due to COVID-19, and staff participated in multiple-day professional development via Zoom.

The staff feel optimistic about the work that has been achieved in 2021. We have evidence to suggest that staff confidence in using these digital tools has significantly increased. Staff have indicated in their PDP reviews that they wish to continue developing in these areas as they can see the benefit to the students across K-6.

Next year, in this strategic direction, we will continue to

- provide high impact professional learning for all staff
- continue to utilise digital tools to ensure we remain on track to reach our student growth and attainment targets.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline.</p>	<p>Vincentia PS has increased the percentage of students achieving in the top two bands of NAPLAN reading from 40.9% to 46.05% during 2021. We are on target to achieve the system negotiated targets.</p>
<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline.</p>	<p>Vincentia PS has increased the percentage of students achieving in the top two bands of NAPLAN numeracy from 20.5% to 26.32% during 2021. We are on target to achieve the system negotiated targets.</p>
<p>Data collected from all teachers demonstrate measurable growth in reading.</p>	<p>Vincentia PS conducts Progressive Achievement Tests (PAT) with all Year 1-6 students at the beginning and end of each year. In 2021, the mean scaled score on the Reading PAT increased in all year levels apart from years 3 and 4. The average growth in Reading across all year levels in 2021 was 7.27%.</p>
<p>Data collected from all teachers demonstrate measurable growth in numeracy.</p>	<p>Vincentia PS conducts Progressive Achievement Tests (PAT) with all Year 1-6 students at the beginning and end of each year. In 2021, the mean scaled score on the Numeracy PAT increased in all year levels apart from Year 4 which remained the same. The average growth across all year levels in Numeracy was 5.72%.</p>

Purpose

Our learning community becomes a welcoming environment that supports all members to function well and experience satisfaction and fulfilment in work and life.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Holistic Wellness - physical, mental, emotional, social, environmental
- Attendance and Engagement

Resources allocated to this strategic direction

Professional learning: \$6,000.00

Integration funding support: \$55,563.00

English language proficiency: \$4,995.00

Low level adjustment for disability: \$11,800.00

Per capita: \$15,467.00

Aboriginal background: \$21,000.00

Socio-economic background: \$10,000.00

Location: \$3,533.00

Summary of progress

During 2021, Vincentia Public School has focused on two wellbeing initiatives.

Our first initiative, 'Holistic Wellness,' focused on the desire to make the school a great place to be. This strategic direction team worked with students, staff and the community to develop cultural awareness, staff wellbeing and community contentedness.

As a result:

- of our collaboration with a local Aboriginal artist, original artworks were created. These were digitised and printed onto window stickers for classrooms. Each classroom now has an Aboriginal-themed painted door with the dhurga language class name and a visual representation of the sea animal for which the class is named.
- sandstone has been purchased for the installation of a yarnning circle.
- the school logo has been updated through our collaboration with an Aboriginal artist to reflect an Aboriginal theme whilst maintaining the original design elements.
- the staffroom furniture has been upgraded, and wellbeing weeks for staff are embedded in each term plan.
- employed an Aboriginal Liaison Officer

Our second initiative relating to attendance and engagement led the team to revisit the Department of Education attendance policy and review the new resources available on the attendance matters website. In collaboration with the Learning and Wellbeing Team, attendance expectations were embedded in the student leadership process, were embedded into the positive school reward program and resources were adapted and developed to ensure the requirements of student attendance were implemented by staff and communicated to the community.

Teachers and support staff were offered a unique opportunity to engage directly with the local Aboriginal community by attending 'Connecting to Country' professional learning, provided for the first time by the Bays and Basin AECG. Over three days, participating staff learnt about local Aboriginal culture, history and social experience. By the end of the program, the participating staff had a significantly better depth of insight into social and political issues that affect and concern Aboriginal people and communities. Feedback from participants was incredibly positive.

The Bay and Basin Learning Community combined school development day highlighted the importance of staff wellbeing, particularly the impact on staff to perform to the best of their ability. The workshops delivered by Steve Francis addressed how staff could positively influence their wellbeing and also how they could support student wellbeing in their classroom. SCOUT data, whole school data, and student attendance data indicate an increase in staff daily attendance and the number of students achieving more than 90% attendance. This increase is above the local schools average.

Next Steps:

- continue to make attendance an essential part of student wellbeing.
- continue to improve staff wellbeing via a range of 'fun' activities.
- continue to schedule wellbeing weeks each term.
- continue to employ an Aboriginal Liaison Officer
- create a yarnning circle
- continue to demonstrate we value the whole school working together to make it 'A Great Place To Be'.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Staff and students embrace personal strengths to empower health and wellbeing to promote positivity in work and life.	During professional development sessions, staff worked through a strengths-based workbook to identify their strengths and areas within their lives needing focus to improve their well-being, positivity and work-life balance. After multiple sessions, staff were asked to continue their well-being journey from home. Knowledge gained from these professional development sessions enabled teachers to guide students in creating their own (well-being and academic) goals. Student achievement of goals are celebrated within their own classrooms.
Initiate and develop sustainable change processes.	We have initiated and developed sustainable change process in Strategic Direction 3 of our Strategic Improvement Plan.
Student attendance is promoted and supported by all staff.	Student attendance is regularly monitored by the Learning and Wellbeing Team and is considered vitally important at Vincentia Public School. Attendance is enthusiastically encouraged and supported by all staff. School newsletters regular remind parents of the school's expectations.

Strategic Direction 3: High Impact Practice

Purpose

Systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Define, Document, Communicate

Resources allocated to this strategic direction

Per capita: \$9,500.00

Aboriginal background: \$5,500.00

Summary of progress

In 2021 Vincentia Public School established committees to define, document, evaluate processes, and communicate changes to improve our practices and reduce staff workload.

We consulted internal staff, and as a result, we aligned and updated internal school processes based on feedback. These areas included:

- updating excursion proformas,
- creating a whole-school assessment schedule,
- revising sickbay records to align the departmental record-keeping procedures,
- creating reporting to parent timelines,
- completion of SENTRAL Professional Learning sessions by office and teaching staff,
- introducing an annual review of the VPS student wellbeing procedures, including feedback from staff, students and parents.
- introduction of a Vincentia Public School Teacher Handbook.

After consultation with our community, we:

- refined and reviewed the processes to align Kindergarten transition programs and procedures,
- collaborated with external agencies and local government traffic management to create a drop and kiss zone
- worked closely with our local Aboriginal community and the AECG to embed community voice.

This was an extensive amount of work; however, staff and the community responded positively to the opportunity to be heard and to have their ideas valued.

As a result of the formation of committees, our shared vision and collaborative approach enabled us to refine identified processes. Staff morale was lifted due to the collaborative practices adopted and embedded across all internal school sectors, and community voice increased due to actively seeking feedback from community stakeholders.

Next year Strategic Direction 3 will continue:

- to work closely with our community to ensure parent/ caregiver voice is sought and considered to reach our SIP targets.
- as a whole staff, we will continue to reflect on our practice and processes to ensure smooth collaborative planning across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Establish working parties and a system to review and evaluate administrative	We have established working parties to review and evaluate processes.

practices and systems.	
Establish working parties and a system to review and evaluate processes to enhance and promote student and staff outcomes.	Working parties have been established to review and evaluate processes.
The school monitors and reviews its curriculum provision to meet changing requirements.	K-2 staff have reviewed curriculum provisions to meet the changes required for the new curriculum in 2022.
Collaborative professional practices are built into everyday activities to improve student and staff outcomes.	Collaborative professional practices such as dialogue, stage teams, whole school shared learning and targeted professional learning have been built into everyday activities which have improved student and staff relationships.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$55,563.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Vincentia Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Holistic Wellness - physical, mental, emotional, social, environmental <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Increased level of classroom and playground support for individual students. * School Learning and Support Officers assisted in the supervision and mentoring of students accessing the quiet playspace during recess and lunch. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * this funding resource will continue to be used in a similar way in 2022.
<p>Socio-economic background</p> <p>\$47,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Vincentia Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Reflection and Improvement - Sift, Shift and Lift • Holistic Wellness - physical, mental, emotional, social, environmental <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • professional development of staff through InitialLit and MultiLit professional learning to support student learning • resourcing to increase equitability of resources and services • in preparation for 30th Anniversary events planned for 2022, staff were released. These anniversary celebrations will increase community engagement. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * enrichment of curriculum activities through professional development, * resourcing of learning environments and increased community engagement. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue with all these strategic directions, in our strategic improvement plan.</p>
<p>Aboriginal background</p> <p>\$26,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Vincentia Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$26,500.00</p>	<ul style="list-style-type: none"> • Holistic Wellness - physical, mental, emotional, social, environmental • Define, Document, Communicate <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • engaging an Aboriginal School Learning Support Officer to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the employment of an Aboriginal Community Liason person, to build the connections between home and school for our First Nations students. * Administration, support staff and teaching staff attending Connecting to Country professional learning offered by the Bays and Basin Aboriginal Education Consultative Group (AECG). * enabled our school to form a collaboration with a local artist resulting in the creation of artworks to reflect the local culture in the school learning environment. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to strengthen the connections established this year * to continue to enhance the school learning environment both inside and outside, ensuring all students have an increased connection to land and culture.
<p>English language proficiency</p> <p>\$4,995.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Vincentia Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Holistic Wellness - physical, mental, emotional, social, environmental <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * literacy support delivered via small group instruction by the Learning and Wellbeing Teacher. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue to be included with other flexible funding sources to ensure the Learning and Wellbeing Teacher and School Learning Support Officers can continue to deliver small focus groups.</p>
<p>Low level adjustment for disability</p> <p>\$116,283.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Vincentia Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Reflection and Improvement - Sift, Shift and Lift • Holistic Wellness - physical, mental, emotional, social, environmental <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$116,283.00</p>	<p>employment of School Learning and Support Officers</p> <p>The allocation of this funding has resulted in: the full-time employment of a Learning and Wellbeing Teacher who has led the Learning and Wellbeing Team, supported classroom teachers and identified students who have required additional support.</p> <p>After evaluation, the next steps to support our students with this funding will be: * to continue the full-time employment of a Learning and Wellbeing Teacher in 2022.</p>
<p>Location</p> <p>\$3,533.00</p>	<p>The location funding allocation is provided to Vincentia Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Holistic Wellness - physical, mental, emotional, social, environmental <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: * the support of students to be involved with Southern Stars.</p> <p>After evaluation, the next steps to support our students with this funding will be: * to carry this money forward to 2022 in order that students can travel an extensive distance to participate in high-level performance production.</p>
<p>Literacy and numeracy</p> <p>\$15,671.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Vincentia Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Reflection and Improvement - Sift, Shift and Lift <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in observation of and reflection of classroom practice • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Assistant Principals have the opportunity to work alongside staff, observing classroom practice/learning and providing demonstrations throughout Semester 1. Sadly, this was unable to continue for much of Semester 2 due to COVID protocols.</p> <p>After evaluation, the next steps to support our students with this funding will be: * to continue to support assistant principals to work alongside their stage team members, to sift the pedagogical practices and then to shift and lift student outcomes.</p>
<p>QTSS release</p> <p>\$59,422.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Vincentia Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Reflection and Improvement - Sift, Shift and Lift

<p>QTSS release</p> <p>\$59,422.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staff released to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>* Assistant Principals having the opportunity to work alongside staff, observing classroom practice/learning and providing demonstrations throughout Semester 1. Sadly, this was unable to continue for much of Semester 2 due to COVID protocols.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* to continue to combine funding sources to ensure Assistant Principals provide a more structured approach in 2022 which would ensure the time spent with classroom teachers would be even more successful and consistent across the stages.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Vincentia Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Reflection and Improvement - Sift, Shift and Lift <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in:</p> <p>Assistant Principals allocated time each week for 2021 to provide in-class support to their stage team. This enabled teachers to work together to achieve common goals through the sharing of evidence-informed practices, knowledge and problem-solving.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>used by Assistant Principals in a further refined and structured approach in 2022, this will ensure the time spent with classroom teachers is even more successful and consistent across the stages.</p>
<p>COVID ILSP</p> <p>\$118,950.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers and School Learning Support Officers to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Leadership and implementation responsibility for this program was given to an assistant principal. This staff member was released from classroom</p>

COVID ILSP

\$118,950.00

teaching duties, to review data, establish student groups, create the teaching and learning program and provide the teaching and learning to students. An experienced retired teacher was employed for Semester 2. This teacher oversaw the formulation of the teaching and learning program. This teacher explicitly taught numeracy skills to Stage 2 and Stage 3 students. This teacher created a teaching and learning program for Stage 1 students. An SLSO delivered the program, with regular evaluations by the teacher. Following, the learning from home period, a second SLSO was employed to deliver a literacy support program to students in Stage 1 identified as requiring support with phonics.

After evaluation, the next steps to support our students with this funding will be:

* to continue to employ teaching and support staff to expand the delivery of intensive targeted tuition in both literacy and numeracy in 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	161	159	136	129
Girls	163	169	191	165

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	93.6	94.3	93.6
1	93.2	93.3	90.2	93.4
2	93.9	93.2	91.5	94
3	93.1	92.7	91.3	93.2
4	92.2	92.3	92.9	89.3
5	93.5	91.7	92.9	91.3
6	92.3	92.6	90.3	90.9
All Years	93.2	92.8	91.9	92.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	216,276
Revenue	3,542,186
Appropriation	3,428,817
Sale of Goods and Services	4,738
Grants and contributions	105,181
Investment income	40
Other revenue	3,410
Expenses	-3,414,595
Employee related	-2,888,780
Operating expenses	-525,815
Surplus / deficit for the year	127,591
Closing Balance	343,868

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.

	2021 SBAR Adjustments (\$)
Targeted Total	55,563
Equity Total	194,359
Equity - Aboriginal	26,008
Equity - Socio-economic	47,093
Equity - Language	4,995
Equity - Disability	116,264
Base Total	2,431,474
Base - Per Capita	80,611
Base - Location	3,533
Base - Other	2,347,330
Other Total	543,701
Grand Total	3,225,097

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 to access the school data.

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.

In 2021 Vincentia Public School students participated in NAPLAN online. There is a large uncertainty around the ability estimates for extremely high performing students.

Year 5 showed students achieved at the state average in Reading; however, they were below the state average in Writing and Numeracy.

Year 3 students, showed students achieved below the state average in Reading, Writing and Numeracy.

The % of student results in the Top 2 bands for Numeracy has increased from 20.45% in 2019 to 26.32%.

The % of student results in the Top 2 bands for Reading has increased from 40.91% in 2019 to 46.05%.

2021 NAPLAN results show the school is above the trajectory needed to achieve the agreed targets set for % of Students in the Top 2 bands for Reading (-1.16% in 2019 to +1.25% in 2021).

2021 NAPLAN results show the school has improved the deficit in trajectory needed to achieve the agreed targets set for % of Students in the Top 2 bands for Numeracy (-6.16% in 2019 to -3.49% in 2021).

2021 NAPLAN results show the school has improved the deficit in trajectory needed to achieve the agreed targets set for Expected Growth in Reading (-15.45% in 2019 to -14.41% in 2021).

2021 NAPLAN results show the schools deficit in trajectory needed to achieve the agreed targets set for Expected Growth in Numeracy has increased (-15.87% in 2019 to -26.50% in 2021).

Parent/caregiver, student, teacher satisfaction

Parents, students and staff participated in the Tell Them From Me Surveys at the end of 2021. Additional consultation and feedback were gathered at P&C, staff communication and Student Representative Council meetings.

Parents expressed an overall level of satisfaction with the school, believing that positive change was happening however also expressed a level of frustration with the speed of change. Many parents expressed a level of frustration with the protocols throughout the year, which led to the cancellation of many activities. The P&C actively worked with the school to promote the school in the community. Feedback from families that left the school was generally positive about the school, the staff and the support their child was given, often citing other reasons for leaving the school.

Students expressed an overall level of satisfaction citing the new playground equipment and renovated basketball court as favourite parts of the school. Students indicated they missed being able to participate in a wider range of activities. The SRC indicated they would like to take on more responsibility within the school and organise more fun events.

Staff expressed an overall level of satisfaction but acknowledge the year had been demanding. Staff felt their focus was on student wellbeing and supporting students to navigate the challenges of learning from home and returning to school. Staff expressed a level of frustration in relation to the negative impact restrictions had on their professional learning and the ability to make changes in practice. Staff noted particularly the challenges of the online delivery methods.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.