

2021 Annual Report

Vincentia High School



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Introduction

The Annual Report for 2021 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 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

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School vision

At Vincentia High School we are committed to ensuring every student and every teacher benefits from a wide-ranging education across our school community. All learners will be challenged to continue to learn each year to increase their knowledge and skills so that they thrive in our rapidly developing world.

To achieve educational excellence, we use teaching and learning in critical thinking, creative thinking, problem solving, collaborative learning and meaningful learning with technology to build strong foundations in literacy, numeracy and knowledge. The pursuance of excellence is underpinned by the development of each and every student's confidence in becoming a lifelong learner and responsible citizen.

Our highly trained and dedicated professional staff members are determined to ensure all students learn our school values of personal best, respect and responsibility. Our school motto, "Learning for Life", exemplifies the school's strong commitment to provide opportunities for all students to develop their skills through strong links and relationships with the community.

School context

Vincentia High School is a vibrant co-educational, comprehensive; community school located in Jervis Bay on the South Coast of New South Wales. The student population of 1190 continues to grow as our area develops. We prioritise inclusivity through our culturally diverse community. Sixteen percent of our students identify as Aboriginal and are supported by a range of cultural and wellbeing programs including Clontarf. Our fourteen support classes cater for students with a range of disabilities including intellectual, physical, mental health and emotional disturbance. Vincentia High School is an important member 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's staffing entitlement in 2020 was 92 teachers and 12 admin staff. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan.

The school is committed to continually improving innovative effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that lesson planning, explicit teaching, classroom management and feedback is enhanced through improved data collection, analysis and collaboration. This will strengthen our commitment to inclusive practice and personalised learning.

There will also be a focus on growth and attainment in literacy and numeracy and Higher School Certificate performance. Each school team, faculty team and teacher will innovate and implement strategies that will deepen the inter-disciplinary knowledge of their students through differentiated strategies for personalised teaching and learning.

The school will focus on strengthening partnerships with our community to deepen joint understandings of innovative contemporary education. Our learning community will extend these understandings to include local, national and international perspectives.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through continuity of learning. Through explicit teaching strategies and rigorous lesson planning, our students, teachers, leaders will reflect on and evaluate their learning to lift the educational aspirations and achievements of our students across our school community.

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.

- Innovations in Lesson Planning
- Innovations in Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background: \$288,885.36

Aboriginal background: \$74,257.40

Professional learning: \$110,656.00

English language proficiency: \$16,458.45

Integration funding support: \$215,575.50

School support allocation (principal support): \$56,222.03

Summary of progress

We have introduced a strong focus on raising the learning expectations of students at our school. This has been achieved through explicit explanations of learning. A focus on students understanding the purpose of learning and learning success has been part of a whole school approach to learning supported by professional learning for teachers. Students and teachers understand the benefits of this approach to their learning as part of classroom routines. Further development of this focus will ensure that teachers refine and adjust their current practice to further enhance student learning.

Developing student competency in literacy and numeracy continues to be a focus for our staff. Developing lessons that incorporate explicit teaching of reading, writing and numeracy in a discipline specific manner is supported through professional learning with staff and a developing awareness of the resources available through the New South Wales Department of Education (NSW DoE) Literacy and Numeracy Hub, the Learning Progressions, Best Start, Check-in and NAPLAN data. An initiative for improving Higher School Certificate (HSC) results has been developed with varying results. A significant shift in results from 2018 to 2020 indicates an improvement in the movement of students from lower bands to higher bands. Greater traction through whole school support should see continued focus on developing HSC pedagogy to improve student results. Our work on students achieving minimum standards in literacy and numeracy for the HSC continues as a focus with data showing initial improvement.

Wide-spread use of data to inform teaching or evaluate impact enhances this work. Supporting staff to access data more readily and engage in the process of evaluating data through the triangulation of qualitative and quantitative sources for a stronger understanding of need and to plan for practice is required. Professional learning in this area should be an area of future focus.

Our next steps in 2022 are:

Build staff capabilities to make consistent and comparable teacher judgements

Develop evidence-based contemporary approaches for explicit teaching in literacy and numeracy across Stage 4 and 5

Develop skills in data literacy to evaluate learning needs and adapt teaching and learning as required

Engage in Professional Learning in data use

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
Reading • Increase percentage of students achieving top two bands in reading increase from a 2019 baseline by 2%	• Data indicates that 5.6% of students in top 2 bands reading showing a decline from baseline data.
Reading • Increase percentage of ATSI students achieving in the top 3 bands of reading from a 2019 baseline by 2%	• 29.6% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating 3% growth beyond the upper bound target of 26.6%.
Numeracy • Increase percentage of students achieving top two bands in numeracy increase from a 2019 baseline by 2%	• 6.7% of students are now in the top two skill bands (NAPLAN) for numeracy showing a decline from baseline data.
Numeracy • Increase percentage of ATSI students achieving in the top 3 bands of numeracy from a 2019 baseline to meet the lower bound by 2%	• 15% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating a 5.6% lift in progress from the baseline of 9.1% towards the lower bound target of 16.1%.
HSC achievement • Increase percentage of students in Top 3 bands of the HSC from a 2019 baseline to meet the lower bound	• 54.01% of students attained results in the top three bands of the HSC demonstrating 6.1% achievement of progress beyond the upper bound target of 47.9%.

Strategic Direction 2: Effective classrooms that engage students

Purpose

Our purpose is to ensure that we promote reflective practice and structured whole school feedback to effectively nurture a student centred learning environment. Innovation in teaching practice, classroom management and feedback are enhanced through improved data collection, analysis and collaboration between teachers and with students. This will strengthen our practice in inclusion, personalised learning, improved attendance and proactive approaches to wellbeing.

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.

- Innovation in Teaching Practice and Classroom Management
- Innovation in Feedback

Resources allocated to this strategic direction

Per capita: \$283,957.74

Socio-economic background: \$288,885.36

Aboriginal background: \$74,257.39

Integration funding support: \$215,575.50

Low level adjustment for disability: \$434,263.50

Summary of progress

There has been a focus on developing a strong understanding of what students are expected to know, understand and do in relation to their learning. Developing a strong sense of learning purpose has been part of the work being conducted across the school. The evidence relating to the implementation of Learning Intentions and Success Criteria (LISC) including the professional learning, student lessons and student feedback reveals varying results and impact across the school. Teaching and Learning programs which include LISC are seen inconsistently across faculties though there is some variation in the differentiation of LISC to meet the needs of students; be it adjustment or extension.

A school-wide approach to effective and positive classroom management is in development and the structures that underpin this available to staff. A classroom management team was established to work with additional DoE supports to strengthen our processes and develop professional learning to increase the capacity, confidence, and consistency of staff to manage negative student behaviour and redirect the focus to learning. Our Eagle Award system has recently been introduced to cultivate and promote student learning and engagement

While feedback is provided to students, further work is required to link this clearly to success criteria in the next plan.

Developing structures to support students' ability to flourish cognitively is a focus of our school's staff. Our Classroom Management Guidelines for staff outline expectations for behaviour and support our school values. The Eagle Awards are a new development that seek to acknowledge student success in demonstrating our school values.

Developing an enabling school environment is a significant priority for our school wellbeing team.. The development of a 'Wellbeing Hub' to house and facilitate a range of external services not readily available for members of our school community has been integral to this. Building plans for a refurbishment of a portable building to be appropriately fitted to house medical professionals, provide private consulting rooms and be culturally safe, have been developed this year.

Our next steps in 2022 are:

Plan and implement strategies to improve attendance

Improve technology infrastructure to enhance learning

Increase teacher expertise to establish challenging learning goals that suit the characteristics of students linked to feedback

Further develop a VHS teaching and learning model that increases student engagement

Develop positive learning environments that promote learning

Continue to develop evaluative routines across our school initiatives

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
Expected Growth - Reading NAPLAN growth years 7-9 , increase the percentage of students at or above expected growth in Reading so that we increase the number of students above the baseline figures.	<ul style="list-style-type: none"> The percentage of students achieving expected growth in reading decreased to 45.5% indicating 17.4% progress yet to be seen toward the lower bound target of 62.9%
Expected Growth in Numeracy NAPLAN growth years 7-9 , increase the percentage of students at or above expected growth in Numeracy so that we increase the number of students above the baseline figures.	<ul style="list-style-type: none"> The percentage of students achieving expected growth in Numeracy decreased to 46.34%, indicating 15.4% progress yet to be seen toward the lower bound target of 61.7%.
Increased Expectations <ul style="list-style-type: none"> Increase percentage of students reporting increased expectations at school through the Tell Them From Me Survey from the baseline. 	Tell Them From Me data indicates 65% of students report they have positive expectations for their success.
Engagement <ul style="list-style-type: none"> Increase percentage of students reporting higher levels of engagement in the Tell Them From Me survey from the baseline. 	<ul style="list-style-type: none"> Tell Them From Me data indicates 48% of students report positive levels of engagement at school.
Attendance	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more

<ul style="list-style-type: none"> • Increase percentage of students attending above 90% above the baseline total. 	has decreased by 25.1%.
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Strategic Direction 3: Innovation in engaging with our community

Purpose

Our purpose is to focus on strengthening partnerships with our community to deepen joint understandings of innovative contemporary education. Our learning community will extend these understandings to include local, national and international perspectives. This will enhance the opportunities and sense of purpose for our students. This will be achieved through deepening positive partnerships with the community and harnessing student voice.

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.

- Authentic engagement and community partnerships
- Increasing student engagement and collaboration through Student Voice

Resources allocated to this strategic direction

Socio-economic background: \$288,885.36

Aboriginal background: \$74,257.39

Location: \$10,824.26

Summary of progress

In the element of Learning Culture our schools on-balance judgement was DELIVERING.

As a school, we are working on engaging our school community to build cohesion and support. We communicate with our parent community regularly through digital spaces including social media, our school newsletter, and our school webpage. Parent involvement is not represented as strongly in activities focused on learning including Parent Teacher nights and Personalised Learning Pathway meetings.

Our work in acknowledging and celebrating our Aboriginal students, their community and their culture is evident in the connections we have made with our local Wreck Bay community and the integration of cultural knowledge and practice in our whole school celebrations and practices. Developing culturally safe spaces is an area that is seen as working well and promotes engagement with the parents and elders within our Aboriginal community

The support of local businesses and agencies in supporting school programs and initiatives is reflected in our extensive Careers program. These relationships allow our students to participate in their learning within school and enhance their learning experiences outside the school gates. Establishing pivotal connections with our community to support school initiatives provisions an opportunity to create a unified and collaborative community.

Student representation within the community in a leadership capacity supports the high regard in which students are held in by the community and fosters the positive reputation of the school and students as well as highlighting the opportunities provided to students at our school.

Engaging our school community more formally for feedback on school performance presents an opportunity for us as a school to ensure we are responsive to the thoughts of our families and community members.

Our next steps in 2022 are

Working on engaging our parents and establishing partnerships that are focused on student learning and achievement

Developing further opportunities for broader community engagement and student voice

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
Increase percentage of students across school years completing Tell Them	Tell Them From Me data indicates that 50% of students reported they had family members and/or parents who advocated for their school success

From Me survey and establish a baseline for advocacy outside of school	
Increase percentage of students across school years completing Tell Them From Me survey and establish a baseline for student voice	Tell Them From Me data indicated that 54% of students reported that they had someone at school who consistently provided encouragement and who who could be turned to for advice.
<ul style="list-style-type: none"> Establish stage of engagement from baseline across the seven dimensions of the <i>School Assessment Tool</i>. (Reflection Matrix) 	This tool was not implemented due to the impact of COVID on school operations.
<ul style="list-style-type: none"> Establish numbers of students participating in <i>Student Voice</i> activities across year groups 	We held student forums who provided feedback around learning from home
<ul style="list-style-type: none"> Establish baseline for the percentage of students that are attending at or above 90% to meet the lower bounds total. 	We adapted and created systems to measure attendance while students were learning from home. The baseline was not reliable due to the changing nature of learning environments
<ul style="list-style-type: none"> Increase the percentage of Aboriginal students achieving the HSC whilst maintaining their cultural identity in line with the South Coast Network 2019 baseline to meet the lower bound 	The Aboriginal Education Team continued their work to provide curriculum and cultural support for Aboriginal students.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$431,151.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Vincentia High 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"> • Innovations in Lesson Planning • Innovation in Teaching Practice and Classroom Management <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$866,656.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Vincentia High 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"> • Innovations in Lesson Planning • Innovation in Teaching Practice and Classroom Management • Authentic engagement and community partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement targeted learning strategies to support identified students with additional needs • engage with external providers to support student engagement and retention • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: employment of additional staff to support students with additional learning needs employment of additional Deputy Principal to focus on professional development of staff in explicit teaching and lesson planning</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$866,656.08</p>	<p>funding will be: continue to engage an additional Deputy Principal to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$222,772.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Vincentia High 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> <ul style="list-style-type: none"> • Innovations in Lesson Planning • Innovations in Explicit Teaching • Innovation in Teaching Practice and Classroom Management • Authentic engagement and community partnerships <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 • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in: employment of specialist additional staff (SLSO, Aboriginal Education Coordinator) to support Aboriginal students engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</p> <p>After evaluation, the next steps to support our students with this funding will be: an increase in Aboriginal families engaging in the school and PLP process and, equally important, more authentic conversations, as a result of the welcoming and informal setting. Tell Them From Me data indicated 46% of Aboriginal students feel like their culture is valued at school.</p> <p>engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$16,458.45</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Vincentia High 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"> • Innovations in Lesson Planning <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 • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated</p>

English language proficiency \$16,458.45	<p>writing units that reflect the needs of EAL/D learners, and transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
Low level adjustment for disability \$434,263.50	<p>Low level adjustment for disability equity loading provides support for students at Vincentia High 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"> • Innovation in Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team.</p>
Location \$10,824.26	<p>The location funding allocation is provided to Vincentia High 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"> • Authentic engagement and community partnerships <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 • technology resources to increase student engagement <p>The allocation of this funding has resulted in: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
COVID ILSP \$262,806.00	<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/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups. • providing targeted, explicit instruction for student groups in literacy and numeracy

<p>COVID ILSP</p> <p>\$262,806.00</p>	<ul style="list-style-type: none"> • employing staff to design and implement instruction for student groups engaging in online tuition • employing and releasing staff to coordinate the program <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	536	536	559	541
Girls	482	484	509	485

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.2	87	87.1	84.9
8	87.2	85.3	84.9	80.4
9	82.2	82.6	79.7	76.2
10	79.5	76.8	78.6	73.1
11	75.3	75.1	76.7	73.4
12	85.8	82	77.9	79.2
All Years	83.5	82.1	81.6	77.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	4.56	1.00	0.00
Employment	1.01	32.13	41.75
TAFE entry	2.52	1.78	7.69
University Entry	0.00	0.00	18.68
Other	6.09	9.81	13.18
Unknown	0.00	14.28	18.08

Year 12 students undertaking vocational or trade training

38.20% of Year 12 students at Vincentia High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

85.5% of all Year 12 students at Vincentia High School expected to complete Year 12 in 2021 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)	71.9
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	28.97
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 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	477,633
Revenue	17,206,556
Appropriation	16,935,370
Sale of Goods and Services	24,436
Grants and contributions	234,778
Investment income	572
Other revenue	11,400
Expenses	-16,823,574
Employee related	-15,075,619
Operating expenses	-1,747,955
Surplus / deficit for the year	382,982
Closing Balance	860,614

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	431,151
Equity Total	1,540,150
Equity - Aboriginal	222,772
Equity - Socio-economic	866,656
Equity - Language	16,458
Equity - Disability	434,264
Base Total	13,422,078
Base - Per Capita	283,958
Base - Location	10,824
Base - Other	13,127,296
Other Total	752,247
Grand Total	16,145,627

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.

School performance - NAPLAN

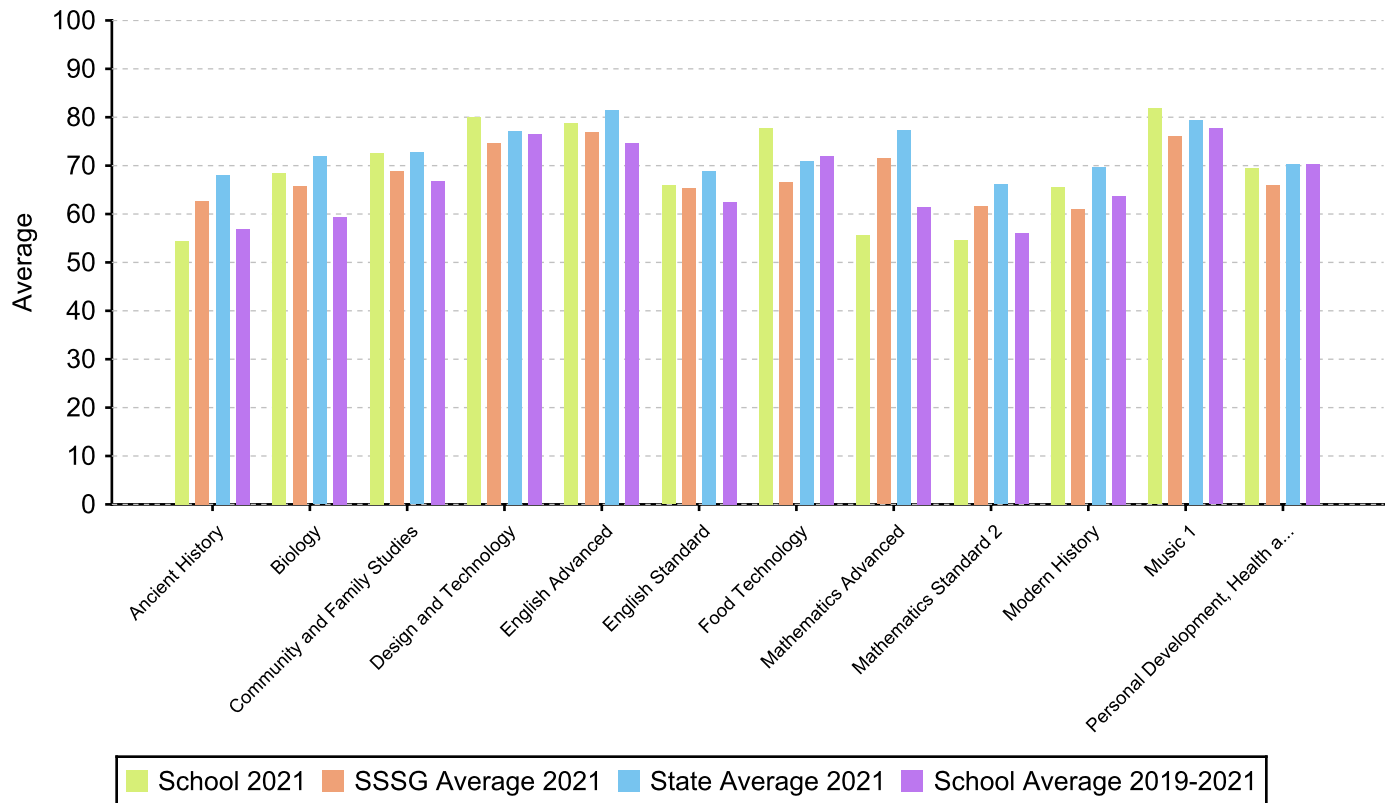
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	54.5	62.6	68.1	56.9
Biology	68.4	65.8	71.9	59.4
Community and Family Studies	72.6	68.9	72.7	66.8
Design and Technology	80.0	74.6	77.2	76.5
English Advanced	78.8	77.0	81.4	74.6
English Standard	65.9	65.4	68.8	62.5
Food Technology	77.8	66.6	71.0	72.0
Mathematics Advanced	55.7	71.5	77.4	61.5
Mathematics Standard 2	54.6	61.6	66.1	56.0
Modern History	65.6	61.1	69.7	63.7
Music 1	81.8	76.1	79.4	77.7
Personal Development, Health and Physical Education	69.5	66.0	70.3	70.3

Parent/caregiver, student, teacher satisfaction

As a school we engage with our community through social media, written correspondence, school events and formal opportunities for parents and carers to engage with school staff. Our most significant engagement occurs through our school's social media platform, 'Facebook' - run by a small team, the Facebook page is extremely active as a 'good news platform' garnering approximately 17000 authentic post engagements per month. This is followed by our school webpage that has approximately 1950 views per month and maintains more formal school material and finally our school newsletter with approximately 460 views per newsletter which is approximately 72% of our student family population. Our Parent Teacher Interview Evenings were held over Zoom in 2021. Our school P and C Meetings are attended by approximately 15 parents each term. We create 3 newsletters over the four terms of the school year. The newsletter is emailed to all staff, our parents, uploaded to our school website and shared on our Vincentia High School Facebook page. Each newsletter is viewed by 450 to 705 people with 64% complete reads.

Our school has developed positive relationships with local businesses that support our school and student led initiatives. These include food donated for our Study Centre, Support Units and Breakfast Club as well as financial contributions and a range of other donations for our HSC Survival packages.

Students at Vincentia High School are provisioned opportunity to represent themselves and their community. Our SRC works together to develop their leadership capacity and develop opportunities to create awareness and action for a range of issues and initiatives. In addition, students participated in the Lion's Club Youth of the Year event and local ANZAC ceremonies. Furthermore, our students have proudly represented our school community at an online Department of Education forum through representation at as part of the Ministers DOVES Council and through hosting of the Public Education Foundation awards. These are representative of some of the extraordinary experiences available for our students

At Vincentia High School we pride ourselves on the celebration, recognition and engagement with our local Aboriginal community and our Aboriginal students. Our celebration of NAIDOC week was particularly poignant in 2021 with the opening of the George Brown Senior Garden and the Uncle Phillip McLeod Garden in memory of Indigenous Returned Service Personnel. Our Aboriginal dancers and school dance ensemble assisted our school community to celebrate and understand the deep connections to country across the year.

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.