

2022 Annual Report

Vincentia Public School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

2022 was a fantastic year for Vincentia Public School as we joined our community in celebrating 30 years of public education. On the school's official opening anniversary, we began the celebrations with a smoking ceremony and a Welcome to Country by our elders. We then shared a photo and a historical display in the hall. Our guests were treated to various local performances, including the First Nations dance groups from Vincentia High School and Vincentia Public School. In addition, there were fun activities for the children and food and market stalls to enjoy.

The Birthday Party was a fitting way to end a great year. Students and teachers had worked hard throughout the year to reconnect with each other, re-engage with learning, and begin preparing to implement the new curriculum in 2023. In addition, teachers focused on their education, particularly in literacy and numeracy, working with colleagues to build skills and resources to ensure they could deliver high-quality teaching and learning programs in all classrooms.

Our priorities for 2022 were:

- To increase the well-being of students and staff by connecting them to their place of learning.
- To reflect the local culture into our school environment and landscape.
- To support our staff and students to increase knowledge of our area's traditional custodians and local cultural history.
- To continue to support our community and offer quality education to all our students.

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 increased to 26 in 2022. 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 resumed participation in Southern Stars, with students participating in the dance ensemble for the 2022 show.

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, Sentral Parent Portal 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
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	Excelling

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: \$118,125.00

Integration funding support: \$109,583.00

Socio-economic background: \$45,798.00

Literacy and numeracy intervention: \$22,670.00

QTSS release: \$58,610.00

Literacy and numeracy: \$15,670.67

: \$14,670.00

Per capita: \$2,440.00

Professional learning: \$27,135.00

English language proficiency: \$3,020.00

Summary of progress

The Literacy and Numeracy whole school focus for 2022 was to directly support students with learning in classrooms and to ensure the teaching staff and support staff were well equipped to implement quality teaching and learning programs.

To achieve this we:

- Increased from part-time to full-time the Learning and Support Teacher (LaST) to provide direct and timely specialist assistance to teachers to help them to support students in mainstream classes with disability and additional learning and support needs.
- Employed School Learning and Support Officers to work under the supervision of the classroom teachers, providing additional learning and support and assisting in implementing targeted programs.
- Provided additional release to the Assistant Principal team to work collaboratively to plan, prepare, review and improve teaching and learning programs.
- Released one Assistant Principal from class full-time to support teaching staff and students with numeracy through demonstration lessons, focused small group teaching and leading an extension group for Stage 3 learners.

Increased employment of Learning and Support Teacher (LaST) and School Learning and Support Officers (SLSO) for in-class support:

Teaching staff reported during annual evaluations that increased SLSO support positively impacted classroom learning. The Early Stage 1 teachers valued the targeted learning intervention implemented by the LaST and were able to provide data to show the value added to student results. Teachers valued the connection between classroom teachers and the Learning & Wellbeing Team. There was the acknowledgement that some programs were disrupted due to staffing shortages and the requirement of the Learning and Support Teacher to replace classroom teachers when casual staff were not available.

Feedback from teaching staff also acknowledged that SLSO support would be more beneficial if the SLSO team were formally trained to provide targeted intervention programs such as MiniLit and MacLit. As a result of this feedback, all SLSO staff in 2022 and the LaST undertook MacLit professional learning in preparation for implementation in 2023.

Additional release for Executive team focused on developing collaborative practice:

Staff evaluations noted that the timetabling of joint release sessions increased their confidence and ability to:

- Collaborate and discuss assessments to ensure consistency across the stage.

- Early Stage 1 & Stage 1 teachers found it beneficial to have Assistant Principal on release when they were on release to plan and give guidance collaboratively to review data and plan the next steps for the teaching and learning cycles.

The Executive team undertook a learning research project with Ann McIntrye and the 3Rivers4Learning program.

As a result of this professional learning:

The Executive team can consider current educational practices within our school and develop ideas for future actions. The executive team can use research as a stimulus to examine, review and refine strategies to increase the impact of our actions.

Curriculum and Instructional Leader focused on Numeracy and Improving Digital Skills, including assessment for students and staff:

Based on evaluations from 2021, the Curriculum and Instructional Leader used PAT, NAPLAN and Essential Assessment Data to select students for COVID tutoring numeracy groups. Ensuring students with similar learning needs and abilities were grouped and skills-based programs developed to improve student attainment. The Curriculum and Instructional Leader also coordinated and led professional learning.

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

- Formative Assessment
- Digital Tracking Spreadsheets
- Number Talks
- Maths Digital Resources: Digital Manipulatives- Universal Resource Hub (DoE)
- Online learning modules designed to support Additive thinking to Improving Reading & Numeracy

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

- Number Talks - Developing these for the Term.
- Learning Intentions and Success criteria.
- Worked through Introduction to new syllabus Professional Learning (NESA) and the Microlearning Modules for Maths and English K-2 Syllabus in preparation for 2023 implementation.

Initially, the school had planned for stage teams to be regularly released each term to meet the demands of professional learning for the new curriculum and digital technologies. Due to the ongoing shortage of casual teachers, these plans were altered, and all classroom teachers received three professional learning days during Term 4 to collaboratively undertake in-depth professional learning in Stage teams on the new K-2 English and Maths syllabuses through Microlearning modules (MyPL) and NESA's Introduction to the new syllabus Professional Learning.

As a result of these learning sessions:

- Classroom teachers felt confident in their understanding of the new syllabus documents, and K-2 teachers were prepared to implement the new curriculum and units of work in 2023.
- Evidence suggests 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.
- Staff requested to continue demonstrations at the beginning of the year on using online testing, e.g. Essential Assessment, as staff valued the program's ability to group and target learning needs.

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

- Provide high-impact professional learning for all staff.
- Have the Assistant Principal Curriculum and Instruction provide individualised support in all classes with planned and regular sessions in all stages.
- Utilise digital tools to ensure we remain on track to reach our student growth and attainment targets.
- Support digital learning and assessment skills, particularly in Stage 3, by implementing a 1:1 laptop program.
- Schedule regular stage planning days to collaborate with stage colleagues to plan and prepare learning programs, including reviewing the current scope and sequence to reflect the new syllabus.

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 the number of students achieving in the top 2 NAPLAN bands in reading by 10.6%.	Top 2 bands reading 2019 = 40.91% Top 2 bands reading 2021 = 46.67% (on track to meet system targets)

<p>Increase the number of students achieving in the top 2 NAPLAN bands in reading by 10.6%.</p>	<p>Top 2 bands reading 2022 = 37.80%</p>
<p>Increase the number of students achieving in the top 2 NAPLAN bands in numeracy by 13.3%.</p>	<p>Top 2 bands numeracy 2019 = 20.45%</p> <p>Top 2 bands numeracy 2021 = 26.67%</p> <p>Top 2 bands numeracy 2022 = 19.74%</p>
<p>Data collected from all teachers demonstrate measurable growth in reading after extensive analysis.</p>	<p>Vincentia PS conducts Progressive Achievement Tests (PAT) with all Year 3-6 students at the beginning and end of each year. In 2022, the mean scaled score on the Reading PAT increased in all year levels tested. The average growth in Reading across all year levels in 2022 was 4.56%.</p> <p>As no NAPLAN tests were conducted in 2020, there was no expected growth data from NAPLAN; however, Check-in Assessments were conducted in 2020 and 2022. Data collected from the 2020 Check-in Assessment showed Year 3 Reading data was 2.7% below SSSG. The same cohort of students completed the Year 5 Reading Check-in Assessment in 2022 and was 1.7% below SSSG. This is a positive growth of 58.82% between these Check-In Assessments.</p> <p>The number of Kindergarten students at or above the expected reading level in 2021 was 56%; this increased to 63% in 2022.</p> <p>The number of Stage 1 students at or above the expected reading level in 2021 was 58%; this increased to 82% in 2022.</p>
<p>Data collected from all teachers demonstrate measurable growth in numeracy after extensive analysis.</p>	<p>Vincentia PS conducts Progressive Achievement Tests (PAT) with all Year 3-6 students at the beginning and end of each year. In 2022, the mean scaled score on the Numeracy PAT increased in all year levels tested. The average growth in Numeracy across all year levels in 2022 was 6.43%.</p> <p>As there were no NAPLAN tests conducted in 2020, there was no expected growth data from NAPLAN; however, Check-in Assessments were conducted in both 2020 and 2022. Data collected from 2020 Check-in Assessment showed Year 3 Numeracy data was 3.5% below SSSG. The same cohort of students completed the Year 5 Numeracy Check-in Assessment in 2022 and were 3.9% below SSSG. This is a decrease of 13.72% between these Check-In Assessments.</p>

Strategic Direction 2: A Great Place To Be

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

Aboriginal background: \$24,086.00

Location: \$3,181.00

School support allocation (principal support): \$5,000.00

Professional learning: \$1,214.40

Per capita: \$11,300.00

: \$700.00

Summary of progress

During 2022, our First Nations Community Liaison Officer supported our young Aboriginal students through regular cultural awareness sessions, which assisted in their depth of cultural awareness, safety, and sense of belonging. Furthermore, we engaged Gadhungal Murring to share local cultural knowledge and histories with staff, students and the wider community. The school created a series of supportive environments to facilitate student, staff and community well-being by providing positive learning spaces. Aboriginal artwork, created by local artist Tracey Van Oploo was further incorporated throughout the school, now displayed on the interior hall walls and the new bubblers outside the canteen. Local First Nations community input was a feature of the school's 30th birthday event held in December, which showcased an inclusive and supportive environment with a focus on past and present student voices.

To begin the process towards implementing the new NSW Department of Education Inclusive Education Policy and the Restrictive Practices, all teaching staff undertook professional learning. The knowledge gained facilitated a comprehensive review and revision of school well-being procedures. Additional professional learning, which focused on strengthening our school attendance procedures and their positive implications for student learning, was a priority for all teachers K-6.

Each activity within this strategic direction was implemented with the consideration of student, staff and community voices. The success of the activities outlined was made possible in large part due to the commitment of school staff to student learning and community involvement. Teacher access to professional learning was compromised due to staff shortages when releasing teachers for essential professional learning.

The impact of these activities includes increased student attendance, which is above the state average, and shows consistent growth throughout the year. In addition, student engagement has improved, with negative incidences of student behaviour decreasing throughout the year. Throughout the year, community involvement in each school event has been enthusiastic and positive, with overwhelming attendance at all school events. Anecdotal feedback indicates an appreciation of the school and all it provides to unite the community.

Our focus in 2023 will be to:

- Further, embed cultural awareness learning within each classroom
- Facilitate the work of the Aboriginal Student Mentor
- Further, expand supportive learning spaces within the playground setting
- Embed positive attendance practices 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
<p>Our learning community has implemented an evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning. The percentage of students identifying with positive wellbeing will have improved by 4.5% as indicated by feedback through the Tell Tem From Me Survey.</p>	<p>Students' sense of belonging at school is related to their academic achievement and well-being.</p> <p>The 2022 Tell Them From Me Survey for students demonstrates an increase in the students sense of belonging of 10% from 2021.</p>
<p>Our school has fostered regular attendance and improved the percentage of students attending school for 90% of the time or more during Semester 1 by 6.4%.</p>	<p>The Semester 2, 2022 attendance rate of 89.3% is 1% higher than the end of Semester 1 and is 1.5% higher than the SSSG rate, 6.3% higher than the network rate and 4.5% above the state average for public schools.</p> <p>The percentage of students attending at a rate >90% is 53.6% which exactly meets the target set for the school. This figure would be even higher except for the dip in attendance in Week 10 of Term 3 when the attendance rate dropped due to parents taking their children on extended holidays. Precluding the last week of Term 3, the school has maintained an attendance rate above 85% for the entirety of Semester 2. The school was also able to increase the number of students attending by more than 90% by 7% in Semester 2, which is a significant achievement that reflects the high expectations set by the school through its messaging to parents and students.</p>

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: \$58,705.00

Aboriginal background: \$250.00

Location: \$200.00

Summary of progress

During 2022, the school focused on revising and refining several school systems and processes. A communication audit was undertaken, which analysed current practices regarding overarching platforms, their use, and associated parameters within each. Student arrival and departure routines were refined in consultation with the community and staff. Student Learning Support Plan protocols were evaluated and updated. The Digital Classroom Officer (DCO) position was created to support the Rural Access Gap Program. The DCO developed and delivered targeted professional learning through various means, including co-teaching, leading demonstration lessons, and collaboratively integrating technology across all Key Learning Areas. Outdated computer equipment was removed, and new furniture was purchased to support student learning.

Parent awareness of the safety protocols significantly impacted student safety at the end of the day. Regular communication with the parent body and student learning about safety has decreased risk factors at the end of the day. There were barriers to completing some professional development earlier in the year due to shortages in casual teaching staff; however, as the year progressed, all staff had time to work collaboratively to complete Professional Learning. At the end of the extensive collaborative professional learning, all staff completed reflection activities to demonstrate their new understanding.

After trialling a new student plan recording method, there were barriers to accessing these when not on the school site. It was communicated via staff surveys that the digital learning plans were preferred to enable staff to access and update such when not on the school site.

Refining systems and processes were highly successful in streamlining our day-to-day practice and ensuring consistency across the school. Additionally, clearly communicated safety measures have ensured a focus on student wellbeing, with full community support, resulting in a continuation of best practices.

Our focus for 2023 will include:

- Supporting the implementation of the new K-2 syllabus with teacher mentoring
- Aligning new reporting requirements set out by the NSW Department of Education
- Refining the way programs are accessed via digital platforms
- Student access to devices for learning

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>Administrative practices and systems effectively support school operations and teaching.</p>	<p>Administrative practices were refined to ensure smooth operations across the school, using a defined range of platforms. Office administrative staff and teaching staff were upskilled in the use of digital platforms when reporting to parents and conversing within the school community.</p>
<p>Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.</p>	<p>As a result of stage-based professional learning, all staff now understand and contribute to effective planning, programming and evaluation of work. Staff have identified their learning needs and aligned this with the School Improvement Plan to promote rich student learning.</p>
<p>The school monitors and reviews its curriculum provision to meet changing requirements.</p>	<p>Stage teams worked collaboratively throughout 2022 to prepare for the implementation of the new syllabus in 2023. This included reviewing the scope and sequence, reviewing resources to support curriculum provision and reviewing work units to ensure they reflect the changing requirements.</p>
<p>Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.</p>	<p>Parents have enjoyed attending and supporting school activities throughout the year. P&C meetings attracted substantial increases in attendance on the evenings that information sessions were presented. The highest attendances were at the Numeracy presentation by Mr Hauwert and the Literacy presentation by Mrs Mansell.</p> <p>School events, including the Easter Hat Parade, Education Week, Book Week, School assemblies and the Colour Fun Run Fundraiser, were very well attended, and the school received positive feedback from parents.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$109,583.00</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"> • Whole School Reflection and Improvement - Sift, Shift and Lift <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 targeted professional learning around MacqLit • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: 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 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 PLSP reviews to ensure funding is used to address each student's support needs specifically.</p>
<p>Socio-economic background</p> <p>\$45,798.00</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 <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 the implementation of MultiLit and InitialLit program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Kindergarten data indicates a lift in the percentage of students at or above the expected reading level from 56% in 2021 to 63% in 2022. To ensure that all students participated in all educational experiences and felt a sense of belonging, socio-economic funding financially supported students to attend excursions and assisted some families to purchase school uniforms.</p> <p>After evaluation, the next steps to support our students will be: The Learning and Support teacher, in collaboration with Stage Executive, will identify students in Stage 2 needing additional support via the MacqLit program early in the year and make sure this is implemented early in Term 1. To ensure integration funding is discussed, decisions made are minuted as part of weekly Learning and Wellbeing Meetings.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Vincentia Public School. Funds under this</p>

<p>\$24,336.00</p>	<p>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"> • 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 support literacy and numeracy programs • engaging an Aboriginal Community Liaison Officer to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of local company Gadhungal Murring team to share local cultural knowledge and histories with staff and students. • a local indigenous artist created a new school logo and class name animals to ensure our school environment reflects local culture. <p>The allocation of this funding has resulted in the following impact: All Aboriginal families engaged with the Community Liaison and, more importantly, information was shared between home and school more authentically. Students, staff and parents valued learning about the local culture. NAPLAN 2022 data indicates that Aboriginal students in the top 3 bands for reading at Vincentia PS exceeded the state and similar school groups' averages. NAPLAN 2022 data indicates that Aboriginal students in the top 3 bands for numeracy at Vincentia PS exceeded the state average but were 1.94% below the similar school group average.</p> <p>After evaluation, the next steps to support our students will be: Continue working with local groups to build on the local language skills of all students Continue making connections with local groups particularly focussed on "On Country" events.</p>
<p>English language proficiency</p> <p>\$3,020.00</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"> • Whole School Reflection and Improvement - Sift, Shift and Lift <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 the following impact: As noted in teacher observations and work samples, EAL/D students are more confident and prepared to take risks with their language use.</p> <p>After evaluation, the next steps to support our students will be: Ensure EAL/D students are identified and EAL/D progressions are used to assist in reporting to parents.</p>
<p>Low level adjustment for disability</p> <p>\$118,125.00</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>

<p>Low level adjustment for disability</p> <p>\$118,125.00</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 equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher for additional hours to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention such as MiniLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support. An increased number of learning and support referrals resulted in specific and targeted learning interventions for students. The Learning and Wellbeing team, led by the Learning and Support Teacher, worked on collaborative learning support activities. Teaching staff valued the work of the School Learning and Support Officers and appreciated their ability to engage directly with students on a wide range of differentiated classroom learning activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will continue to provide additional support for identified students through the employment of School Learning and Support Officers upskilled to implement a range of literacy and numeracy programs.</p>
<p>Location</p> <p>\$3,381.00</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 • Define, Document, Communicate <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for First Nations Community Liaison Officer to work on culturally appropriate programs, to be a valuable role model for Aboriginal students and to liaise with community and assist community to have a voice in the processes and programs used to support student learning. <p>The allocation of this funding has resulted in the following impact: The Liaison Officer provided a regular connection to the local community, keeping school staff updated with community news/issues. The Liaison Officer supported our First Nations students and gave them someone to turn to, resulting in our students having a better connection with each other. The Liaison Officer positively linked to other First Nations services, elders and organisations.</p> <p>After evaluation, the next steps to support our students will be: To arrange set times and opportunities for students to meet with the Liaison Officer regularly.</p>
<p>Professional learning</p> <p>\$28,349.40</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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</p>

<p>Professional learning</p> <p>\$28,349.40</p>	<p>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 initiative funding include:</p> <ul style="list-style-type: none"> • Relief of staff so that classroom teachers can access professional learning online in stage teams • Use of funds to pay for resources to support and build the capacity of staff positively • Bay and Basin Combined SDD: Guest Presenter Petrea King focussed on building Peace & Resilience in Disaster Affected Communities • Bay and Basin Combined SDD: Gudhungal Murring Workshops - supported dialogue and understanding between Aboriginal and non-Aboriginal people. Participants explored the importance of language, culture, history and education to First Nations peoples. This was an opportunity to acknowledge and learn more about the rich local history of the Jervis Bay area. <p>The allocation of this funding has resulted in the following impact:</p> <p>As a result of the Peace & Resilience workshop, staff felt better able to identify symptoms of stress and trauma to reclaim their lives and create greater control over their emotional equilibrium after living through a natural disaster such as floods or fire.</p> <p>As a result of online and peer-to-peer professional learning activities:</p> <ol style="list-style-type: none"> 1. Teachers reported an increased capacity to embed effective practices in explicitly teaching reading and numeracy, improving internal student results. 2. Teachers reported an increased ability of teachers and students to engage and demonstrate learning via the Essential Assessment platform. <p>Following on from literacy and numeracy professional learning designed to assist with the implementation of the new syllabus, staff were able to purchase the necessary resources required for the successful implementation of the new curriculum in 2023.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Personalised and targeted professional learning to support the acquisition of new curriculum outcomes.</p>
<p>Literacy and numeracy</p> <p>\$15,670.67</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"> • Each Assistant Principal was provided additional release from face-to-face teaching to enable them to lead, coach and mentor their team members. • All classroom teachers provided with additional release from face-to-face teaching to ensure stage teams can: <p>collaboratively plan and prepare stage based teaching and learning programs</p> <p>regularly review stage data and plan for future learning</p> <p>regularly review wellbeing data and plan for individual support</p> <p>develop consistent teacher judgement across a range of assessment tasks</p> <p>develop, implement, monitor and revise assessment schedules and tasks</p> <p>participate in focused professional learning activities to support their team needs</p> <p>collaboratively plan and prepare extra-curricula activities to support student learning</p> <p>observe classroom practice to support the PDP process</p> <p>The allocation of this funding has resulted in the following impact:</p>

<p>Literacy and numeracy</p> <p>\$15,670.67</p>	<p>Greater collaboration between the stage classroom teachers has increased consistent teacher judgement. Regular data reviews led by stage executive has resulted in the differentiation of teaching programs better catering to student learning needs.</p> <p>After evaluation, the next steps to support our students will be: The teacher evaluations strongly supported maintaining Stage teams being released from face-to-face teaching simultaneously, with Executive staff available to guide, coach and mentor. Classroom teachers did, however, request that release from face-to-face not occur during the peak morning learning times.</p>
<p>QTSS release</p> <p>\$58,610.00</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>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions and success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high-impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: The permanent appointment of an Assistant Principal Curriculum & Instruction to lead improvement in areas where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,670.00</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"> • Learning and Support teacher to support the delivery of evidence-based literacy programs and data-driven practices • Implementation of the InitialLit program in all Early Stage 1 and Stage 1 classrooms. <p>The allocation of this funding has resulted in the following impact: InitialLit has: provided all K-2 students with the essential core knowledge and strong foundations in reading and writing. strengthened the capability of teachers to deliver a synthetic approach to the teaching of phonics alongside a rich literature and vocabulary component.</p> <p>After evaluation, the next steps to support our students will be: To work with parents to strengthen their understanding of the program and increase their ability to support students with the home reading component.</p>

COVID ILSP

\$89,927.00

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 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- Employment a Bachelor of Education Graduating student and a retired teacher to develop and deliver small group tuition in numeracy.
- Employment of a team of SLSOs to deliver small group tuition for Stage 3 numeracy groups and stage 1 literacy groups.
- Assistant Principal, Curriculum and Instructional to review data, form groups, and monitor progress.

The allocation of this funding has resulted in the following impact:

Most of the students in the program made significant progress towards their personal learning goals.

A comparison of Semester 2 check-in assessment data indicates:

The 2022 Year 6 cohort of students was 2.8% below the state average in 2021 and in 2022 is 1.5% below the state average in numeracy.

The 2022 Year 5 cohort of students was 6.6% below the state average in 2021 and in 2022 is 5.5% below the state average in numeracy.

The 2022 Year 4 cohort of students was 0.4% below the state average in 2021, and in 2022 is 0.1% below the state average in numeracy.

In 2022, the Year 3 cohort averaged 2.6% below the state average in numeracy.

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

To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	159	136	129	126
Girls	169	191	165	155

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	94.3	93.6	88.6
1	93.3	90.2	93.4	87.4
2	93.2	91.5	94.0	88.0
3	92.7	91.3	93.2	90.6
4	92.3	92.9	89.3	89.1
5	91.7	92.9	91.3	84.9
6	92.6	90.3	90.9	90.9
All Years	92.8	91.9	92.1	88.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	12.56
Literacy and Numeracy Intervent	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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	172,263
Revenue	3,705,473
Appropriation	3,604,391
Sale of Goods and Services	3,911
Grants and contributions	93,127
Investment income	644
Other revenue	3,400
Expenses	-3,525,283
Employee related	-3,102,745
Operating expenses	-422,538
Surplus / deficit for the year	180,190
Closing Balance	352,453

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.

Vincentia Public School undertook some renovation and refurbishment projects in 2022, including honour boards and new curtains for the school hall, playground markings and rubber flooring installation for the outdoor play area. Unfortunately, not all funds spent were fully processed before the closing balance was decided. The school also holds the funds required to complete a large landscaping project that was delayed due to weather in 2022.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	89,611
Equity Total	192,450
Equity - Aboriginal	25,146
Equity - Socio-economic	46,158
Equity - Language	3,020
Equity - Disability	118,125
Base Total	2,478,635
Base - Per Capita	74,288
Base - Location	3,381
Base - Other	2,400,966
Other Total	577,676
Grand Total	3,338,372

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.

Parent/caregiver, student, teacher satisfaction

2022 was a positive year for Vincentia Public School.

Students:

The Student Representative Council (SRC) are the voice of students at Vincentia Public School. At the end of 2022, the SRC reported the students had once again enjoyed sporting, social and cultural activities and had loved welcoming their parents back into the school to share events. The SRC indicated they would like more opportunities to take on leadership roles within the school in 2023. Students also participated in the Tell Them From Me survey in 2022, with 14% indicating they were very satisfied with Vincentia PS and 66% indicating they were satisfied.

Teachers:

Completed the annual What works Best survey. For the seven themes that support school improvement and enhance student learning outcomes, teachers felt more comfortable with classroom management, collaboration, effective feedback, high expectations, and using data to inform practice and wellbeing than in the previous two years. Teachers believed they -

- had increased the professional challenge they experienced within their role
- had improved their standing within the organisation
- were supported to have a positive impact on the students within the school
- had a greater level of satisfaction with their role

Teachers also completed the Tell Them From Me Teacher Survey in 2022; 14% indicated they were very satisfied, and 79% were satisfied with Vincentia Public School.

Parents:

The P&C is the voice of the parents at Vincentia Public School. Parents were happy to see the community vibe of the school return, highlighted by the amazing numbers attending the 30th Birthday celebrations in December. Overall, parents indicated they were satisfied with the school's direction, voiced appreciation for the dedicated staff and felt the students were well cared for. The P&C is hoping to become a stronger representative body in 2023. Unfortunately, more parents needed to complete the Tell Them From Me Parent survey to generate a report for the school.

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.