

2022 Annual Report

Vincentia High School



8593

Introduction

The Annual Report for 2022 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

Vincentia High School

The Wool Rd

Vincentia, 2540

<https://vincentia-h.schools.nsw.gov.au>

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

4441 6766

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

Strategic Direction 1: 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: \$279,610.00

Aboriginal background: \$79,603.00

English language proficiency: \$9,001.00

Professional learning: \$127,422.00

Integration funding support: \$224,476.00

Low level adjustment for disability: \$287,303.00

Summary of progress

2022 has seen Vincentia High School staff focus on improving academic outcomes for all students across the school.

Our HSC RAP Data Project was born from a network professional learning focusing on 'Shifting the Bands'. This was adapted to be contextually relevant for Vincentia High School and presented to staff as professional learning with a strategy attached to how this would be implemented for each faculty. This learning included the development of a scaffold for engaging in the process of analysing HSC results - particularly item analysis. The completed analysis projects by each faculty determined areas requiring development and pedagogical approaches and strategies for improvement. This project demonstrated a considered approach to evaluative thinking, implementing learning for improvement and was further supported by a comparison of 2019 and 2020 HSC results via subject - school v state. A faculty plan for improvement was developed for each KLA area.

The Vincentia High School Senior Study Centre is a space for Year 12 students to work in a supported environment with a dedicated staff member and resources for HSC success. Students work individually with the coordinator or in groups to plan and prepare class work and assessment tasks. An overview of what the Senior Study Centre is was presented to students in their Welcome to Year 12 Day and an example of a student Pathway plan. Every student in Year 12 completes a PLP to support their studies and maintain a focus on their learning goal. Year 12 student forum data identified the Senior Study Centre as a major reason for a positive senior school experience. Results from a student evaluation of the Study Centre identified that students perceived a significant impact on learning and wellbeing, resulting in a smoother learning journey towards the HSC examinations. The Senior Study Coordinator also supported senior students to redeem N warnings and complete subject requirements in a variety of subjects.

Vincentia High School has committed significant time for staff to develop instructional expertise to embed explicit teaching strategies into teaching and learning programs to increase engagement and improve student results across the school. Staff have participated in school based professional learning drawn from Curiosity and Powerful Learning regarding lesson planning with the exploration of the Hume Instructional Model, which was adapted for Vincentia High School. Significant time has been given to building staff knowledge and expertise with Learning Intentions and Success Criteria. This led to professional learning being delivered to the whole staff and a student lesson presented to all Stage 4 students to develop their knowledge of the importance of understanding what they are learning, how they can be successful and how they can be used to set goals. Feedback in the capacity of student survey and focus groups has taken place. This whole school strategy has led to the embedding of learning intentions and success criteria in some faculty areas in their teaching and learning programs and is consistent across all google classrooms. Further to this, professional learning was developed to support teacher capacity to implement literacy and numeracy strategies aligned with the literacy and numeracy progressions, school NAPLAN data and practical strategies for classrooms across the school. Staff were rotated through workshop sessions with practical activities attached to them based on the learning needs of students in their class. This is a recent focus of the school and not necessarily reflected as impact at this stage.

The COVID Intensive Learning Support Program is implemented at Vincentia High School. The program was facilitated

by the tutoring team and reached 336 of our students in developing literacy and numeracy skills. The Student Pre-Survey and mid-point evaluation data contained student voice data and was collected as the ILSP groups were being established. It included responses from multiple year groups and could be sorted in a variety of ways. ILSP tutors worked with students to allow them to understand their own data, becoming more visible learners. Students were given only their own line of data and were able to see how their teachers could identify areas of weakness or areas of strengths to support them. The visual representation of the spread of abilities within class groups (Year 8) made it simple for staff to develop personalised learning programs. This data was triangulated with additional data (class test results, teacher observations and anecdotal data) to form ILSP groups.

Next steps:

- Explicit teaching to ensure consistent practice across the school and
- Developing data routines and evaluation across the school year

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 <ul style="list-style-type: none"> • Increase percentage of students achieving top two bands in reading Year 7 and Year 9 NAPLAN from a 2019 baseline to meet the lower bound | <p>Year 7 student data shows that there has been an increase of students in the Top 2 bands in reading (4%) which shows a decline of 4.5% below baseline data.</p> <p>Year 9 student data shows there has been an increase of students in the Top 2 bands in reading (10%) which shows an increase of 0.5% above baseline.</p> |
| Reading <ul style="list-style-type: none"> • Increase percentage of ATSI students achieving in the top 3 bands of reading from a 2019 baseline to meet the lower bound | <p>Year 7 student data shows a 5% increase which is 12.4% below baseline.</p> <p>Year 9 student data showed a 10% increase which is 7.4% below baseline.</p> |
| Numeracy <ul style="list-style-type: none"> • Increase percentage of students achieving top two bands in numeracy Year 7 and Year 9 NAPLAN from a 2019 baseline to meet the lower bound | <p>Year 7 student data showed a 1% decrease in the Top 2 bands which is 5.7% below baseline.</p> <p>Year 9 student data showed a 5% decrease in the Top 2 bands which is 1.7% below baseline.</p> |
| Numeracy <ul style="list-style-type: none"> • Increase percentage of ATSI students achieving in the top 3 bands of numeracy from a 2019 baseline to meet the lower bound increase | <p>Year 7 student data showed a 5% increase in the Top 3 bands which is 4.1% below baseline.</p> <p>Year 9 student data was neutral in the Top 3 bands which is 9.1% below baseline.</p> |
| HSC achievement <ul style="list-style-type: none"> • Increase percentage of students in Top 3 bands of the HSC from a 2019 baseline to meet the lower bound | <p>2021 HSC data demonstrates a 21% increase of students sitting in the Top 3 bands which is 10% below baseline data.</p> |

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

Socio-economic background: \$279,609.00

Per capita: \$281,505.00

Aboriginal background: \$82,368.50

Integration funding support: \$224,475.00

Low level adjustment for disability: \$157,564.00

Summary of progress

Throughout the course of 2022, Vincentia High School staff have been focused on improving student engagement in learning through a intensive focus on innovative teaching practice, trauma informed classroom management and developing mechanisms for reliable assessment and purposeful feedback. Throughout the year teachers have engaged in a range of professional learning activities with the intent on developing practices to support increased meaningful participation by students and purpose in their learning. These professional learning opportunities have included professional learning sessions designed to meet the varying needs of teachers at a range of stages with a focus on data analysis, high leverage teaching strategies, literacy and numeracy pedagogy, NESA planning and assessment and trauma informed practice for whole school staff.

Our school actively promotes professional learning as an essential aspect of teacher growth and improving the learning experiences and outcomes of students. Embedded into each teacher's timetable has been a professional learning period - where teachers meet in cross faculty groups to work on professional learning aligned to aspects of our school improvement plan. Each session has clear deliverables and provides time for reflection on impact in the classroom context. This initiative grew from staff feedback that there was no time for collaborative professional discourse. With the difficulties of attaining casual staff and higher levels of absenteeism due to ongoing complications post COVID, consistency in this space has been problematic and as such the continuity of this program has been effected. To remedy this, building our professional learning to be delivered to larger groups or independently online had to occur. This has led to some inconsistencies in the messaging around whole school teaching and learning targets.

To further support, effective classrooms, Vincentia High School has a well-developed Beginning Teaching Mentoring Program providing an opportunity for beginning and early career teachers to meet regularly, engage in meaningful and contextually relevant professional learning, provide support for the completion of accreditation documents for proficiency. This support has seen 17 beginning teachers achieve proficiency in 5 years and has continued to support staff in the early stages of teaching with a specific focus in 2022 on supporting teachers in developing classroom management strategies and sharing practice that enhances student engagement. This program is supported by our Head Teacher Teaching and Learning and equity funded Deputy Principal.

Our teaching and learning team, 'The Movers and Shakers' was created to reflect our classroom environments and the pedagogy attached to more innovative classroom spaces. Students identified learning spaces as important in forums held for Year 12 students, and through our SRC and broader student voice with 100% of students articulating the need for better spaces for learning. As a result, classroom refurbishments have occurred with a focus on acquiring flexible furniture that allows

Significant work and expertise has been directed to improving student attendance. A continuum of care for attendance was determined the best way forward through senior exec. PODs were utilised to lead and coach staff. Continuum Of Care for attendance was drafted. Shifted from email messages to text messages to gain more immediate parent feedback for student attendance. The school employed an additional SAO to support the administrative aspects of

monitoring and following up student absences. A whole school focus on Year 8 was developed as a pilot program to support a consistent message around the importance of attendance through mentor phone calls which enabled school support staff to have a greater understanding of student attendance patterns and barriers to attending in order to generate attendance support plans. As a result Year 8 students increased their whole day school attendance and reduced numbers of partial attendance. Further attendance strategies for students not attending such as Curious and Creative Program have supported students reengaging with learning and preparing for school.

Significant resourcing in collaboration with the Department of Education's Delivery Support Team has been directed to developing a Trauma Informed approach to teaching and learning through completion of the DoE's 'TIP' modules.', focused support for staff in our Special Education Unit and practical strategies for engaging students in learning environments. With the commencement of the Department's Inclusive, Engaging and Respectful schools policy - a focus on revising existing school procedures and guidelines has occurred as well as the consultative development of a continuum of care, behaviour code for students and behaviour support plans. This initiative has been led by the funded Head Teacher, Learning and Support - Behaviour Systems and has ensured the refinement of processes across the school. Consequentially, this school funded role will continue for 2023.

While we identified, assessment and feedback as a key aspect of focus for increasing effective classrooms that engage - little work has been completed in this area. As an initial step, a working group has audited current administrative documents linked to assessment and started to streamline these for students and staff. Further work on the pedagogy of summative and formative assessment, feedback and reflection is required moving into 2023.

Future Directions:

- Refinement of Professional Learning Calendar to support a consistent development and implementation of professional learning across the school, promote effective classroom practices and support a culture of ongoing reflection and refinement.
- Developing instructional practice around learning environments for enhanced collaboration, engagement and learning.
- Using Visible Learning as a pathway for exploring assessment and feedback practices across the school for improved engagement.

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 |
|--|--|
| There is no data to measure growth in 2022 | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| There is no data to measure growth in 2022 | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| Increased Expectations • Increase percentage of students reporting increased expectations at school through the Tell Them From Me Survey above 2021 totals | The percentage of students reporting increased expectations at school has decreased by 6%. |
| Engagement • Increase percentage of students reporting higher levels of engagement in the Tell Them From Me survey from the baseline tracking above 2021 totals. | Data unavailable. |
| Attendance | Student attendance reflects 12.3% attending above 90% which reflects |

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| <ul style="list-style-type: none"> • Increase percentage of students attending above 90% to meet the lower bounds total. | 41.5% below baseline data. |
|---|----------------------------|

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: \$279,609.00

Location: \$11,058.00

Aboriginal background: \$82,368.50

Student support officer (SSO): \$96,058.00

Summary of progress

Vincentia High School is focused on fostering authentic engagement and community partnerships. While our parent community engage readily in the digital world - demonstrated by our social media, newsletter, and webpage engagement - a further focus is required to support greater engagement with academia including parent/teacher interviews and other events including PLP and IEP meetings. Working on engaging our parents and establishing partnerships that are focused on student learning and achievement is an area that requires a more sustained focus and planning in our School Improvement Plan. The Learning Ecosystems Program is focused on improving the engagement and retention of First Nations' students in Stage 6, particularly in Science and Mathematics. It also endeavours to engage First Nations' parents in their student's transition to the senior school and the successful completion of the HSC.

As a school we have worked on engaging our school community to build cohesion and support of the school. Our work in acknowledging and celebrating our Aboriginal students, their community and their culture is showcased 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. We have developed culturally safe spaces at school which work well and promote engagement with the parents and elders within our Aboriginal community. Establishing pivotal connections with our community has supported school initiatives which provision an opportunity to create a unified and collaborative community. The support of local businesses and agencies in supporting school programs and initiatives is reflected across our school. One of these successful initiatives was the running of Australian Business Week which saw Year 10 students working collegially to form a successful cafe business. These community relationships allow our students to participate in their learning within school and enhance their learning experiences outside the school gates. 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.

Vincentia High School is committed to increasing student engagement and collaboration through improved opportunities for student voice. Our school has a planned approach to wellbeing and the recognition of student wellbeing and engagement implicitly requires students to build their own leadership capacity and self-advocate. The work of our SRC demonstrates a positive sense of connection to school and a willingness to make a difference for themselves and our broader school community. Recently SRC members have presented solutions to the playground seating shortage at an Executive Meeting and there are plans afoot to develop a secondhand uniform shop. SRC leaders also participate in subject selection evenings, assemblies and other school and community events. 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.

Future Directions

- Build attendance processes to engage with all student year groups and build on the success of the Year 8 pilot

- program
- Year group information session
- Development of parent workshops linked in with P and C
- Authentic student voice opportunities

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 reporting positive advocacy outside of school through Tell Them From Me | Students reporting positive advocacy outside of school through TTFM survey has decreased from 38% to 34%. |
| Increase percentage of students reporting positive student voice at school through Tell Them From Me | No data available for this progress measure. |
| • Increase numbers of students participating in <i>Student Voice</i> activities across year groups | Opportunities for students to engage with school staff has been enhanced and therefore a broader group of students have been involved in student voice activities. |
| Attendance • Increase the percentage of students that are attending at or above 90% to meet the lower bounds total. | Student attendance reflects 12.3% attending above 90% which reflects 41.5% below baseline data. |
| • 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 number of Aboriginal student graduates in the HSC increased by more than 50% from 2021. |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Integration funding support</p> <p>\$448,951.00</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 targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$838,828.00</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"> • professional development of staff through [program] to support student learning • staff release to increase community engagement • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • 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: Reading NAPLAN results achieving above state and statistically similar school groups (SSSG) Numeracy NAPLAN results achieving above state and statistically similar</p> |

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|---|---|
| <p>Socio-economic background</p> <p>\$838,828.00</p> | <p>school groups (SSSG)</p> <p>After evaluation, the next steps to support our students will be: Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting ????? of the position towards engaging a ???????? to focus on improving our attendance rates.</p> |
| <p>Aboriginal background</p> <p>\$244,340.00</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 • 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 teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • 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 (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • 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>The allocation of this funding has resulted in the following impact: An increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: 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>\$9,001.00</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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives |

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| <p>English language proficiency</p> <p>\$9,001.00</p> | <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. 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 will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to 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> |
| <p>Low level adjustment for disability</p> <p>\$444,867.00</p> | <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"> • Innovations in Lesson Planning • Innovation in Teaching Practice and Classroom Management <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] • employment of LaST and interventionist teacher • 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: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved 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 will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p> |
| <p>Location</p> | <p>The location funding allocation is provided to Vincentia High School to</p> |

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|--|--|
| <p>\$11,058.00</p> | <p>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 • incursion expenses • student assistance to support excursions • technology resources to increase student engagement • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p> |
| <p>Professional learning</p> <p>\$127,422.00</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 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 initiative funding include:</p> <ul style="list-style-type: none"> • Funding was allocated to relieve staff so that they could attend Face to Face professional Learning events, programs and conferences. • The funding was used to pay for professional learning events, accessing speakers and specialised programs and conferences. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p> |
| <p>COVID ILSP</p> <p>\$262,806.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</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/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were identified as requiring further support to improve learning outcomes for each student. • employing/releasing staff to coordinate the program |

| | |
|---|--|
| <p>COVID ILSP</p> <p>\$262,806.00</p> | <ul style="list-style-type: none"> • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>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.</p> |
| <p>Student support officer (SSO)</p> <p>\$96,058.00</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Authentic engagement and community partnerships <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Creation and funding of a student support officer to ensure that students are supported and their wellbeing is being prioritised <p>The allocation of this funding has resulted in the following impact: Improved wellbeing of students who access the Student Support Officer</p> <p>After evaluation, the next steps to support our students will be: Continued funding of the position to assist students accessing services and support to improve their wellbeing.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 536 | 559 | 541 | 503 |
| Girls | 484 | 509 | 485 | 464 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| 7 | 87.0 | 87.1 | 84.9 | 81.0 |
| 8 | 85.3 | 84.9 | 80.4 | 73.5 |
| 9 | 82.6 | 79.7 | 76.2 | 72.3 |
| 10 | 76.8 | 78.6 | 73.1 | 67.2 |
| 11 | 75.1 | 76.7 | 73.4 | 62.0 |
| 12 | 82.0 | 77.9 | 79.2 | 80.0 |
| All Years | 82.1 | 81.6 | 77.9 | 71.8 |
| State DoE | | | | |
| Year | 2019 | 2020 | 2021 | 2022 |
| 7 | 91.2 | 92.1 | 89.7 | 85.5 |
| 8 | 88.6 | 90.1 | 86.7 | 82.1 |
| 9 | 87.2 | 89.0 | 84.9 | 80.5 |
| 10 | 85.5 | 87.7 | 83.3 | 78.9 |
| 11 | 86.6 | 88.2 | 83.6 | 80.0 |
| 12 | 88.6 | 90.4 | 87.0 | 83.9 |
| All Years | 88.0 | 89.6 | 85.9 | 81.7 |

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.

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 1 | 5.25 | 2.75 |
| Employment | 2 | 19.28 | 28.4 |
| TAFE entry | 2 | 2 | 21.1 |
| University Entry | 0 | 0 | 18.3 |
| Other | 11.5 | 12.6 | 13.95 |
| Unknown | 4.14 | 13.7 | 15.5 |

The majority of students in Year 10 in the other categories moved to a different school.

TAFE is one provider of Vocational education. Our students also access other providers which has been captured in the percentage titled Others.

Year 12 students undertaking vocational or trade training

44.00% of Year 12 students at Vincentia High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.5% of all Year 12 students at Vincentia High School expected to complete Year 12 in 2022 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) | 73.3 |
| Learning and Support Teacher(s) | 2.5 |
| Teacher Librarian | 1 |
| School Counsellor | 2.4 |
| School Administration and Support Staff | 30.97 |
| 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 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 | 280,113 |
| Revenue | 18,902,708 |
| Appropriation | 18,683,365 |
| Sale of Goods and Services | 17,048 |
| Grants and contributions | 198,388 |
| Investment income | 3,907 |
| Expenses | -18,289,843 |
| Employee related | -15,993,773 |
| Operating expenses | -2,296,070 |
| Surplus / deficit for the year | 612,865 |
| Closing Balance | 892,978 |

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.

| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 359,857 |
| Equity Total | 1,537,036 |
| Equity - Aboriginal | 244,340 |
| Equity - Socio-economic | 838,829 |
| Equity - Language | 9,001 |
| Equity - Disability | 444,867 |
| Base Total | 14,104,176 |
| Base - Per Capita | 281,505 |
| Base - Location | 11,058 |
| Base - Other | 13,811,613 |
| Other Total | 978,132 |
| Grand Total | 16,979,202 |

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

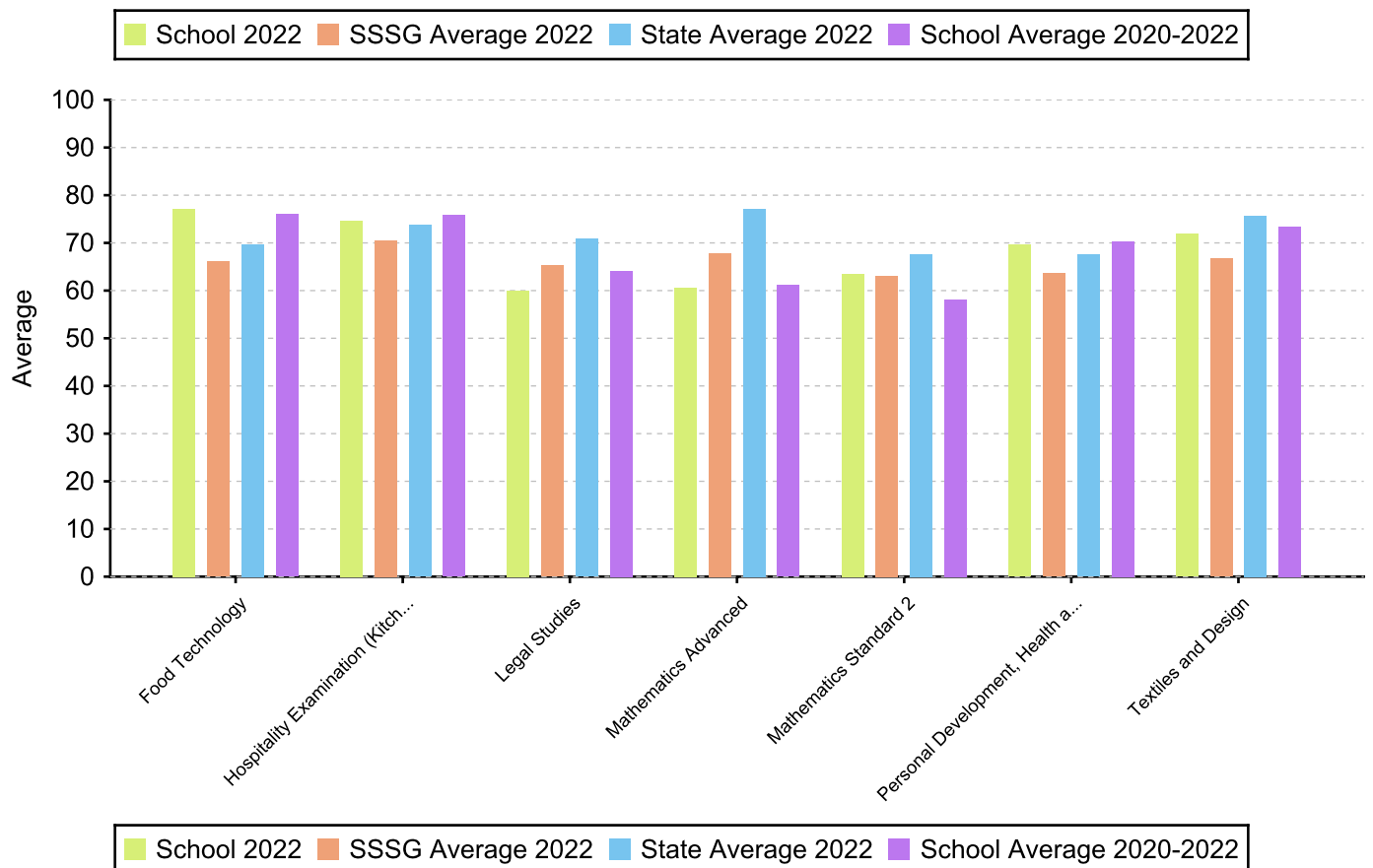
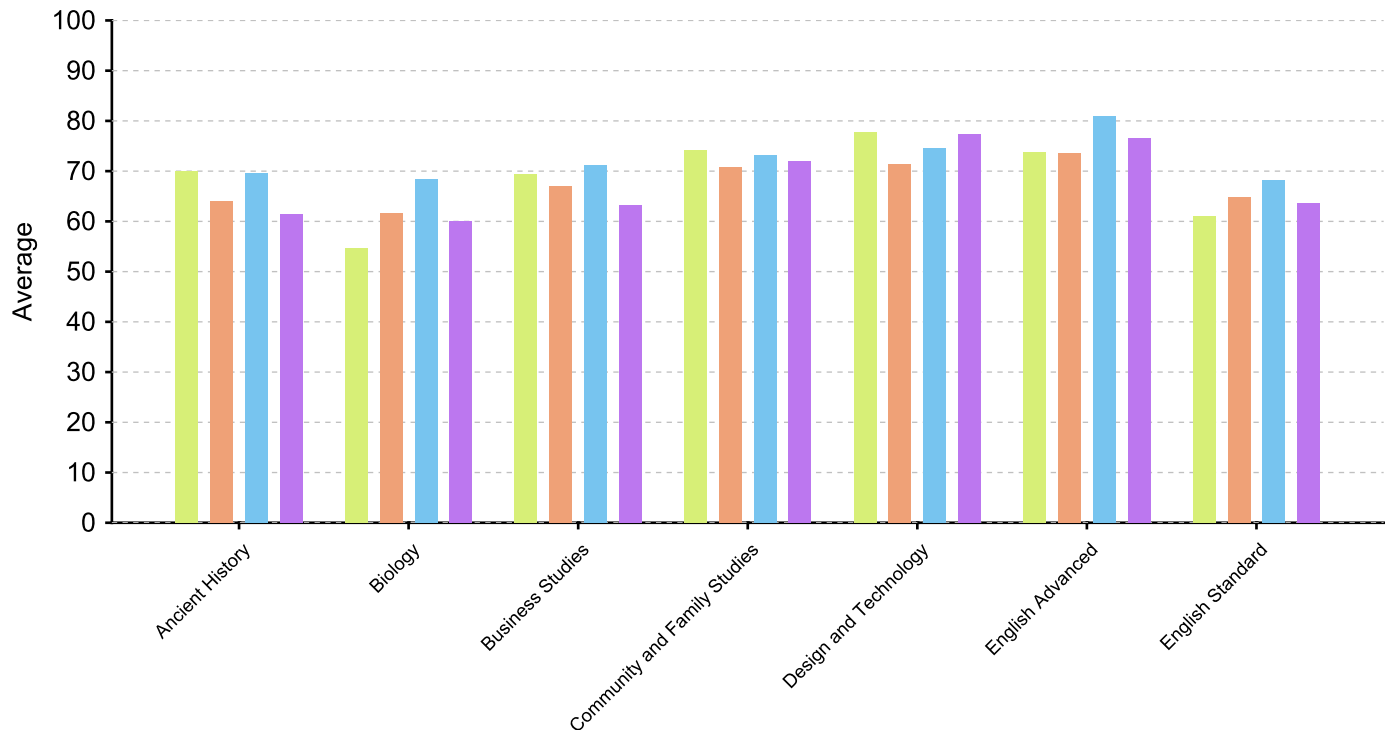
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022 | SSSG | State | School Average 2020-2022 |
|---|--------------------|-------------|--------------|-------------------------------------|
| Ancient History | 70.0 | 63.9 | 69.6 | 61.4 |
| Biology | 54.7 | 61.7 | 68.5 | 60.1 |
| Business Studies | 69.3 | 67.0 | 71.2 | 63.2 |
| Community and Family Studies | 74.2 | 70.7 | 73.2 | 72.0 |
| Design and Technology | 77.7 | 71.3 | 74.6 | 77.3 |
| English Advanced | 73.7 | 73.5 | 81.0 | 76.5 |
| English Standard | 61.1 | 64.9 | 68.1 | 63.6 |
| Food Technology | 77.1 | 66.1 | 69.7 | 76.0 |
| Hospitality Examination (Kitchen Operations and Cookery) | 74.6 | 70.5 | 73.7 | 75.8 |
| Legal Studies | 60.0 | 65.2 | 70.8 | 64.1 |
| Mathematics Advanced | 60.6 | 67.8 | 77.1 | 61.1 |
| Mathematics Standard 2 | 63.5 | 63.1 | 67.6 | 58.1 |
| Personal Development, Health and Physical Education | 69.6 | 63.6 | 67.5 | 70.3 |
| Textiles and Design | 71.9 | 66.7 | 75.7 | 73.4 |

Parent/caregiver, student, teacher satisfaction

The school has established a routine for implementing Tell Them From Me with parents and students. The results have been shared with parents and teachers and used to inform school improvements. Planning has been conducted in consultation with community partners to engage students in focus groups about initiatives to support youth in the local community. A forum was held at school to support the appropriate use of social media with key stakeholders. This strengthened the resources available for our community and was of great benefit to parents that attended. The Year 10 into 11 subject selection night was strongly supported by our community. This was a great opportunity for students and parents to learn about different options for pathways in education

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.