VINCENTIA HIGH SCHOOL
Annual School Report 2013
PRINCIPAL’S MESSAGE

Vincentia High School is part of the Bay and Basin Learning Community. We have forged strong partnerships with all our partner Primary Schools and the local community. The school provides outstanding academic, cultural and sporting opportunities for all students. Our highly trained and dedicated professional staff members are determined to ensure all students achieve their personal best and follow our school values of respect and responsibility.

We have a wide range of academic opportunities available for students with our partnerships, with Wollongong University, Canberra University and The Australian National University. Our curriculum offerings are the largest in the South East area offering University entrance and Vocational educational courses. We currently have 30 students completing school based traineeships and apprenticeships.

Our student successes have been outstanding with over 38% of our Year 12 students entering university and completing courses with Distinction. We highly value our Aboriginal education programs including, 100 Dhurga Language Program, Dance and Didj Group and the only Indigenous Rangers Program in NSW. This program has been highly supported by our local community and government organizations.

We have the largest support unit in any state high school with 10 classes designed to meet the individual needs of students. This facility is an exceptional asset to our school.

Vincentia High School is a school moving forward into the 21st century providing outstanding educational opportunities for all students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Steve Glenday
Principal

P & C COMMITTEE

At Vincentia High School, the P&C Committee supports community involvement in all aspects of education. The aim of the P&C Committee is to promote and encourage the school’s achievements and interests by bringing parents/carers, community members, students and staff together.

The P&C Committee encourages parental and community involvement in educational, sporting, artistic and social life within the school as well as being strong advocates of Public Education.

The P&C Committee manages the school canteen where our dedicated staff and volunteers run a very busy service, abiding by Healthy Canteen guidelines. In the past twelve months the funds raised have been used for ongoing school enhancement and maintenance. Painting the canteen area and surrounds has occurred as well as better seating and landscaping. Funds have also been used for updating library security and initiatives and programs that help improve educational outcomes.

The P&C Committee funded the Homework and Tutorial Centre which operated in the school library after school once a week and we continue to contribute funds for the Presentation Night.

The P&C Committee brought the past and present school community together for the successful celebration of Vincentia High School, operating as a public high school, for the last 21 years. This was in 2013.

Our P&C Committee meet on the fourth Thursday of each month during school term at 7.30pm in the library. Come along!

Mrs Annette Bevan
P&C President 2014.
STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council is a body of selected student representatives from each year who meet once a week to have structured discussions on various school issues put forward by themselves or their fellow students. Every year the SRC raises awareness and introduces various initiatives for the students, which really help develop a sense of community within the school.

SRC members were engaged in the Annual Leadership Camp in November, this ran for 3 days, at Camp Longbeach near Batemans Bay. The camp consisted of fun activities and productive meetings, where the SRC developed a set of ambitious goals for the coming year and at the same time grew into a very tight knit group.

The student leadership team was also given the opportunity to represent the school at various functions and to meet notable members of the public. These opportunities were invaluable in the development of our confidence and public-speaking skills.

SRC Representatives were engaged in a number of fund raising events such as the Forty Hour Famine and Jeans for Genes Day, however, most notable were the Pie in Your Face Day and World’s Greatest Shave events which raised in excess of $4,500 for the Leukaemia Foundation.

The diverse range of opportunities presented at Vincentia High School are unique, exciting and beneficial to all of us as young leaders and the amazing experiences we have had will remain with us throughout our lives.

The Student Leadership Team would like to sincerely thank Mrs McIntyre & Mr Swanson for their continuous assistance and guidance through the year as we led and represented Vincentia High School.

Holly Brown, Corey Stynes
School Captains

June Norton, Shannon O’Beirne
Vice Captains

STUDENT INFORMATION

Enrolment profile:

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>504</td>
<td>520</td>
<td>522</td>
<td>517</td>
<td>504</td>
</tr>
<tr>
<td>Female</td>
<td>533</td>
<td>546</td>
<td>549</td>
<td>552</td>
<td>523</td>
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* Student enrolment for 2013 was 1027.
* Aboriginal Students represented 12% of total student numbers.

Attendance profile:

<table>
<thead>
<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>7</td>
<td>93.3</td>
<td>91.9</td>
<td>90.3</td>
<td>90.7</td>
<td>89.7</td>
</tr>
<tr>
<td>8</td>
<td>91.8</td>
<td>90.5</td>
<td>87.1</td>
<td>89.2</td>
<td>86.2</td>
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<tr>
<td>9</td>
<td>90.3</td>
<td>89.5</td>
<td>88.0</td>
<td>86.9</td>
<td>83.6</td>
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<tr>
<td>10</td>
<td>89.8</td>
<td>90.2</td>
<td>85.0</td>
<td>84.5</td>
<td>82.8</td>
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<td>11</td>
<td>91.5</td>
<td>89.8</td>
<td>86.9</td>
<td>87.7</td>
<td>87.0</td>
</tr>
<tr>
<td>12</td>
<td>86.4</td>
<td>89.6</td>
<td>89.9</td>
<td>88.4</td>
<td>88.5</td>
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<tr>
<td>Total</td>
<td>90.9</td>
<td>90.3</td>
<td>87.7</td>
<td>87.8</td>
<td>86.2</td>
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Retention to Year 12:

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<tr>
<th></th>
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<tbody>
<tr>
<td>School</td>
<td>40.5</td>
<td>48.9</td>
<td>49.1</td>
<td>53.8</td>
<td>42.4</td>
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<tr>
<td>SEG</td>
<td>53.6</td>
<td>58.6</td>
<td>57.1</td>
<td>59.7</td>
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<tr>
<td>State</td>
<td>61.0</td>
<td>62.7</td>
<td>64.7</td>
<td>63.4</td>
<td>64.5</td>
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WORKFORCE INFORMATION

Composition:

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<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>4.0</td>
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<tr>
<td>Head Teachers</td>
<td>14.0</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>71.0</td>
</tr>
<tr>
<td>Teacher Mentor</td>
<td>0.5</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.6</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Careers Advisor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.0</td>
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<tr>
<td>Indigenous Staff</td>
<td>9.0</td>
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<tr>
<td>Total</td>
<td>117.1</td>
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Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</td>
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All teaching staff met the professional requirements for teaching in NSW public schools.

FINANCIAL SUMMARY

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>642,599.19</td>
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<tr>
<td>Global funds</td>
<td>763,294.48</td>
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<td>Tied funds</td>
<td>1,013,299.83</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Total income</td>
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Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>130,982.24</td>
</tr>
<tr>
<td>Excursions</td>
<td>98,267.30</td>
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<tr>
<td>Extracurricular dissections</td>
<td>80,290.92</td>
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<tr>
<td>Library</td>
<td>24,470.31</td>
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<tr>
<td>Training &amp; development</td>
<td>2,858.37</td>
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<tr>
<td>Tied funds</td>
<td>995,622.24</td>
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<tr>
<td>Casual relief teachers</td>
<td>276,073.13</td>
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<tr>
<td>Administration &amp; office</td>
<td>152,602.07</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>139,589.86</td>
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<tr>
<td>Maintenance</td>
<td>72,131.41</td>
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<tr>
<td>Trust accounts</td>
<td>38,011.08</td>
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<tr>
<td>Capital programs</td>
<td>115,139.98</td>
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<tr>
<td>Total expenditure</td>
<td>1,995,056.67</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>772,233.54</td>
</tr>
</tbody>
</table>

SCHOOL PERFORMANCE 2013

Academic achievements - 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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au, enter the school name in the Find a school and select GO to access the school data.

NAPLAN YEAR 7 - LITERACY READING:

Students showed over representation in bands 5 & 6 but performed well in bands 7, 8 & 9 when compared to the similar school groups. Positively the number of students achieving a band 7 & 8 in reading has increased.
SPELLING:
A consistent highlight for students of Vincentia high school is the percentage of students achieving a band 7, 8 & 9 for spelling. There is also a marked decrease in 2013 of students in bands 4 & 5.

GRAMMAR & PUNCTUATION:
Grammar and punctuation shows a drop in representation in both bands 5 & 6 and a marked improvement in student representation in bands 7 & 8.

WRITING:
Students showed an over representation in bands 4 & 5. Positively there has been a decrease in students in band 4 and students achieved commendable results in band 7, 8 & 9 when compared to the state average.

NUMERACY:
Numeracy has shown an over representation in bands 5 & 6 while also displaying a positive reduction in the gap to like schools in bands 7 & 8.
NAPLAN YEAR 9 - LITERACY

READING:

Students in 2013 showed a marked over representation in the lowest 3 bands. However, there has been an improvement in the number of students in bands 8 & 9. When comparing the same cohort of the students results from year 7 in 2011 to year 9 in 2013 the average for the school has increased from band 6 to 7.

SPELLING:

2013 has seen a marked over representation in the lowest 2 bands compared to previous school years. There has however been an impressive increase in bands 9.

GRAMMAR & PUNCTUATION:

Positively students in band 9 & 10 have improved compared to previous school years. Negatively the remaining bands have not lived up to this high standard, with over representation in bands 5 & 6.

WRITING:
**NUMERACY:**

Students are disappointingly over represented in the 3 lower bands and even with an increase in the amount of students achieving a band 8 there has been no improvement in bands 9 or 10.

**HIGHER SCHOOL CERTIFICATE (HSC)**

2011 was a clear and significant turning point at VHS, with our HSC results for 2013 having continued the growth trend, establishing a new culture of academic success. Of our 2013 cohort 56% studied an ATAR applicable pathway, and of those 82% achieved first round university offers from UAC.

Students achieved Band 6 in: Senior Science, General Mathematics, Automotive, Industrial Technology, Business Studies and Legal Studies.


Continued streaming and program based implementation responding to continuous needs analysis of the socio-demographic of the school community is delivering positive results. Pedagogical refinement and the establishment of professional dialogues amongst the Stage teams are positively contributing to school culture, academic learning and student wellbeing. This will be further developed in 2014.

Student learning continues to be supported by initiatives such as ‘Library Lock-ins’ just prior to assessment weeks; the Homework Centre with an average of 30 students in attendance; HSC Coaching across a range of courses; Study Skills Workshops and Senior Study Sessions. At VHS staff and learning resources are being made available for Year 12 students during sport time, especially for students with assignments, external assessments and major works.

**The Dux of 2013 was Megan Steele.**

VHS is only one point off the state average for high achieving students and significantly better than similar school groups. The middle band performance is a key indication of where strategic resources and new initiatives must be considered for 2014.

**HSC: Relative performance from Year 10 (value-added)**

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2013</td>
<td>-1.7</td>
<td>-0.7</td>
<td>-1.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>-3.7</td>
<td>-4.1</td>
<td>-5.5</td>
</tr>
<tr>
<td>SSG Average 2013</td>
<td>-1.8</td>
<td>-1.8</td>
<td>-2.1</td>
</tr>
</tbody>
</table>

**Note:**

By definition, the State average relative performance is zero.
IMPROVING LITERACY & NUMERACY

NATIONAL PARTNERSHIP:

VHS was joined in a National Partnership with the Federal Government in 2013 due to our significant number of students who experience socio-economic disadvantage. Our school NAPLAN and HSC results show that there is a gap between our results and overall state results. There is no suggestion that our students are less intelligent than the rest of the country and consequently we have been asked to investigate how we can change the way that we teach literacy in order to improve their results.

A review of the educational research literature shows that there is no quick fix to close the gap. Success in closing the gap is sporadic across all OECD countries with the closest correlation being the amount of funding provided to schools. Successful strategies have included a collaborative approach across the school, high level executive involvement and a coherent literacy strategy in all classrooms which has been data driven.

Our base line data showed a set of outcomes consistent with other low socio economic status schools but indicated that our results are lower in writing than in reading. We designed a program to improve literacy across Stage 4 that included the following strategies:

- Building teacher knowledge of literacy requirements via the identification of the literacy skills within the subject matter of each subject;
- Small teams based around a focus class from Year 7 or 8;
- Executive members in teams as mentors;
- Increased focus on the collection of literacy data

We set targets for this project of a 10% improvement in Year 7 results and maintenance of Year 8 results at their baseline assessment (across the nation student’s show a decline in results from Year 7 to Year 9).

Our results for Year 7 in 2013, on our school based measures of literacy, show an improvement over and above the targets set.

More than 10% of students moved up a cluster of the Literacy Continuum, the benchmark we use to assess student progress in literacy.

Our Year 8 results did not show the same improvement as Year 7 but the results did not go backwards. This is a positive result as our target is to address the slide in literacy between Yrs 7 & 9.

One of our targets for 2014 is that our Year 9 students results in this year’s NAPLAN will be close to the results they achieved in Year 7. The results we obtained in our second round of assessment in Year 8 show the potential of achieving these results.
We have gone with the same model of collaborative implementation as in 2014 with a few changes.

- Specialist literacy mentors have been employed to work with teachers in their classrooms
- We have Teams of teachers with a mentor and a member of the school executive working together to teach literacy
- Our common approach to literacy is based in spelling, the ‘Big 6’ comprehension strategies and the writing cycle.

So we are embarked on a research quest! How can we best teach to improve the literacy outcomes of our students? Our targets remain the same. 10% improvement in Year 7 and Year 8 and Year 9 results to match their Year 7 outcomes. If we can keep that up we will be closing the gap.

**ABORIGINAL EDUCATION**

2013 saw the end of the Schools in Partnership (SIPS) program for VHS. The Aboriginal Education Learning Hub, Ganya Garindja (Shelter for Youth in the local Dhurga language), is still operational and is promoting Aboriginal Education at Vincentia High School. This hub has enabled students to access assessment assistance and tutorial sessions as well as providing them with a comfortable and supportive learning environment. Our students have continued to produce pleasing academic results, improve retention rates and increase their engagement in both curricula and extra curricula activities.

The Norta Norta program continued to assist our senior students to maximize their educational outcomes and provide them with greater options for post school opportunities through in-class assistance, assessment assistance and preparation for exams.

The mandatory 100 hours Dhurga language program which is taught to all Year 7 students at Vincentia High, both Aboriginal and non-Aboriginal, has proved to be enjoyable with all students doing a variety of communicative activities used to help the students to overcome the difficulties of learning a new language.

In studying the Dhurga language Aboriginal students report feeling an increase in pride in their culture.

In 2013 Vincentia High School had 149 Aboriginal students attending school, one of the largest numbers on the South Coast.

Ganya Garindja staff members are committed to improving educational outcomes for our Aboriginal students within the Quality Teaching Framework.

These staff members include:

- Mrs Gai Brown – Aboriginal Education Officer
- Mrs Karen Lane – Head Teacher Aboriginal Education and Dhurga Language Teacher
- Mr Jonathan Hill – Dhurga Language Teacher, Indigenous Ranger Cadet Program Support Teacher, Dance & Didj Director
- Mr Gordon Campbell – Community Language Teacher
- Mrs Alison Bech – Norta Norta Tutor
- Mrs Haidee Lynch – Norta Norta Tutor
- Ms Ashlee Williams – Indigenous Ranger Cadetship Program Co-Coordinator
- Mr Nathanial Hampton –Olive, Tutor/Mentor.
- Mr Scott Webb – Tutor/ Mentor

These staff members provided class assistance, tutorial sessions, exam preparation and individual support for our Aboriginal Students. With this support students continued to achieve their full potential.

**SUPPORT UNIT**

The Support Unit is comprised of 6 classes - 1 x IM, 1 x ASD, 1 x IQ/IS and 3 MC classes, making the unit one of the largest in the state. Students with identified additional learning needs are able to access the curriculum either by following a Special Program of Study (Life Skills) or mainstream outcomes or a combination of the two. Support Unit staff provide assistance to students with a diverse range of abilities by working collaboratively with parents/carers, community, DEC staff and outside agencies to facilitate the individualised planning and implementation of a vast range of academic, vocational and social programs.
Successful Teaching:
- Programs that are individualised to meet student needs.
- Extensive programming that integrates all curriculum areas.
- High incidence of staff T & D opportunities— in particular targeting Early Career Teachers and teachers retraining as Inclusive Education specialists.
- Development of an inclusive Personal Development project focusing on Sexuality and Relationships Education.

Successful Learning:
- Supported student access to BOSTES credentials, including the HSC.
- Student access to an integrated curriculum.
- Establishment of positive social skill development programs.
- Development of skills for independent living and future life planning.
- Extensive work placement program.
- Successful transition to post-school options for all school leavers.

Productive Relationships:
- Active student participation in a range of community-based educational, social, leisure, vocational and sporting activities, including: Sail-ability, My Story Matters - in conjunction with IRT St Georges Basin, work experience, Ranger Program and access to a multitude of community support agencies.
- Close working relationship with parent/carers – enhanced by positive communication, IEP meetings, regular parent morning tea meetings, parent teacher interviews and collaborative liaison with community agencies.

GUMBARI
Gumbari is a support facility that caters to students that display behaviour that places them at risk of not gaining a full education. We have a total of 28 students, with five teaching staff and four student learning support officers. Our unit focuses on re-engaging students in their learning by offering adjusted educational programs that meet their needs and interests in an environment that is safe, supportive and fun.

As a result of our individualised teaching and support programs we have seen an increase in our students’ attendance, involvement and engagement in both academic and instructional programs, including:

Individual numeracy and literacy programs:
Each student has an Individual Education Plan (IEP) that is developed through discussion with parents, carers, students, staff and relevant agencies. The IEP helps focus programs on student needs and interests to increase engagement and provide a meaningful learning experience.

Transition to work programs:
Students are introduced to outside transition to work programs run by outside agencies including, Essential Personnel, OSTARA and Campbell Page. These programs are offered to students that are preparing to join the workforce or at risk of leaving school prematurely. These programs are run in addition to our school based work education programs.

Work experience placements:
Students who are eligible to attend work experience are given support in liaising and working with local businesses to achieve positive work placements. Staff members assist students in preparing for work by developing their resumes and job skills.

Community focused programs:
Students are given opportunities to engage in programs out in the local community. This helps them to develop meaningful relationships with the community while developing important
social and life skills. The Mural team created a wonderful underwater mural for the Sanctuary Point Children’s Centre that has added some colour and life to their play area. Also students at the Men’s Shed constructed a timber deck, with the guidance of retired tradesmen, to be used for their community functions.

**Work skills programs:**

Each Thursday students who are eligible are involved in our work skills programs. These programs give our students hands on experience in a controlled work environment. Students learn about and demonstrate Work Healthy and Safety procedures and develop good work ethic practices. Our Work Crew at Shoalhaven Heads Golf Club learn green keeping and land management skills.

**Travel training programs:**

Some of our students feel isolated from services and employment opportunities in our local area, due to transport issues. To travel via public transport in the local area can be difficult for our students, therefore we offer travel training as a program to develop their confidence in travelling independently. Students learn how to locate transport facilities, read timetables, buy tickets and demonstrate good social etiquette when using public transport.

**Personal development programs:**

As a part of our afternoon activities, students are offered a range of programs that target student interests. These activities are offered to students who have met their individual work requirements for that day. Some of the programs offered are -

- Surf Survival – APOLA Ocean Safety Surfer Award
- Mountain bike riding
- ‘Chillax’ – relaxation techniques in Booderee Botanical Gardens
- Fishing
- Bushwalking
- Golf
- Swimming
- Shopping – budgeting for cooking program
- Excursion to Honeymoon Bay – camping and outdoor recreation skills.

**Successful learning:**

- 2013 saw one student complete a ‘Certificate 1 in Conservation and Land Management’ as a part of the Booderee Ranger Program
- Seven students obtained their Year 10 certificate.
- Eight students achieved their ‘WHS in Construction’ card.
- Two students achieved the Rural Fire Service Cadet certificate.
- Two students achieved their ‘Certificate 1 in Mechanics’.
- Two students achieved the Retail and Varied Experience (RAVE) certificate.
- One student achieved ‘Getting Ahead Life Skills Development for Youth Program’ certificate.

**LIBRARY**

The Library operated at over 87% occupancy in 2013 with approximately 34% of the general collection on loan at any one time.

Collection development focussed on fiction resources and periodicals, with the bulk funding apportioned to technological upgrades and refurbishment.

The Library continued the hosting of Moodle, Study Skills Handbook Online, Click-view 24/7, Click-view Online, assistance with the school’s asset register, the school Intranet and is developing the access management of a digital collection.

The Teacher-Librarian continues to support successful teaching and learning through team teaching, ICT integration and resource development and acquisition, while maintaining productive relationships with the wider school community by hosting the Homework Centre, the Lock-ins, HSC Coaching, Debating events, senior study sessions, study skill workshops, excursions, UOW In2Uni tutorials, and Gifted and Talented programs.

The Library has also hosted community group meetings, parent-teacher nights, teacher development workshops and information evenings.
CAPA

2013 began with the celebration of 2012 HSC success in Visual Arts, Music, Photography and Visual Design. The highlights being the breathtaking ENCORE performance of Danielle Colligan and the display of Jade Colligan’s Visual Arts Body of Work in the inaugural ‘BOW WOW’ exhibition at the Shoalhaven Art Centre sponsored by The Australian Decorative and Fine Arts Society. Many of this cohort have been accepted to further their studies in the arts in a variety of tertiary institutions.

In March, the CAPA department hosted a Creative and Performing Arts Day where Year 5 and Year 6 students from partner primary schools worked with Gifted & Talented students from Vincentia High School on a combined Art project and Guitar ensemble. The day ended with an impressive display and performance from the students involved.

CAPA students also worked with the local Primary schools on the combined SCHOOLS BAY AND BASIN HAS TALENT ‘Splash out’ VHS Students displayed work exploring the theme of Water in honour of the ‘International Year of Waterways’ through Visual Arts and Music. Highlights include musical performances by Year 12 music students. Owen Gendek and Carly Bradshaw.

In June the Visual Arts department was invited to produce and coordinate a major exhibition in the Vera Hatton Gallery at the Lady Denman Complex. This exhibition ‘PLACES AND SPACES’ consisted of some 500 works in 2D, 3D and photography. The exhibition was enthusiastically received by members of the school and local community. Prizes were awarded to many students including, Charlie Baker, Jackson Andre, Emily Hannan, Shakeela Williams, Dejanira Balingit, Harley Grundy, Sienna Verdugo, April Wilson and Kaysan Collins.

20 students from Dance and Choir took part in the 4 day combined schools extravaganza of SOUTHERN STARS. Students took part in the rigorous rehearsal schedules and enjoyed staying 3 nights at Wollongong, performing 4 stadium performances and exploring the sights of the Illawarra region. Students were accompanied by staff Mrs Madira Arnold, Mr Izac Sadler, Ms Libby Ryder, Ms Rae Roxby and Mrs Leanne Brookes.

Many students took part in a range of exhibitions and competitions including the inaugural ‘JB Arts NOW’ contemporary art prize. 6 student’s works were selected to hang in the Youth Arts Prize and senior photography student, Harley Grundy received $200 for 1st place in this section.

Student skills were extended through many workshops including Year 11 Visual Arts students Bree Zammitt, Cedar Garin and Emily Howard who attended a day long workshop with Archibald award winning Artist Cherry Hood. The Annual Year 12 PROJECTS NIGHT showcased the work of all HSC Visual Arts and Music students.

LEARNING AND SUPPORT PROGRAMS

A new structure and head teacher position was created in 2013 to coordinate and implement wellbeing and learning support. A Head Teacher Wellbeing/Learning and Support Program position was created to coordinate both the learning support teams and the learning support and wellbeing programs for Years 7-12. The vision for the programs was based upon the premise that student wellbeing and learning support are mutually dependent constructs.

A new two-tiered structure for Learning Support Teams was created and a nineteen week Action Research Project was conducted by the Head Teacher to evaluate this new structure. The aim of the structure was to include all personnel responsible for wellbeing; in particular Year Advisors and the School Welfare Worker, and utilise the existing Stage Teams structure for decision making.

Under the new system membership of the Learning Support Teams increased to twenty two members, the role of the Year Advisors was evaluated and revised, referrals to Learning Support Teams trebled and the Stage focus in each meeting allowed equitable discussion of students concerns and programs for each Stage.

The final evaluation revealed 100% support for the new structure and that over forty two programs operate within the school to support students and increase student retention and engagement. In 2014 consolidation of this two tiered structure will occur, with a focus upon the
inclusion of the Support Unit and Gumbari in the model and ongoing documentation of all programs.

The School Welfare Worker position (funded through the National Chaplaincy agreement) was consolidated in 2013. For 10 hours per week the SWW provides a local direct link between teachers, students and parents at VHS with support agencies in the community. The focus of the role is:

1. To provide best practice community engagement strategies which support and empower young people.
2. Provide planned opportunities to increase community awareness and information for parents, carers, families, teachers and community members.
3. To liaise weekly with the Stage Learning Support Teams and Head Teacher Wellbeing/LASP in the planning and organising of wellbeing programs for students 7-12.

Following an analysis of the VHS youth survey, conducted by BBCRI in 2012, critical issues were determined and action plans prioritised for the following: bullying, cyber bullying, resilience and anger management, exam stress, drugs, smoking and alcohol awareness and sexual health. Throughout the year over fifteen programs ran addressing these issues with outstanding success 2014 will see a continuation of these programs with an additional emphasis upon cyber bullying and sexting.

The Learning and Support Program

Under the Every Student; Every school initiative the 2.6 LAST teacher allocation, and SLSO funding supported students in years 7-12 in the following ways: SLSO support in class, remedial reading and numeracy programs for Years 7 and 8, special provisions for both in class and formal exams and the provision of assignment assistance. While only three students receive integration funding due to their high support needs, over two hundred students have been identified as at risk and requiring learning support throughout the year due to a disability. To assist with transitioning these students in Year 7 a second transition class was established, and a recommendation for a transition class in Year 8 has also occurred.

In keeping with the new Learning Support Structure, the four LaST’s each took on a stage responsibility. This proved a successful way of supporting students with high support needs and classroom teachers across all year groups. 2013 also saw two students with significant support needs complete HSC exams, and one student being selected to sail in the Sydney to Hobart Yacht Race. In 2014 the LASP program is being extended due to the creation of new withdrawal space, where a Learning Support Teacher and SLSO is available to students for both individual and group instruction, five days per week.

ENGLISH

2013 saw the English faculty consolidate the efforts of 2012 and continue to build the capacity of staff in implementing rigorous teaching and learning programs in and outside of the classroom. We successfully piloted our new teaching, learning and assessment programs that aligned with the NSW syllabus and are proud of the gains we have made in engaging students in authentic, multi-modal and differentiated assessment. The products students have created are testament to the work all involved. Further faculty time has been spent reviewing and reflecting our implementation and changes have been made in consultation with teachers and students to ensure that 2014 is a more successful year than ever.

Our literacy focus remains a priority area for the school and of course the English faculty. Students are being engaged in the process of writing and are looking at strategies for improving their writing structure and ability to discuss content in a meaningful manner. All students should now have an understanding of the SEAL approach to writing paragraphs and the English faculty has adapted their assessment tasks to support this school initiative.

Congratulations to HSC students on some pleasing results. All courses showed impressive improvement when compared to the state average and we are looking forward to building on these results for 2014. Most impressive were our Extension 1 English results. To further build on this success all students in Year 12 participated in a workshop for the successful ‘ALARM’ program. A learning and response
matrix provides students a scaffold to organise their understanding of studied texts and construct their essays to ensure they are using the essential skill of critical appreciation. We continue to promote the use of ‘ALARM’ in preparing for HSC success.

All students have been engaged in a process of drafting their writing assessments prior to submission and using the feedback to improve their work and subsequent results. Reflection is vital to student learning and this is an element that has been added to all tasks in all year groups to assist with the writing process and improve student results.

Once again, our creative writers were recognised as being creative and successful. 6 students from Vincentia High School were published in an anthology of student writing. Thanks must be given to Mr Brindley on his fine stewardship of our writing programs. Public Speaking and Debating continues to grow within the school, 2013 saw mixed success for our teams in local competitions but our representation in all year groups was a strength. Thank you to Miss Keogh for her continuing support of this program.

Finally, the English faculty has developed strategies for 2014 implementation to improve the profile of reading at school. Consultation with the school P&C has resulted in the creation of a book club for parents to engage them in the reading that students are completing at school. We hope that this will expand and that the dialogue between teachers, parents and students regarding the value of reading will gain momentum. To assist with this a Stage 4, wide reading program, will be trialed to reinforce our commitment to reading for pleasure and the significant impact it has on academic success.

MATHEMATICS

We have continued with the identified programs being developed that enhance the learning experiences of our students. Of particular importance is our rewards program for Mathematics success, and how we are generating this success in our classes, which was further developed through 2013. Additionally, participation in the Australian Mathematics Competition, Engineering Study days for girls to reinforce STEM tertiary learning, as well as extension classes for junior Stage 5 students, round off some of the programs run in 2013.

Successful Teaching:

- Workshops developing programs and resources reinforcing implementation of the National Curriculum for year 9 and year 7.
- In-service course for teaching (Advanced) Mathematics and Extension 1
- Workshops for implementing the new General One Mathematics course
- On-going NAPLAN analysis to assist in the diagnosis of student strengths and weaknesses in preparation of materials in student learning
- Participation in the Maths Teachers day at Wollongong University
- Attendance to the Accidental Counsellor course, a Welfare conference that assists staff in developing positive relationships with students, thus engaging in better teaching and learning
- Participation in WEIL conferences, where women can collegially develop leadership and teaching skills and ideas.

Successful Learning:

- Continued use of NAPLAN questioning techniques in Junior assessments
- Increased use of HSC questioning styles in Stage 6 assessments
- STEM excursions to develop recognition of Maths in higher education
- Extension classes for Stage 5 run additionally to normal classes
- Electronic access to Moodle and on line assessment and learning
- Maths Excursion to Luna Park continued for Stage 4 students following the NSW Mathematics Association worksheets
- On-going participation in National Mathematics Competition

Productive Relationships:

- Celebration of student success with parents, students and teachers
• Tutoring at the Wednesday Homework Centre
• Assistance during the holidays leading up to the HSC examinations
• Pizza and Popper reward day for participation in the Australian Mathematics Competition

**SCIENCE**

The 2013 school year continued to be a productive and progressive year in Science at Vincentia High School. We had many students excel in the HSC and receive early placements into university. The recipient of the ‘Victor Chang Award for Excellence in Science’ was Jack Stewart. His excellent results across the subjects of Biology, Chemistry and Physics have earned him a university placement and scholarship to study Medicine.

Year 7 have shown an enthusiasm in Science across every class and their Year 7 camp included some excellent chances for them to demonstrate their enthusiasm and understanding. Through long bush walks or viewing the local wildlife sniffing around their tents, the students were engaged with how the world worked around them. The year ended with exceptional results being produced by an extraordinary amount of students. The future is looking very promising for this year.

Year 8 attended a year group excursion to Plantation Point rock platform to apply and develop their fieldwork skills. The students showed their maturity in carrying out many of the difficult experiments both independently and as a group. Year 8 also completed the ESSA test with excellence.

With Year 9 and 10, the Marine Studies students attended a snorkeling trip in the local area to observe and investigate the local aquatic environment. The Agriculture classes successfully began worm farming and continued to work with a variety of crops and animals.

Year 11 Biology attended the Lady Denman Mangrove Reserve and carried out a biological site analysis. The students had to demonstrate both their excellence in carrying out scientific site evaluations and their understanding of observable environment relationships.

The Year 12 class went on excursion to the Disease Museum to bring the course content into a real situation. They also received a personal tour of the Molecular Machines Research Group at the University of NSW.

The Year 12 Physics class made their way to the ANSTO nuclear research facility to enhance their understanding of radioactive materials and the use for nuclear physics in the medical profession.

Excellent HSC results were seen in all of the Science courses. The Science faculty is very proud of all the senior students who have taken up the opportunity to continue their studies at university, and wish all of the 2013 leaving students success for their future endeavours.

The Science faculty is proud to be implementing new and exciting programs for the junior school for 2014 and are looking forward to challenging and supporting all of our senior students to reach their full potential.

**HSIE**

**Teaching and Learning:**

In 2013, the HSIE KLA spent a great deal of time preparing for the implementation of the new National Curriculum for Year 7 and Year 9 History. This required the KLA staff to dedicate their efforts towards developing new programs and teaching resources.

**Assessment for Learning and of Learning:**

In 2013, the HSIE KLA redeveloped all assessment tasks to align with best practice and the Positive Behaviour Scheme. All assessment tasks in Stages 4 and 5 were made standard and now include a research and literacy scaffold, explicit marking guidelines and opportunities for reflection on learning. The desired outcome of this is to provide teachers, students and parents with the opportunity to reflect on the student’s progress and to provide feedback on how the student can further develop a skill set that includes independent research and critical thinking.
All assessment tasks focus on literacy and encourage students to work to their personal best.

**Student Engagement:**

Students were engaged through experiential learning opportunities. These included geographical fieldwork, HSC study skills days at Wollongong University Campus, and visits to Sydney Darling Harbour, Sydney Jewish Museum, Sydney CBD, Coolangatta Winery, Mitchell Library, Booderee National Park, Taronga Zoo and Nowra District courts. Students were also engaged in the organisation and presentation of ANZAC day, NAIDOC Week and assembly presentations relating to World Vision, International Women’s Day, Harmony Day, Earth Hour and World Poverty.

In addition, students lead the charge for anti-bullying campaigns within the school through regular assembly presentations by students for Students.

**PERSONAL DEVELOPMENT / HEALTH & PHYSICAL EDUCATION**

Personal Development, Health and Physical Education (PDHPE) contribute significantly, to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement, experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

Vincentia High School has again outdone itself on the sporting field in 2013 and has continued a proud tradition of sporting success by competing and achieving outstanding results in a plethora of individual and team events.


A large number of Vincentia High School students represented at Shoalhaven Zone, South Coast Region, NSW, and even National Level. We congratulate all students that represented the school throughout the year.

Our most successful team sports were;

- Triathlon Team – Penrith All Schools
- MTB Team – Australian Championships (ACT)
- Junior X-Country Team – State Champions
- Noahs Ark - Adventure Racing Champions
- 15ys Girls Freestyle Swimming team – Regional Winners
- Open Boys Futsal Team – Southern NSW runners up.

Individually, many of our students achieved notable successes;

- Madeline Moffitt – State X Country
- Jason Huntsman – State X-Country
- Emily Power – State Athletics
- Codee Holman – State Athletics
- Gavin Beddingfield – State Athletics
- Brock Nichols – State Athletics
- Tristan Ward – 3rd National MTB Championships

**Sport Report 2013:**

Sport is an integral component of the curriculum at Vincentia High School. Students are able to undertake a variety of sports in the time allocated. This enables the students to gain skills in participation, teamwork and cooperation.

Year 7 and 8 followed a structure of sport experiences. Students rotated through sports such as Netball, Volleyball, Touch, Basketball, AFL, Cricket, Soccer and other sports. Years 9, 10 and 11 were able to choose sports and recreation from a range of activities including bushwalking, chess, art club and the more traditional sports. Student participation was high as students were able to pursue their own interests with friends in a fun environment that could be either competitive or non-competitive.
Three, whole school, carnivals were held throughout the year.

In Term 1, the Swimming Carnival was held at Nowra Olympic Pool and the Cross Country Carnival was at the wonderful White Sands track at Plantation Point.

In Term 2, the Athletics Carnival was held at Sanctuary Point Oval. Students were able to pursue their personal best or participate for fun. Many students went on to represent the school at Zone, Regional and State competitions.

CHS sport was well represented. Students competed in school teams and entered zone and regional trials. Rugby League, Hockey, Touch, Volleyball, Lawn Bowls, Tennis, Volleyball, Basketball, Swimming, Athletics, Cross Country, Mountain Biking, Triathlon, Cricket, Golf and Baseball were all competed in this year.

Thank you to all those involved who supported the students in sport participation this year. Parents often are asked to provide transport and your contribution is much appreciated. Teachers do not receive anything extra in taking a sporting team and often spend hours in preparation and planning. To other community members for providing venues and transport – thank you. The Vincentia Golf Club has often provided a bus at no cost to the school. Club Husky provides a bus and driver for school sport to their venue.

We look forward to increased participation and enthusiasm for sport in 2014.

TAS

2013 was a hectic but productive year for the Vincentia High School TAS Faculty. The staff and indeed many of our students pulled together as a team to complete the new kitchen and restaurant facility. Our school now has a fantastic resource that will add positively to the educational and social experiences for students, staff and our general school community.

The new construction compound and kitchen garden area were also completed. This facility allows our Construction students to enjoy a dedicated area that mirrors those in TAFE colleges and our kitchens can source fresh produce grown by our students.

Several classrooms also received facelifts and we created an area for our senior students with cooking facilities and a comfortable area to congregate and call their own. We would like to thank the Principal, Mr Glenday and the P&C Association for their generous support of all of our projects.

Our school sadly said goodbye to Ms Smalley who retired from the service this year. Ms Smalley is another of the foundations upon which Vincentia High School rests and both staff and students will sorely miss her.

Throughout her time at the school, Ms Smalley consistently delivered exemplary HSC results for her students and her unflagging high standards set a benchmark for others to emulate.

Successful Teaching:

- Excellent HSC Results: TAS students achieved strong results in every subject area with the spread of results moving upward in an unprecedented fashion.
- Mr Volpatti and INVEST students continued and built upon the success that is enjoyed by the outstanding ‘Bushscape Café’ that serves morning tea, lunch and coffee to our school community on a weekly basis. TAS staff will build upon this success in 2014 with Mr Swanson and Mr Gibson instructing INVEST students in Hospitality and Construction.
- Ms Boyce hosted ex-student, “Masterchef” contestant, and successful chef Sarah Knight in the Commercial Kitchen where students participated in a full-day workshop in world class culinary skills.
- Mr Kalkman’s first HSC Engineering Studies class graduated with above State average results.

Successful Learning:

- Year 12 Electronics student Daniel Pesu’s major project was selected in the prestigious Board of Studies INTECH display that showcases outstanding work in the Industrial Technology learning area. He also won an award in the University of Wollongong HSC Industrial Technology Competition. Daniel went on to HSC success with a score of 94%.
Three Year 12 Design and Technology students, Aiden Cameron, Isabella Povolny and Josie Brown were nominated for Design TECH, an exhibition of outstanding Major Design Projects from Higher School Certificate Design and Technology students. Aiden’s innovative double-ended paddleboard paddle was subsequently displayed.

Our VET students once again enjoyed success in the Shoalhaven Workplace Training Awards. Vincentia High School has become “the school to beat” in many areas.

Mr Donohue and his Stage 5 Automotive students assumed responsibility for the cleaning and minor maintenance of our two school buses and the Stage 6 Metals & Engineering class rebuilt the Gumbari box trailer which will now be in service for years to come.

Productive Relationships:

- Mr Lamb once again mentored our senior students to success in the Defence Force Technical Scholarships where thousands of dollars in scholarships were won.
- Our junior cooking students conducted a series of restaurant days where family and friends visited our school to be treated to delicious meals planned, prepared and served by our students in an authentic restaurant setting.
- Senior Hospitality students and their teachers catered for school functions including the Year 10 and 12 Formals and Graduations, Senior Project Evening and the Transition Program.
- Our Textiles students enjoyed a day of costume study watching a performance of “The Adams Family”.
- Hospitality students visited the “Gumnut Patisserie” where they learnt techniques from one of the best pastry cooks in Australia. They also experienced Teppanyaki cuisine in Wollongong.
- Metalwork students visited the Port Kembla Steelworks and the Engineering class went on a field trip studying bridges and built structures in the Illawarra area.

Overall, 2013 saw a continuance in the encouragement, nurturing and successful outcomes of Vincentia High School students within the TAS Key Learning Area. We eagerly await the challenges and subsequent achievements of 2014.

CAREERS

The Vincentia High School Careers Department continued to grow and develop in 2013. Year 10 Work Education classes provided a valuable opportunity for students to begin to discuss and plan for the future in a classroom setting.

As a part of the Work Education course Year 10 students were invited to participate in a structured work experience program. Most students took up this opportunity and gained valuable insight into a number of established and emerging industries throughout the local area. Work experience is a useful process as it can equip students with the skills required to engage with the world of work after they leave school.

A growing number of senior students have elected to study at TAFE while completing their HSC, this trend showed no signs of slowing in 2013. Over 30 students completed Certificate II or higher level courses at TAFE, and this has given these students valuable industry experience and knowledge.

Work Studies has again proven to be a popular course for students in Years 11 and 12. Work Studies allows students to participate in a work experience program for one day per week while undertaking the course. Students looking to transition out of school find this course particularly valuable as it provides them with the opportunity to develop industry related skill. Some students were able to convert their work experience to paid employment via school based apprentices or traineeships.

Students from Year 9 to 12 were invited to engage in a number of career based activities outside the school, including a trip to the University of Wollongong - Shoalhaven Campus for the annual Careers Expo.

Various universities, TAFE and local employers were present on the day; this gave students the
opportunity to learn a lot about their future options.

Vincentia High School students were also encouraged to explore future training opportunities with a visit to TAFE Bomaderry for the “Taste of TAFE Day”. Students were encouraged to explore the campus and sit in on a number of TAFE style classes. Familiarising students with the course options available in the local area can assist students to develop a career plan for the future.

Year 11 and 12 students were invited to attend several information sessions run by various universities including the University of Wollongong and the University of Canberra to name a few. Year 12 students also travelled to the University of Wollongong to attend Discovery Day, this allowed them to experience a day in the life of a tertiary student.

The Australian Navy ran a variety of exciting programs for our students considering a career in the ADF, these included trips to HMAS Albatross and HMAS Creswell for Years 9, 10 and 11 students. These events helped prepare students for the rigorous application process to gain entry into the ADF.

Our Indigenous students participated in a number of career related activities including inspirational activities run by Mission Australia. These events gave students the opportunity to learn about work and training opportunities in the area specifically tailored for Indigenous people.

In 2013, the Mentoring Program supported 4 permanent and 2 temporary New Scheme Teachers in completing their Accreditation at Professional Competence. To assist in their continuing professional learning, our new teachers attended a number of beginning teachers’ workshops and conferences organised by the NSW Department of Education and Communities and the NSW Teachers Federation, as well as various courses provided online on improving teaching practice and implementation of the Australian Curriculum. Our ongoing fortnightly meetings allowed for reflective dialogues on classroom practices to maintain competent teaching practices, working through accreditation, sharing of knowledge and expertise in areas such as ICT, behaviour management, recognising the value of collegiality and teamwork and establishing a strong professional learning culture.

A new model of mentoring will take effect in 2014. All permanent beginning teachers will be provided with the equivalent of two hours per week release in their first year and the equivalent of one hour per week release in their second year. Schools will also be provided with the equivalent of one hour per week release to an experienced teacher who will provide mentor support during the beginning teacher’s first year of teaching.

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council is a body of elected student representatives from each year who meet once a week to have structured discussions on various school issues put forward by themselves or their fellow students. Every year the SRC raises awareness and introduces various initiatives for the students, which really help develop a sense of community within the school.

SRC members were engaged in the annual leadership camp in November which ran for 3 days at Camp Longbeach near Batemans Bay. The camp consisted of fun activities and productive meetings, where the SRC developed a set of ambitious goals for the coming year and at the same time grew into a very tight knit group.
The student leadership team was also given the opportunity to represent the school at various functions, and to meet notable members of the public. These opportunities were invaluable to the development of our confidence and public-speaking skills.

SRC Representatives were engaged in a number of fund raising events such as the Forty Hour Famine and Jeans for Genes Day. However, most notable were the ‘Pie in Your Face’ Day and World’s Greatest Shave events which raised in excess of $4500 for the Leukaemia Foundation.

The diverse range of opportunities presented at Vincentia High School are unique, exciting and beneficial to all of us as young leaders and the amazing experiences we have had will remain with us throughout our lives. The student leadership team would like to sincerely thank Mrs McIntyre and Mr Swanson for their continuous assistance and guidance through the year as we led and represented Vincentia High School.

Holly Brown, Corey Stynes – School Captains
June Norton, Shannon O’Beirne – Vice Captains

## SCHOOL PLANNING AND EVALUATION 2012—2014

### Educational & Management Practice

- Review and devise strategies to improve writing skills of students in the junior school in preparation for senior school through the use of Seal & ALARM.

### Background

- Data analysis of NAPLAN results as they reveal little or no progression for students in the junior school.

### Future Direction

- Executive led teams approach, professional learning workshops to explicitly outline strategies that can be implemented in all teaching and learning. This strategy is being delivered by teams of teachers to targeted classes.

## SCHOOL PLANNING 2012—2014: PROGRESS IN 2013

### SCHOOL PRIORITY 1 - Leadership & Management:

#### Outcomes from 2012 – 2014

Professional learning for staff, targeting executive members, to positively impact upon the student’s learning and achievement.

#### Strategies to achieve these outcomes:

- Staff undertaking professional learning workshops in research and process skills and critical thinking. Gain knowledge and understanding of the skills required to embed higher expectation and deep knowledge and understanding into our students.
- KLA’s programming classroom teaching and assessment tasks that challenge students to undertake higher research, critical thinking and scaffold with worked examples.

### SCHOOL PRIORITY 2 - Aboriginal Education:

#### Outcomes from 2012 – 2014

Improve educational outcomes, completion rates, attendance rates, engagement & futures options for Aboriginal students.

#### Strategies to achieve these outcomes in 2014:

- Explicit teaching of writing process skills in all Key Learning Areas.
- Students extrinsically rewarded for all attendance and behavior patterns.
- Timetabled internal and external tutorial support for students in keeping up to date with both work and assessment tasks.
ABOUT THIS REPORT

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Stephen Glenday  Principal
Felix Bachmann  Deputy Principal (rel.)
Gray Brady  Deputy Principal
Paul Hogan  Deputy Principal
Paul Taylor  Deputy Principal
Peter Dooley  P & C
Carrie McIntyre  SRC
Frances Davis  SAO (office)
Jocelyn Oxley  SAM (finance)
School Executive  KLA Head Teachers

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: