Be RESPONSIBLE and build RELATIONSHIPS

Care for the ENVIRONMENT

Put SAFETY first

Be PREPARED for learning

ENGAGE in learning activities

CO-OPERATE and CONTRIBUTE

TURN UP ON TIME and TUNE IN
OUR SCHOOL AT A GLANCE

Vincentia High School is a large and growing comprehensive, co-educational community school serving the Jervis Bay and St Georges Basin area of the South Coast of NSW. Established in 1993, the school caters for students with a wide range of interests and abilities. Enrolments continue to grow. The last year has seen a significant development in estate housing close to the school and the clearing of large tract of land for a major shopping complex. The school continues to foster a very close relationship with the partner primary schools that ensures a successful continuum from K-12.

Students

Current enrolment is 1071 students. This includes 138 Aboriginal students and 98 students in nine support classes (5 support and 4 ED). The ratio of girls to boys is: 51% girls and 49% boys.

Staff information

The school has a teaching staff of 93 with more than 52% of staff having an average teaching experience of 15 years or more. This provides students with highly experienced teachers and ensues that each student has the opportunity to succeed. The number of younger teachers at the school has increased and where appropriate, these teachers have completed or commenced the Institute of Teachers accreditation course. This course is mandatory for teachers seeking employment in the NSW Department of Education and Training.

Student Achievement in 2011

NAPLAN

Year 7 displayed pleasing results in reading, spelling and numeracy.

- Over 2/3 achieved at or above the minimum standard in reading, spelling and numeracy.
- Aboriginal students achieved a score or 22 scale points above the state growth average in reading.
- Aboriginal students improved by 31 scale score points in grammar and punctuation.

Year 9 achieved a commendable result in reading, spelling, grammar and punctuation.

- In reading, a higher percentage in the top bands.
- In grammar and punctuation, a higher percentage reached Band 10.
- In spelling, a higher percentage in Band 6 and above.

School Certificate

Year 10 achieved a number of notable successes.

- Mathematics achieved a significant improvement in Band 6
- English, Science and Australian History, Civics and Citizenship displayed improved results in Band 5
- Computer skill students performed well being placed in the two highest bands

Higher School Certificate

Four subjects did particularly well in the Higher School Certificate. They were:

- English (Advanced)
- Hospitality Examination
- Personal Development, Health and Physical Education
- Visual Arts

All these subjects out-performed both the State and SSG based on the average mark achieved.

Four other subjects closely followed on their successes. They were:

- Ancient History
- Business Studies
- Food Technology
- Industrial Technology

For these subjects they achieved better than SSG on the average mark achieved.
Principal's Message

Vincentia High is a vibrant and growing comprehensive High School, with a drawing area including the Bay & Basin, Sussex Inlet and Jervis Bay.

The School whilst still growing, reaching more than 1070 caters for the needs and interests of a wide range of interests and abilities.

VHS has developed strong links with our partner primary schools through gifted and talented days, leadership activities in conjunction with HMAS Creswell and sport. This has resulted in smooth transition for all our students into High School.

Vincentia High espouses its values through:
- Respect for Learning
- Respect for each other,
- Respect for the Environment.

This is achieved through having a well-developed and focused learning program, highly developed welfare and support.

These values are evident in our sportspeople in all their activities, on student leadership and in all academic and cultural programs. We are developing strong citizens who respect cultural differences and diversity. A sense of tolerance and fair play and value of hard work are constantly emphasised at Vincentia High School.

This is constantly developing greater community involvement with ANZAC ceremonies, Community based Scholarships and traineeships. Also community satisfaction is evident with our increased enrolments and positive stories of student achievement in the press.

P & C Message

At Vincentia High School, the P & C greatly supports community involvement in all aspects of education. The aim of Vincentia High School P & C is to promote and encourage the school's interests by bringing parents, carers, citizens, students and teaching staff together. The P & C encourages parent and community involvement in curriculum and other educational issues within the school while supporting Public Education.

Our P & C meet on the fourth Thursday of each month at 7.30pm in the staff common room. Fundraising is a huge part of how the P & C provides support to the school. The P & C is continuously raising funds through events and the management of the school canteen where our dedicated staff and volunteers run a very busy canteen and abide by the Healthy Canteen Policy.

The P & C contributes funds for Presentation Night and support students who succeed to representative level. Once again, the P & C was successful in its 2011 application for the Volunteers Grant to the value of $5000. This year has seen the P & C hand over $25,000 for the purchase of a new school bus, and in a joint venture with Vincentia High School, the construction of the latest COLA built in term 1 which is attached to the front of the Administration building providing students with more shelter from the elements throughout the changing seasons.

In 2012, the P & C will endeavour to continue its contribution to the school with the construction of two more COLA’s over the Basketball Courts, turning this area into a multipurpose space which will be widely used by the whole school.

Mrs Annette Bevan
President.
SRC (Student Representative Council)

2011 was a very active year for the SRC of Vincentia High School. The students were involved in & lead several initiatives in support of both the school and wider community. Early in Term 1 the SRC participated in the World’s Greatest Shave in support of the Leukaemia Foundation. The SRC encouraged staff members and students to shave or colour the hair. Overall it was a great success with over $1500 raised. Other fund raising activities included the World Vision 40hr famine in August. This campaign was organised by Jessica Booth and encourage students to go without food, technology and talking to support those in developing countries. The school managed to raise well over $2000 in support of this cause.

Within the school community the SRC was also active in supporting the students. The continued to run Breakfast club which provides free breakfast 2 days a week to students who would otherwise go without. They also introduced new initiative such as Green Day to highlight environmental issues around the school. Green day was the beginning of an ongoing initiative of the SRC to main Vincentia High School environmentally sustainable. The SRC also organised other fundraising activities to contribute directly to the school community. These activities include the school Disco, running the canteen at School carnivals, Pancake Breakfast and themed mufti days. All the money raised from these activities is directly reinvested in the school.

2011 also provided a number of leadership opportunities for the SRC. The SRC camp held at the end of Term 1 provided an opportunity for the students to get to know one another better and build teamwork and leadership skills. We were also able to send Bronte Axam, Sarah Young and Owen Gendek to the regional SRC conference to represent our school. The SRC also represented the school in several other regional leadership forums include 3 students at the University of Wollongong Elevate Forum and 10 of senior leaders at the Gilmore Youth Leadership forum.

SCHOOL CONTEXT

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student Information

Student Enrolment Profile

Student enrolment for 2011 was 1071. Aboriginal students represented 13% of student numbers. The anticipated growth of enrolment continues.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>525</td>
<td>512</td>
<td>504</td>
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</tr>
<tr>
<td>Female</td>
<td>496</td>
<td>502</td>
<td>533</td>
<td>546</td>
<td>549</td>
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</table>

Student Attendance Profile

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>School</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>93.3</td>
<td>91.9</td>
<td>90.3</td>
<td></td>
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<tr>
<td>8</td>
<td>91.8</td>
<td>90.5</td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>90.3</td>
<td>89.5</td>
<td>88.0</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>89.8</td>
<td>90.2</td>
<td>85.0</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>91.6</td>
<td>89.9</td>
<td>86.9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>86.4</td>
<td>89.6</td>
<td>89.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.8</td>
<td>90.3</td>
<td>87.7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>91.8</td>
<td>91.7</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>89.7</td>
<td>89.5</td>
<td>88.7</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>88.4</td>
<td>88.1</td>
<td>87.0</td>
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<tr>
<td>10</td>
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</tr>
<tr>
<td>12</td>
<td>88.2</td>
<td>88.0</td>
<td>87.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.1</td>
<td>89.2</td>
<td>88.8</td>
<td>87.8</td>
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</table>

<table>
<thead>
<tr>
<th>State DEC</th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.3</td>
<td>92.6</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>90.0</td>
<td>90.5</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>88.8</td>
<td>89.1</td>
<td>88.8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>88.7</td>
<td>88.3</td>
<td>87.1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
<td>87.6</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
</tr>
</tbody>
</table>

Our student attendance for 2011 has fallen noticeable compared to previous 3 years. Our 2011 attendance is very close to the regional attendance figure, but below that of the state.
Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>54.4</td>
<td>53.5</td>
<td>40.5</td>
<td>48.9</td>
<td>49.1</td>
</tr>
<tr>
<td>SEG</td>
<td>56.7</td>
<td>55.8</td>
<td>53.6</td>
<td>58.6</td>
<td>57.1</td>
</tr>
<tr>
<td>State</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.4</td>
</tr>
</tbody>
</table>

Retention statistics have stabilised and maintained the marked improvement achieved across the School Certificate to Higher School Certificate year for 2008 – 2010.

These statistics will continue to stabilise and eventually improve as the policy implementation for the compulsory school leaving age being raised to 17 years, begins to affect the local community and the culture of learning in senior schooling.

Staff Information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Staff Establishment

<table>
<thead>
<tr>
<th></th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>4.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>14.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>72.0</td>
</tr>
<tr>
<td>Student Learning</td>
<td>2.1</td>
</tr>
<tr>
<td>Support Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Indigenous Staff</td>
<td>8.0</td>
</tr>
<tr>
<td>School Admin. Staff</td>
<td>14.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>118.3</strong></td>
</tr>
</tbody>
</table>

Teacher Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree &amp;/or Diploma</td>
<td>93</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>8</td>
</tr>
</tbody>
</table>

All teaching staff meet the professional requirements for teaching in NSW public schools.

Staff Retention

The school retained over 91% of staff from 2010. Retirements that occurred in 2011 were: Mr Al Voysey (DP), Mr G Worthy (HT TAS), Mrs Julie Irvine (HT Senior Studies). All other staff that left either sought transfer, gained permanent employment with DET or with the private sector.
FINANCIAL SUMMARY

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

Further details concerning this statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>BALANCE BROUGHT FORWARD</th>
<th>307,917.13</th>
</tr>
</thead>
</table>

Receipts from:
- Global funds: 637,324.18
- Tied funds: 1,137,201.68
- School & Community sources: 266,518.58
- Interest: 32,248.35
- Trust receipts: 26,771.00

TOTAL RECEIPTS: 2,102,063.79

TOTAL FUNDS AVAILABLE: 2,409,980.92

Payments applied to:

**Educational Programs**
- Key learning areas: 123,756.87
- Library: 24,205.29
- Excursions: 94,505.19
- Extra curricula: 61,700.44
- Professional learning: 0.00
- Tied funds: 979,628.60
- Short term relief: 162,008.76

TOTAL educational programs: 1,445,805.15

**Administrative Programs**
- Administration and office: 172,256.80
- Utilities: 113,921.05
- Maintenance: 74,641.15
- Trust payments: 22,371.01

TOTAL administrative programs: 383,190.01

TOTAL Capital programs: 4,076.13

TOTAL PAYMENTS: 1,833,071.29

BALANCE CARRIED FORWARD: 576,909.63

SCHOOL PERFORMANCE 2011

NAPLAN

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

- Yr 3: from Band 1 (lowest) to Band 6 (highest)
- Yr 5: from Band 3 (lowest) to Band 8 (highest)
- Yr 7: from Band 4 (lowest) to Band 9 (highest)
- Yr 9: from Band 5 (lowest) to Band 10 (highest)

When interpreting NAPLAN data please consider the following:

- Percentage in bands = percentage of students who achieved each band level in 2011
- School average 2008-2011 = average performance of students in NAPLAN for the years 2008 to 2011
- SSG% in band 2011 = Statistically Similar Group, schools across the state that have similar demographics to Vincentia High School
- State DEC% in band 2011 = percentage of NSW state school students achieving at each band level

When examining NAPLAN results, we would like to see the school performing at or above SSGs in the higher bands and at or below SSGs in the lower bands. Comparing results with SSGs takes into account the differing school demographics across the state. The most pleasing results are when school performance is similar to the state results.

It is important to remember that NAPLAN tests take place very early in term 2. The impact Vincentia High School can have in the Year 7 results is minimal. Year 7 results are of value to show the skill level of the new cohort and design teaching and learning programs around these results. Year 9 results are of significant value as they show the value of reading intervention programs, the work of our SiPs staff and teaching and learning programs of Vincentia High School.
Students show over representation in bands five and six. When compared with school average, 2011 results show a significant drop in performance in the top two bands. When compared with SSGs Vincentia High School shows similar results.

Writing results in 2011 were a significant area of concern. There is no school average data shown as 2011 was the first year the writing exam changed from a creative writing piece to a persuasive piece. Students found the more restrictive writing task much harder.

Year 7 spelling results show a significant gap between Vincentia High School students and the rest of the state. Student achievement in bands eight and nine are below school average and there is an over representation of year 7 students in band four.

2011, Year 7, Grammar and Punctuation results show a significant drop when compared to the school average. There is an over representation in bands five and six. We are under performing statistically similar groups across all bands.
Year 7 NAPLAN – Numeracy

Year 7 Numeracy results show a significant drop compared to school average. When compared to both the state and statistically similar schools, year 7 results are significantly lower.

Year 9 NAPLAN – Writing

Writing results in 2011 were a significant area of concern. There is no school average data shown as 2011 was the first year the writing exam changed from a creative writing piece to a persuasive piece. Students found the more restrictive writing task much harder and when investigated further, the number of students who did not attempt to write anything for this exam is a significant concern.

Year 9 NAPLAN – Reading

Year 9 reading results show a slight increase in students performing in the top band. We have a lower representation in bands six and seven then SSGs and outperform SSGs in band 8, this is a positive result for Vincentia High School.

Year 9 NAPLAN – Spelling

2011 spelling results are consistent with the school average for 2008-2011. It is pleasing to see a slight movement of students out of the lowest band, band five, and into band six and seven in 2011.
Year 9 NAPLAN – Grammar and Punctuation

Year 9 Grammar and Punctuation results are a highlight for Vincentia High School. Students performed consistently with SSGs in bands six through to ten. There is a lower representation of students in band five and higher representation in the top band, band 10, which is commendable.

Year 9 NAPLAN – Numeracy

Numeracy results have improved on school averages in the top two bands. Results in Numeracy are consistent with SSGs, its pleasing to see a slightly lower number of students in the lowest band compared to SSGs. When looking further into year 9 Numeracy results, the growth of students from year 7 to 9 is commendable.

School Certificate

School Certificate results are graded across six achievement bands from Band 1 (lowest) to Band 6 (highest). Overall, Mathematics achieved a significant improvement in Band 6 and English, Science and Australian History, Civics and Citizenship displayed improved results in Band 5. Computer skill students performed well being placed in the two highest bands (competent and high competent).

English: Students under-represented in Band 6 but a notable improvement in Band 4 and 5 results compared to previous school years.

Mathematics: An improved result in Band 6 but Band 4 and 5 are below previous years performance.
Science: A notable improvement in Band 5 from previous years.


Australian Geography, Civics and Citizenship: Maintained Band 6 performance from previous years but in Band 4 and 5 out-performed by students in previous school years.

Computer Skills: Out-performed by students in previous school years in the highest band.
The relative growth (value-added) for students from Year 5 to the 2011 School Certificate across the core subject areas is listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2011</th>
<th>School Average 2007-2011</th>
<th>SSG Average 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>-1.8</td>
<td>-1.9</td>
<td>-0.7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-3.2</td>
<td>-3.4</td>
<td>-1.0</td>
</tr>
<tr>
<td>Science</td>
<td>-2.7</td>
<td>-2.4</td>
<td>-0.9</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>-2.2</td>
<td>-1.4</td>
<td>-1.1</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>-1.9</td>
<td>-1.5</td>
<td>-1.1</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>-6.1</td>
<td>-2.5</td>
<td>-0.7</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero.

The 2011 student academic improvement from Years 5-10 has been consistent in English and Maths. Of concern, is the drop in Science, History and Geography and especially Computer Skills. It is hoped that administrative position changes across Stage 4 and 5 for 2012 will rectify this situation.

The 2011 School certificate cohort performed significantly better than previous years at the high end performance our students were well head of the SSG average.

Higher School Certificate


A significant number of courses showed a high degree of Band 4 achievements. This representation of middle band achievement in 2011 indicates the need to carefully determine student needs and more importantly correctly aligning subject choices with those needs. Needs analysis of the socio-demographic of the school community suggests educational streaming in Stage 6 teaching and learning, will pedagogically support the increased compulsory school leaving age.

Student learning continues to be supported by initiatives such as ‘Library Lock-ins’ just prior to assessment weeks; the Homework Centre (twice a week with an average of 20 students in attendance); HSC Coaching across a range of courses; Study Skills Workshops; and Senior Study Sessions, staff and learning resources being made available during sport time, especially for students with assignments, external assessments and major works.

The Dux of 2011 was Sophie Wright-Pederson.

The relative growth (value-added) for students from Year 10 to the 2011 Higher School Certificate across the three performance bands is listed below.

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2011</td>
<td>-3.6</td>
<td>-3.0</td>
<td>-0.7</td>
</tr>
<tr>
<td>School Average 2007-2011</td>
<td>-4.4</td>
<td>-4.8</td>
<td>-10.2</td>
</tr>
<tr>
<td>SSG Average 2011</td>
<td>-3.0</td>
<td>-3.0</td>
<td>-3.4</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero.
Higher School Certificate Course Summary

The table below compares how Higher School Certificate subjects with ten or more students performed to previous school years. 50% of the courses here out-performed previous school years.

HSC:Course Summary Table

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2011</th>
<th>School Average 2007-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>70.5</td>
<td>71.3</td>
</tr>
<tr>
<td>Ancient History</td>
<td>69.6</td>
<td>66.6</td>
</tr>
<tr>
<td>Biology</td>
<td>64.8</td>
<td>65.9</td>
</tr>
<tr>
<td>Business Studies</td>
<td>69.5</td>
<td>68.8</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>66.6</td>
<td>68.9</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>59.0</td>
<td>60.1</td>
</tr>
<tr>
<td>English (Advanced)</td>
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<td>74.3</td>
</tr>
<tr>
<td>Food Technology</td>
<td>69.8</td>
<td>72.7</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>66.3</td>
<td>66.3</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>61.1</td>
<td>61.8</td>
</tr>
<tr>
<td>Modern History</td>
<td>68.5</td>
<td>68.6</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>72.3</td>
<td>69.7</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>78.2</td>
<td>76.7</td>
</tr>
<tr>
<td>Hospitality Examination</td>
<td>76.8</td>
<td>75.3</td>
</tr>
</tbody>
</table>

Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing grammar and punctuation, spelling and numeracy for years 3, 5, 7 & 9.

The performance of the student in our school in the National Assessment program - Literacy & Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

The two tables below show the percentage of Year 7 and Year 9 students at Vincentia High School achieving at or above the minimum standard in 2011.

Minimum Standards data

<table>
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<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
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<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
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Our school’s participation in the National Partnerships program, designed to improve students’ NAPLAN results in literacy and numeracy over two years, continues to provide teachers with additional professional information and skills to improve the results of Year 9 students.
Key Learning & Welfare Program & Initiative Achievements for 2011

English

2011 saw a successful year of teaching and learning in the VHS English faculty. All students were engaged in study across a range of areas. Increasing student engagement remains a priority of the English staff and the integration of laptop use and Interactive whiteboards in our classrooms has ensured this is possible. We have worked closely with the school’s Highly Accomplished Teacher, Ms Lucas to trial the literacy program ‘Cars and Stars’. In 2012 students will participate in this program with a view to improve their ability to read for meaning.

We have seen impressive gains in our HSC and SC results. Students in Advanced English achieved very pleasing results – showing a 50% increase of students obtaining Band 5. This is truly outstanding. Well done to those students! Our Year 10 cohort sat for the School Certificate, for the last time, and some highly satisfactory results were noted. We look forward to capitalising on this success as these students enter senior school.

We were fortunate to welcome into the faculty, Ms Sasha Joura, who came to us enthusiastically to begin her teaching career. We also welcomed Ms Rebecca Robson who relieved as Head Teacher English for the majority of the 2011 school year. Finally; we farewelled Ms. Donna Walmsley, Ms. Rebecca Robson and Ms. Jamelie Elderfield who have all taken new positions elsewhere. We thank them for their contribution and wish them the best of luck in their new journeys.

Maths

The Maths department introduced a new initiative last year where we had a morning tea for our successful students and their parents/caregivers. This was a highly successful event which we plan to continue in 2012. As usual, students participated in the Australian Mathematics Competition with pleasing results. A pizza and popper reward was held for the students who participated in this competition. Year 7 students were again entertained and enthralled at Luna Park in an excursion organized with the NSW Mathematics Association. Our year NAPLAN results were quite pleasing, with improvements particularly in Year 9. Additionally, our HSC and School Certificate results were highly commendable, with students achieving Band 5 and 6 results, setting a high standard for our 2012 cohort. Free Maths tutoring continued on Wednesdays after school in the library as part of the regular homework centre. We held October school holiday tutorial sessions at school for the HSC students to assist them with their final study leading up to their exams. These programs will continue in 2012 as they have proved to be of great benefit to our students.

Science

Senior students, Nicole Miles and Monica Sweeney were selected for involvement in the Australian Science Youth Forum in January 2012.

Victor Chang Award for excellence in Science was awarded to Nicole Miles.

Our Year 11 Physics class were successful in coming second in practical component of the Coderia Robotic Challenge. Students were given two months to design, construct and program a NXT Lego Robot worth $500. The task was to complete four different challenges including writing a 1000 word report and producing an 8 minute movie / video driving their robot over a marked course.

Other notable successes were:

- ESSA online was flawlessly delivered.
- Band 5 outcomes from our outstanding Year 10 students in the School Certificate
- Involvement in a community aquaculture project, at a local retirement village by our marine aquaculture students.
**Human Society and Its Environment (HSIE):**

HSIE’s focus is successful teaching, successful learning and productive relationships with students and the wider community. Students achieved excellent results in the Australian Economics & Business Studies competition, and the National Geography & History competitions. Staff engaged students in the organisation and presentation of NAIDOC Week and the ANZAC Ceremony. HSIE students visited the Jewish Museum, and conducted fieldwork at Sydney, Darling Harbour, the Booderoo National Park, Wreck Bay Community, Coolangatta Estate Winery, the Mitchell Library, Taronga Zoo and the Canberra War Memorial.

As part of the unit on Tutankhamun’s Tomb, 22 Year 11 Ancient History students went to Melbourne in Term 2 to view the “Tutankhamen and The Golden Age of the Pharaohs” exhibition at the Melbourne Museum. It gave the students the unique opportunity to see first hand the culture and artefacts they had been studying.

Year 11 Aboriginal Studies students attended a seminar at Sydney University with the focus being on their Major Project, ‘Closing the Gap’ and a tour of the campus facilities and our Legal Studies students attended the Nowra District courts.

In 2009 Year 10 students were selected and participated in the NSW State Parliamentary Forum and in 2011 Year 11 Geography students applied and were interviewed for the National Geographic scholarships, and they entered the Arthur Phillip Awards 2011 Geography Fieldwork Competition. Year 11 students also entered the Southern Cross Community Housing Ltd ‘Homelessness ‘student essay project.

Senior students attended all HSC Study Skills days related to their course work, and the Year 12 Extension History students attended a seminar at the Shoolhaven Campus to develop their research skills. Our Year 10 students attended the School Certificate tutorials and Years 7-9 were engaged in local and Sydney field work.

**Creative and Performing Arts (CAPA)**

**Highlights for 2011 were:**

- **SOUTHERN STARS** – Students from Yrs 7, 8, 9 10 and 11 under the guidance of Mrs Madira Arnold, were selected from auditions to take part in this highly celebrated events. Special mention goes to Cellist Bronte Axam of Yr 11 and vocalist Tory Rae Davis who were selected as lead performers. Our dance ensemble performed skilfully and all students had an amazing time meeting new friends and being part of this major regional event.

- **JUNIOR PERFORMANCE NIGHT** featured a range of acts from Yr 7-10. This was a great way for young students to gain performance experience in a non-threatening environment. The stars of the night were they ensemble rockin’ out with their version of “Beds are Burning.”

- The newly formed VINCENTIA JAZZ ENSEMBLE tutored by Mr Josh Barkwith, have performed a number of times and their repertoire includes challenging pieces such as “All Blues” and “C Jam Blues”. Students have learnt to perform as a group and also to improvise with a range of instruments.

- **JUNIOR AND SENIOR ART CLUBS** have proven to be an effective way for students from a range of year groups to work together on a range of creative projects.

- **MUSIC MASTER CLASS** meets on Thursday afternoon and provides an opportunity for students to work in mixed year ensembles, a number of rock bands have been formed through this program.

- **COMPETITIONS** – Students have participated in a number of competitions including Nowra Show, various drawing competitions and talent quests. Kaysan Collins and Jade Colligan and Jessica Kopschewa received awards for entries in the “Tricky Words Competition” and will have their work published in a children’s book called “My Aunt ate a Plate.”

- **NAIDOC WEEK** – Visual Arts and Design students, mostly in Yr 8, participated in the NAIDOC poster competition. Some 200 works were on display. Posters were judged by ALO Debbie Wray and prizes were awarded to Claire Edward, Cody Hubbard and Kaitlyn Regent (Yr 11.)
• THE INAUGERAL YR 12 BIG NIGHT – students in the Music 1, Visual Arts, Visual Design and Photography and Digital Media courses produced a wonderful display and performance of their major HSC projects. Students from other years received valuable advice from the HSC students while the candidates themselves enjoyed sharing their success with family and friends. Pleasing HSC results were achieved in Visual design, Photography and Music with 8 students achieving Band 5 in Visual Arts.

• PHOTOGRApHY RESOURCES - VHS CAPA Department would like to take this opportunity to again thank our hardworking P&C and the Canteen staff for raising $20,000 to upgrade our digital photography resources. Students in our many Photography and senior Visual Arts classes are now able to develop advanced skills in graphics and photography including studio, underwater images and film as well as extending their creative ideas through the use of graphics tablets and scanning tools.

• VHS ANNUAL ART EXHIBITION - The theme this year of the MAD HATTERS TEA PARTY involved Visual Art, Visual Design and Photography students from Yrs 7-11 with over 600 artworks on display.

• ART EXPRESS AND BUNDANON EXCURSIONS – Yr 12 Visual Arts students sought inspiration from successful HSC Visual Arts students and have used the knowledge gained at this excursion to help produce their own body of work. While 40 students from Yr 11 excitedly accepted a free excursion to Bundanon, the home of renowned artist Arthur Boyd. Students viewed the home and studio of Boyd, learnt about his art practice and were shown a broad range of artworks and artist diaries from artists who have taken part in the Bundanon Artist residency program.

• SHOWCASE 2011 - once again the year concluded with our annual display of performing arts students. Highlights included new routines from the dance and didgeridoo troupe, Yr 9 and 20 dance troupes, Dramatic items written by Yr 11, the Jazz ensemble and music written and performed by students in Yrs 7-12.

• CONSPIRACY PLAN – This rock band visited the school, working with senior Music students, guiding them with advice on performance, composition and the music industry. The band then treated 200 students to a live performance in the school hall, raising additional funds for music equipment.

• PASSION CAFÉ EXHIBITION - The work of 16, Year 11 students displayed in an exhibition titled Artist Artwork Audience World was well received by members of the public. This forum has provided valuable curatorial and exhibition experience to senior students.

• SENIOIR PERFORMANCE NIGHT provided an opportunity for senior students to perform their HSC pieces in front of an audience to develop stage and performance skills.

Technological and Applied Studies (TAS)

The past year, as always, has been an extremely busy one in the TAS area of the school. It started on a high with some excellent HSC results, including a high Band 6 for Kris Krause in Industrial Technology Timber. We introduced Graphics Technology as a new subject to challenge our Stage 5 students. This course involves students learning to use techniques such as rendering, architectural plan drawing, computer graphics and CAD and will better equip our students with skills that will be valuable as they move into the senior practical areas. Moving into 2012, TAS are introducing Engineering Studies as a new course for our senior students.
Vincentia HS was chosen as a Trade Training Centre for Hospitality, which means that one of our rooms will be converted into a full commercial kitchen, giving students an authentic environment in which to learn the skills of the hospitality trade. For us in the faculty, this has involved converting the Design & Technology room into a temporary kitchen that will be used while the construction takes place. This initially appeared to be a daunting task. However, as usual, our students stepped into the breach, with our Year 10 TAS students carrying out the full fit-out in only two days.

TAS students have excelled in many areas. Our VET students were entered into the Shoalhaven Workplace Learning Excellence in VET Awards. We won awards in every category that we entered with Tyrone Gatt winning the coveted VET Student of the Year. VHS was by far the most successful school on the night. The TAS faculty was also successful in sponsoring senior students in winning an unprecedented number of Defence Force Scholarships that are each worth up to $3000.

VHS Senior Hospitality students donated their services to many functions including Stage 4 Transition Days, Community Forums, both the Year 10 and 12 School Formals and many others. Our senior students also contributed to our inaugural Major Projects Showcase night, where the wider school community was invited into the school to see the HSC Major Projects in Industrial Technology Timber and Electronics, Textiles and Design and Technology. This event was a great success and acted as an inspiration for our incoming 2012 Year 12 students. Our senior construction students once again completed their bricklaying course and the Work Cover White Card that enables them to work on commercial building sites, as well as building cabins that will be offered for sale. Our Year 11 Textiles & Design students were invited to showcase their garments at the inaugural Sanctuary Point Public School Fashion Parade.

On a sad note, the TAS faculty will be losing several of our most valuable members to retirement. Julie Irvine and Al Voysey finished at the end of 2011 and Gary Worthy will be retiring early in Term 1 next year. Both the TAS faculty and wider school will miss all of these excellent teachers. Vincentia High School has been the richer for their presence and contributions. We wish them all an enjoyable retirement. We know they have earned it.

All in all, busy means business as usual in TAS and we look forward to the challenges and achievements of 2012.

Information and Communication Technologies

After successfully completing our IT Courses VHS students are in demand. Students are consistently winning awards and securing employment, traineeships or pursuing further qualifications at TAFE or university. IT VET students have been very successful at work placements, often securing part time or even full time employment. Many past students have successful careers. Stephanie Tomson won the 2011 most outstanding IT VET student in the Shoalhaven award and Rhiannon Waples won highly commended, which included both public and private school nominations. This is the 7th time our students have won this award since 2003.

Language other than English (LOTE)

Indonesian is offered to students in Yrs 8, 9 and 10 where:

- Yr 8 students completed a variety of units particularly their studies on Animals in the Environments.
- Yr 9 and 10 students extended their Indonesian studies and visited the IMAX theatre and an Indonesian Restaurant in Sydney as well as a night at the Mogo Zoo surrounded by animals.

All Indonesian students participated in Orangutan Awareness Week by studying the plight of the orangutan and raising money to support our sponsor orangutan and supporting the Borneo Organutan Society. Kompetisi Siswa is offered by The Indonesian Language Teachers Association (ILTA) as part of the NSW Modern Language Teachers Association (MLTA) and the Australia Indonesia Association (AIA), in conjunction with the Indonesian Consulate, for ALL NSW students of the Indonesian language in Years K-10. Vincentia High School have achieved fantastic results in the 2011 competition:

1st Jay Edwards Yr 9/10 category
2nd Elizabeth Bowman Yr 7/8 category.
We also had 8 finalist in this competition.
**Student Learning Support Teacher Team**

The friendly staff in the STLA room make the students feel welcome. Four teachers and 5 SLSO’s (Teachers Aides) support students from Yrs 7 to 12 in tutorial support, assessment tasks, reading and numeracy programs, and during exam periods. Our schools NAPLAN results confirm that our Corrective Reading Program, now in its 6th year, continues to demonstrate improvement in student’s Reading outcomes. The numeracy program, now in its third year, continues to make significant improvement, for those students in Yr 8.

This year six Year 12 students will receive their HSC while other senior students continue to develop vocational options while supported by employment agencies, work placement and community based traineeships.

Our SLSO’s encourage students on excursions and camps and in the classrooms, as well as numeracy and small group reading programs.

Our highlight was the year 10 snow trip, where we supported three students. Two staff supported three students in learning to ski, one of these students learn to sit ski, with the Disabled Winter Ski Association.

**Support Unit**

The Support Unit is now comprised of 5 classes- 1 x IM, 1 x ASD, 1 x IO/IS and 2 MC classes, making the unit one of the largest in the state. Students with a diverse range of disabilities are supported by the collaborative efforts of parents/carers, community, DEC staff and outside agencies who work together to facilitate individualised planning and implementation of a vast range of academic and social programs.

In particular, throughout 2011 students have successfully gained School Certificate and Higher School Certificate credentials and accessed the extensive work experience program which has resulted in 2 students gaining School Based Traineeships in conjunction with Booderee National Park.

Additionally, all students have participated in the full range of sport, leisure and social activities, including establishing positive links with a large number of support agencies and community groups. Students particularly enjoyed the experiences of: sailing with SAILABILITY CALLALLA and Sailors With Disabilities on Sydney Harbour, The ‘My Story Matters’ personal history project involving residents from IRT ST Georges Basin, Leisure Link ‘Gym and Swim’ program with The Disability Trust, Transition To Work training involving Greenacres, House With No Barriers and Essential Personnel, producing a promotional environmental DVD in conjunction with the Vincentia Bushcare Group and Shoalhaven City Council (SCC) and establishing an Indigenous Garden and outdoor classroom with support from SCC and Booderee National Park.

**Aboriginal Education**

The Schools in Partnership Program (SiP) has continued into 2011 exclusively targeting Aboriginal Educational outcomes for Aboriginal students at this school.

8 staff members and 138 Aboriginal students have access to designated learning and community space in P2 which is located next to the Dhurga language classroom. Staff working here includes teachers, tutors, school learning support officers (SLSO), Aboriginal education officer (AEO) and community liaison officer (CLO). The room known as Ganya Garindja doubles as a staffroom and a place where students can get support from teachers and tutors to complete class work and assessment tasks. The room also acts as a safe haven for students with welfare needs.

Every Aboriginal student at Vincentia High School has a Personal Learning Plan (PLP), which has been completed in consultation with student, parent(s) or carer(s) and CLO. Each PLP reflects the learning needs and style of each student along with their learning goals. A review is completed the following year to meet the changing needs of each student.

Aboriginal students continue to be supported by the National Partnership Program (NPP) that was established 2010. The NPP significantly funds a range of in-school educational and administrative measures to enhance the literacy and numeracy results of all students in Years 7 to 9. A chief focus to achieve this is to further use the Quality Teaching Model (QTM) to expand the quality teaching strategies used by staff.

Senior Aboriginal students continue to benefit from the Norta Norta program. This program targets accelerating student achievement in the key areas of literacy and numeracy across all subjects. This program has been highly successful in improving engagement in assessment tasks and ultimately building confidence towards becoming independent learners.
The mandatory 100 hours Dhurga language program which is taught to all Year 7 students, both Aboriginal and non-aboriginals, has proved to be enjoyable with all students appreciating the colourful classroom and the variety of communicative activities used to help the students to overcome the difficulties of learning a new language. In studying this language Aboriginal students feel an increase in pride in their culture.

Through all of these programs Aboriginal students have become more focused on schooling and have shown more settled approach to their learning. They are reading and writing more often and with greater confidence. Many students have won awards at both school and regional level and there is a larger presence in high band classes. Attendance rates have improved whilst truancy and suspension rates have decreased. However, there is still room for improvement.

Years 7 and 9 NAPLAN results show significant improvement for Aboriginal students at Vincentia High School. This clearly displays that the use of school based Aboriginal programs and resources have improved the educational achievement of Aboriginal students in 2011.

Significant highlights include:

**The Year 7 NAPLAN results revealed:**

- Year 7 Aboriginal students (19 identified) have improved by 31 scale scores from the 2010 data in the area of Grammar and Punctuation.
- Year 7 Aboriginal students are 22 scale scores above the state average growth in the test aspect of reading.
- Year 7 Aboriginal students’ results on average are higher than state average in the areas of reading, writing and spelling.

**The Year 9 NAPLAN results revealed:**

- Year 9 Aboriginal students (26 identified) are 22 scale scores above the state average in spelling
- Year 9 Aboriginal students’ results on average are higher than state average in the areas of reading and spelling.

**Priority Schools Program (PSP)**

The Priority Schools Program grant allows the school to provide extra assistance toward the learning and welfare needs of students. In 2011 the money was used to:

- Employ 3 tutors for reading and numeracy programs which have led to enhanced outcomes for over 100 students.
- Employ an attendance officer who has assisted in monitoring the rolls, phoning parents and continuing to chase absent notes. This has given us an accurate understanding of the school’s welfare needs
- Employ a school community liaison officer who has looked after publicity, coordination of communication for events and parent-teacher evenings. This job has been evaluated so highly we will be increasing the hours of this position to 4 days in 2011.
- Run School Certificate tutorials. These tutorials are for Year 10 occurring every Monday afternoon 2.30pm – 4.30pm during Term 3 and up to week of the School Certificate. The aim is to improve student results in Mathematics, English, Science and HSIE courses and to prepare students for their School Certificate Examinations.
- Distribute diaries to Years 7 students. Students are given diaries to: support their transition into high school, inform parents / carers regarding school culture and also to communicate between teachers, parents and carers. For all years they are also used to improve student organisational and time management skills. The diaries encourage responsible learners, provide literacy information for students including a glossary of directive terms and writing strategies on how to write a successful essay and text types.
- Establish a Year 9 Boys / Girls program. This targets Year 9 male and female students who are disengaged in their learning and are at risk of not completing Stage 5 outcomes. Students have the opportunity to undertake a wide range of related work experiences that are related to school projects e.g. landscaping, construction and concreting. This program helps develop communication and teamwork skills, confidence, respect and self-esteem for students.
- Funded HSC coaching and homework centre on a Wednesday afternoon. Students are supported by HSC exam supervisors.
- Funded Homework centre for students in Years 7-11 on each Wednesday afternoon – enhancing outcomes for all years.
- Funded “Staying on Program” in Outdoor Education for Year 11 students.
• As a way of managing the new school leaving age, Vincentia High School has developed a new program called inVEST. This program has been designed for students who want to leave school and enter the work force. The government now stipulates that the new school leaving age is 17 years old; therefore, students cannot leave school unless they have a full-time apprenticeship or employment.

I. Invest has been created to give Year 11 students the skills they require which are essential once they join the workforce. The students are learning a range of interpersonal and intrapersonal skills through the study of Applied English, Applied Maths and SLR. In addition to basic literacy and numeracy, the students are learning skills in searching for employment, applying for jobs, resume writing and letter writing. They are also learning specific industry skills though the study of Building and Construction/Hospitality. The students complete their school subjects in school on Monday, Tuesday and Wednesday of each week.

II. These students also partake in work experience each Thursday with local employers in our local community. All efforts are made to place students in an industry they are interested in. The students also get the opportunity to experience different vocations if they are unsure of what they want to do in the hope that experiencing a number of things will help with their decision. Students also have the opportunity to sign on with Ostara, a government-funded employment agency who work with the students in developing self awareness, self esteem and providing students with a support network to help them achieve success. Ostara also offer subsidies to employers, to help with the costs of paying the students for their work, which helps with the students to feel valued.

III. The third part of the program is the Outdoor Recreation Certificate II. This course is held on Friday of each week and is mostly conducted off site. It is a program run in union with the Kiama Community College. This course provides the students with the knowledge and skills to lead groups in outdoor activities such as; snorkelling, bushwalking, rock climbing and kayaking. The course consists of both theory and practical components.

IV. Currently, 16 Year 11 students are participating in this program and are experiencing work from Hairdressing and childcare to building, plumbing, bush care and maintenance with local employers such as, Shoalhaven City Council and Booderee National Park. The students have also achieved their White Card licences and their First Aid Certificates. The children are beginning to realise their worth and understand what their capabilities are as well as learning to value the skills that they are developing and experiencing in preparation for their future.

National Partnership Program (2010 – 2012)

From 2010 – 2011 the school is part of the Low Socio-Economic Status School Communities National Partnership Reform Extension Initiative. The focus is on improving the educational outcomes of students, particularly in literacy and numeracy. Additional staffing and funding has enabled the school to target quality teaching and learning in classrooms.

Greater emphasis has been placed on community partnerships, effective school educational leadership and organisation. Direct and explicit initiatives have been undertaken to improve the educational outcomes of junior students with particular attention to Aboriginal students. Over a period of the next two years the school will undertake on-going analysis of literacy and numeracy data. This will ensure that teaching strategies are updated to reflect the needs of students to achieve successful literacy and numeracy outcomes under the National Partnership Reform Program.

• Current school Future directions are aligned to three core areas:
  • Successful learning
  • Successful teaching
  • Productive relationships.

Through our school priority areas of:

• Literacy and Numeracy
• Aboriginal Education
• Curriculum and Assessment
• Engagement and Attainment
• Leadership and Management

Our school is:

• Establishing more explicit and systematic teaching and learning programs in literacy and numeracy.
• Encouraging teachers to undertake professional development courses in the teaching of literacy and numeracy e.g. critical understanding of NAPLAN results and what this data means for classroom practice.
• Ensuring teacher expertise in leading pedagogical understanding across the school.
• Creating strategies to strengthen the educational relationship between students, staff and parents. By all stakeholders having a greater understanding of varying viewpoints and capabilities, it is anticipated that the literacy and numeracy outcomes for students will improve.
Student Welfare

During 2011 the focus of the welfare team was to create proactive sustainable programs that would assist students to develop skills and confidence to overcome any issues they may face. The team consisted of Head Teacher Welfare, year advisers, student adviser girls and school counsellors. We met fortnightly to discuss school issues, individual case management and to participate in professional development opportunities. This regular meeting time with executive support allowed successful planning and sharing of ideas for the whole year activities such as camp and excursions. In partnership with a number of organizations such as Bay and Basin Community Resources Inc, small group initiatives such as Artstart, Headstart (developing work skills in hospitality) and the Men’s Shed addressed the needs of boys at risk.

Whole school programs, including Ywiseup created opportunities to discuss issues around abuse of power in relationships. YQuest was conducted as a pilot project to empower young women in year 10. Ostara worked with young people experiencing mental health issues two days a week and successfully found part time employment and improved academic outcomes for many. Youth Connections provided many opportunities to younger students to form positive relationships within the community and school. The financial support for four senior students from St Vincent De Paul scholarships was greatly appreciated. Planning for peer support mediation began in term four and requires follow up and focus in 2012 to develop further.

A memorial garden was discussed and initial site meetings held with the Men’s shed and BBCR to be commenced hopefully in 2012. Work and discussion began around the school website and ways to incorporate links to services and information for both students and parents.

An exciting aspect of the year was the partnerships developed with BBRC and many other agencies and the roll towards an Interagency Health Hub onsite. This would mean that youth services would be able to provide coordinated support to students overcoming issues around transport and access. This partnership resulted in bi-monthly interagency meetings held at the school attended by many local youth services providers giving invaluable opportunities to work together for all students as well as those at risk.

Working with our local agencies

Sport


Other schools and a great number of community members praised our students on their professional appearance in sports uniform and their exemplary conduct at all sporting endeavours. Vincentia High School is excited to hear these comments and proud of the determined, committed, never give up attitude displayed by our students throughout this year.

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 – Aust Championships (ACT)
- Junior X-Country Team – State Champions
- AFL Team – South Coast Semi-finalists
- Open Girls Soccer Team – South Coast Semi-finalists

Individually, many of our students achieved notable successes;

- Wade Ardler – State Athletics finalist
- Jason Huntsman – State X-Country
- Tom Ray – South Coast Rugby Union Team.
- Brandon & Michael Labb – South Coast Cricket Team.
- Sarah Boddington – NSW Lawn Bowls Team
- Morgan Davis – 2nd State Rowing championships
A large number of students also represented VHS in athletics, swimming and cross-country at Shoalhaven zone, and South Coast regional level, achieving varying degrees of success. We congratulate all students that represented the school throughout the year at sporting endeavours and wish them great success in following years.

**Careers**

The Careers Department was an essential link between students and the wider community in 2011.

Year 12 students and their parents were emailed essential information by our highly efficient CLO for the second year, which has proven to be a great success, allowing more information than ever before to filter out into the school community.

To ensure year 12 was on track for the future, students were interviewed and profiled on a regular basis. This encouraged the students to begin thinking about the future and planning for success. Year 12 also attending the Wollongong University Discovery Day, and enjoyed a ‘link’ visit by students from Wollongong. These visits were designed to introduce students to the concept of university as a potential option for the future.

Canberra University also provided timely advice for students who intended to move further from the coast. Students attended Engineering Week at the University of New South Wales, and heard from the Professor of Mining Engineering on careers in the petroleum industry.

The school website continued to be a hub of information for students and their families in 2011, and more careers resources were added to the page including a links to TAFE and university websites.

Students prepared their resumes for job interviews, and participated in Early Entry programs. Many also attended the Health Industries Expo, and the student information evenings run by the Shoalhaven Campus. Students were encouraged to apply for university, or TAFE, or get a traineeship or job. Training opportunities were offer to many students in 2011, including RSA, RCG, and First Aide certificate courses. Students attended the leadership days at HMAS Albatross which gave them a taste of military life prior to applications for the forces.

Students from Years 11 and 12 completed their Vocational studies in Hospitality, Information Technology, Metals and Engineering and Construction. Several were highly successful in the local Shoalhaven VET Awards. Students completed their mandatory work placements to get another “taste” of the real world and add job experience to the theory from lessons. VET gives the best of worlds for students, a nationally recognised credential and a HSC.

Many students from Years 11 and 12 also completed highly successful studies in TVET courses outside school, completing certificates and statements of attainment in a wide range of job areas: tourism, animal care, child studies, primary industries, IT, fashion design, aeroskills, and welding. This is the flexibility of the New HSC, and provides a great place to leap into a traineeship, apprenticeship, cadetship or job.

Year 10 was invited to the Canberra link visit, and the Careers Expo at the Shoalhaven Campus which was well attended. The Year 10/11 Information Evening and subject expo included presentations and many booklets to read. Constant questions emerged about how to package subjects in the senior school for the HSC and how to maintain an ATAR. There was an also explanation about what an ATAR was.

Work Experience and Work Placement were widely available to senior students and students from the support units. The practical knowledge and the reality of the workplace provide invaluable background to students for the transition to work. The preparation of resumes and references for these programs gave valuable documentary evidence for future job interviews. Coordinated programs for at-risk students provide access to work skills and allow real work skills to be developed.
Librarian Report

The Library has had an exciting year and has undergone major renovations not witnessed since the school started. We now have an established computer learning area, with teacher projection screen; a new fiction reading area, with comfortable lounges; a new collaborative learning area; and an updated senior study area.

The Library operates at over 75% occupancy with approximately 34% of the general collection on loan at any one time.

The Library is continuing the implementation of Moodle, assisting in maintaining the school enrolment database and asset register, the school Intranet and pioneering the access development of a digital collection.

The teacher-librarians continue 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. It has also hosted community group meetings, parent-teacher nights, teacher development workshops and information evenings. The Library will continue its renovations into 2012 and will evolve and develop in response to the needs of the school community.

Teacher Mentor Report 2011

The mentoring program plays a vital role in inducting our new staff into our school’s culture and supporting them as they enter a new stage in their career, a complex and varied profession - teaching. It involves professional guidance and support, not only from the mentor but also supervisors and more experienced colleagues.

Our new teachers had the opportunity to attend a number of beginning teachers’ workshops organised by the NSW Department of Education and Communities and the NSW Teachers Federation’s Beginning Teacher Conference at Bundanoon. In addition, fortnightly meetings were organised to allow for reflective dialogues on classroom practices and working through their accreditation portfolios. Teachers were also involved in team teaching which led to greater sharing and collaborating of ideas and raising each other’s self-esteem.

In 2011, eight new teachers successfully demonstrated their competence in meeting the Professional Teaching Standards set out by the Institute of Teachers and gained their Accreditation at Professional Competency. The benefits are numerous. Students will enjoy having confident teachers who are motivated and have the ability to transform skills and knowledge into quality learning opportunities for all students. Teachers are not only committed to supporting students’ achievements to the highest possible educational outcomes but have the enthusiasm to assume a professional role within the school and the broader community. Inherent in their professional commitment to the profession, accredited teachers are required to demonstrate continuing and on-going pursuit of professional learning and improvement of practice.

Vincentia High School is privileged to be the only school in this region to be involved in the Mentoring Program. For beginning teachers, the structure and support provided by the Mentoring Program help maintain confidence and increase the prospect of our new teachers continuing in the profession for many years to come.

Extra-Curricula Activities

PBS Implementation to date

To date the team has achieved:

- Established team rolls and meeting times
- Modification to Sentral student welfare data collection system to suit PBS requirements.
- Conducted trial Values lesson plans with incoming Year 7
- Developed three core values including respect model.
- Developed whole school wide PBS values matrix for all areas of the school
- Developed PBS logo
- Logo and signage designs sent to printer/graphic designer for final evaluation.
- Conducted effective behaviour support staff survey
- Delivered Behaviour support training at staff development day
- Refined merit system
- Behaviour lesson plans developed and ready to implement in 2012
- Planning for mini PBS celebration launch 2012
- Reviewed existing school mission statement to represent PBS school values
- Evaluation of PBS implantation and action plan.
Triathlon

The goal of the triathlon Club is to encourage students to challenge themselves and by being part of such a positive and successful team -forming strong connections to the school.

Our focus is on participation and effort and with 27 individual competitors and 37 teams at the NSW All Schools event at Penrith in March - this was certainly achieved. We were successful in winning the ‘most represented school in the state’ and collected the Graham Harivel Trophy.

During this event students represented Vincentia with pride and looked impressive in special uniforms. These have been purchased through the support of parents who have organised car boot sales, barbecues and a number of other fundraising events.

We have benefitted from the ongoing support of the community through Bikes at the Basin and Jervis Bay triathlon club.

During the year we have also conducted a year 5/6 transition day with high school students running the training sessions. These roles models create connections that are invaluable in year 7.

Students also had the opportunity to participate in a training day at Iluka where new skills were taught and practiced in a beautiful and safe environment. Swim sessions were held Tuesday and Thursday mornings at 6am at the leisure centre with all abilities and ages benefitting from group training. Triathlon was offered as a sport on a Thursday and created an ideal time to encourage peer teaching across the Yrs 7 to 11. Triathlon continues to grow from strength to strength and has resulted in many positive outcomes for individuals and for the school.

Mountain Biking

In mountain biking our students again participated in 3 major events, two in Canberra, one of which was the ACT Schools MTB Championships where we had 8 podium finishes. 2011 saw the 4th running of our schools ‘Coondoo Classic’ - a South Coast Schools MTB Championship organised by teachers Mr Wright and Mrs Boyce. It was a great success with over 220 students involved. Our teams and individuals achieved top results and the event just keeps getting bigger each year.

The results from the MONT 24hour race proved to be exceptional with podiums finishes in all 3 divisions beating private mountain bike clubs from all over Australia.

Because of VHS student's dedication to bike riding, we became the 'Pin-up Team' featured on the front of the Bicycle NSW flyer. This added exposure made Vincentia High School the winners of the Bicycle NSW ‘Wheelies’ Award for ‘Best School for promoting Cycling & Cycling Skills’.

From this program we now have over 100 mountain bike riders in our school and elite riders competing in the National MTB championships with Tristan Ward 4th and Steven Mackay 18th in their respective divisions. Also at the NSW MTB championships new comer Brooke Crosslands came 2nd in the under 15 female category.

The Mountain Bike program is achieving its goals of ‘getting young people active, and having fun with friends’
PROGRESS ON 2011 TARGETS

Our school plan for 2010 - 2012 is still dominated by the our inclusion in the National Partnership Program 2010 – 2012.

Specific Targets 2011

Target 1

To further improve the literacy and numeracy outcomes for all students especially those in Stage 4 & 5.

Our achievements here include:

- Each Key Learning Area (KLA) has a nominated literacy and numeracy teaching mentor to introduce and support their staff with classroom application of literacy and numeracy strategies.
- Critically allocating three SIPs. Aboriginal tutors to support the literacy and numeracy needs of Aboriginal students.
- Implementation of literacy and numeracy tasks specific to KLA syllabis demands.

Target 2

To establish the Positive Behaviour for Success (PBS) program across the school for students and staff.

Our achievements here include:

- Published core values/expectations for whole school implementation
- Developed and implemented units of work in aspects of classroom teaching that reinforce the PBS behaviour model.
- Documented evidence that incidents of student misbehaviour in the playground has decreased.

KEY WHOLE-SCHOOL EVALUATIONS 2011.

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum

Educational & Management Practice

Program evaluation:

Review of how educational and welfare support can be best delivered across Stages 4,5 and 6.

Background

The Executive and staff were concerned that Stage Deputies were overwhelmed with demands by staff and students on educational and welfare strategic to support student success.

Findings & Conclusions

A whole school review revealed that each teaching and learning stage has specific needs that demanded complex support to underpin future success, eg: transition strategies for Stage 4 contrasted to time management strategies for Stage 5 and explicit study skills for Stage 6.

Future Directions

Create specific Head Teacher and Teaching and Learning position, for each secondary stage to support the delivery of education and welfare outcomes for students. Each Head Teacher will work collegially with each stage Deputy Principal.

Curriculum

Program Evaluation

Review of Year 11 students engagement with their learning.

Background

School certificate results revealed that some students who now must enrol in Year 11, due to a new leaving age of 17 years, had little chance of academic success. These students were identified and were interviewed along with their parents to see if an alternative program of study could be set up for them in Year 11.

Findings & Conclusions

Students wanted a less academic program and more work education and work experience. They also desired a Certificate 2 Award for future employment. It was decided to establish a school "Think Tank" with relevant stakeholders and design a program for disengaged students. This program will develop have the skills of:

- Literacy and numeracy
- Work readiness
- Social workplace attributes

Future Directions

For 2012, implement a program of study trial operation off line and in co-ordinated by selected teacher for 3 days per week at school. Students will complete syllabic work in English, Maths, Work Studies and Building Construction. For the remaining 2 days all students complete one day of work experience and one day attaining a Certificate 2 in Outdoor Education. Community business houses will work with the school to offer a range of work place employment.
Literacy and Numeracy across the curriculum

Background

With school's participation in the National Partnership Program there is a requirement that literacy and numeracy be given a central focus by all teaching staff throughout the school. This requirement highlights to staff, students and parents the importance of literacy and numeracy to successful learning. In Semester 2, a school based team examined the NAPLAN reading results for Yrs 7 & 9. Furthermore Vincentia High School worked with its Community of Schools to explore the “downward trending” of results in numeracy Yr 7.

Findings & Conclusions

Literacy

Examination of NAPLAN data revealed that students for Yrs 7 & 9 displayed inherent weakness in inferential reading. The committee concluded that greater emphasis needed to be on inferential reading in classroom activities across all KLA’s.

Future Directions

- Classroom teachers will be supported to remodel appropriate reading tasks to target inferential reading more often than reading for facts and detail.
- A staff development session 2012 will explore strategies to promote critical reading especially in the areas of inferential applied / evaluative reading.

Numeracy

Examination of NAPLAN data revealed that students in Yr 7 displayed results that were well below the regional and state cohort. In partnership with Primary Schools, an urgent need existed to significantly improve student’s mathematical ability in Space and Geometry.

Future Directions

- Yr 6 Maths teachers will introduce more often text book mathematics, so that students can familiarise themselves with the delivery of Yr 7 Maths.
- Likewise, Yr 7 Maths teachers will provide student with more hands on mathematical activities and real world problems, so that the transition from Yr 6 to Yr 7 will be more productive.
- Yr 7 Maths teachers will make use of the COUNTING ON Program and interactive ICT strategies to support low ability Maths students.
ABOUT THIS REPORT

Membership

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
Tony Lane              Deputy Principal Stage 5
Foti Loupos            Head Teacher Librarian
                        Teaching and Learning
Alex Lucas             Highly Accomplished Teacher
                        HAT

Jenny Moffat           Consultant
Annette Bevan          P & C

School Contact Information

Vincentia High
The Wool Road Vincentia
Ph:   02 44416766
Fax:  02 44416000
Email: admin@vincentia-h.schools.nsw.edu.au
Web:  www.vincentia-h.schools.edu.au
Code: 8593

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at http://www.schools.nsw.edu.au/asr