

Vineyard Public School

Annual Report

2016



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Introduction

The Annual Report for 2016 is provided to the community of Vineyard Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Our mission is to ensure that all students learn to their best potential through having meaningful learning experiences empowering them to succeed in our every changing world. Vineyard Public School is committed to providing an innovative learning environment with quality teaching programs which will motivate; challenge and support students to become self-motivated lifelong learners. Students will develop a sense of belonging and be active informed members of the global community who are happy, responsible, confident, creative and resilient with the personal resources for future success and wellbeing.

School context

Vineyard Public School is a small primary school in a semi-rural environment on the outreaches of the north western growth corridor of Sydney. The school has 38 students with 75% boys. At present 10% of students identify as being Aboriginal and 16% of students being from a non-English speaking background. Vineyard Public School has valued community links and is characterised by its welcoming, friendly atmosphere and its caring and nurturing learning environment. We have three highly qualified; dedicated and enthusiastic teachers who are experts in the field of primary education, maintaining their high professional standards through regular professional development. Our school is structured around small, multi-age classes where teaching and learning is designed to meet the individual learning needs of each and every student. Our wellbeing system with the incorporation of Positive Behaviour for Learning aims at creating an environment instilling our values of Safe Respectful Learners to create an environment that fosters school success. Vineyard Public School is a member of the Hawkesbury Small Schools' Learning Community and The Blacktown Learning Community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of learning, our efforts were primarily focused on wellbeing and differentiated learning. A positive learning culture was built through the explicit teaching of behaviour expectations in a variety of settings enhancing positive, respectful relationships creating a positive teaching and learning environment for students. The results have been evident in the way that students relate to each other and, importantly, in the increased engagement of students in learning.

Attention to individual learning needs has been a significant component of our progress throughout the year with teachers differentiating curriculum delivery to meet the needs of individual students and the provision of providing a range of extra-curricular offerings has enhanced student development and achievements. Teachers have continually monitored and tracked student progress to develop learning experiences that addressed individual needs this resulting in students performing at or above national minimum standards in NAPLAN performance measures.

Our major focus in the domain of teaching has been on collaborative reflective practice for staff. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning. Teachers are committed to their ongoing development and readily participate in professional learning targeted to school priorities and their professional needs. The school has a culture of supporting teachers to pursue and maintain accreditation with teachers actively sharing learning from targeted professional development.

Teachers review data on a regular basis to monitor the effectiveness of their teaching and learning programs taking responsibility to change their practice as required to achieve improved school performance. A variety of assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively. Teachers willingly work beyond their classrooms to contribute to broader school programs.

In the domain of leading, the school acknowledges and celebrates a wide diversity of student, staff and community achievements. Teachers ensure that there is full curriculum implementation and delivery requirements are met. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to the changing needs of the school community. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

The school communicates clearly school priorities and practices to students, parents and the broader school community who are welcome to engage in the development of the vision, values and purpose for the school. Opportunities are provided for students and the community to provide constructive feedback on school practices and procedures.

Monitoring, evaluation and review processes are embedded in school practices with the collection and analysis of learning and development data, which is utilised to plan and implement school programs including the allocation of resources, directions for professional learning, performance monitoring and reporting.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Successful Learners

Purpose

Student learning in literacy and numeracy is improved through the development and delivery of consistent high quality teaching and learning practices that inspire every student. High impact curriculum will motivate and enable students to excel and achieve their potential. Successful learners will be confident and creative and have the personal resources for future success and well being. They will develop skills to equip them to be lifelong learners in the 21st Century.

Overall summary of progress

The main aims of the Strategic Direction was to focus on Vineyard Public School's Whole School Literacy and Mathematics ensuring that all students needs were met through differentiated teaching and learning tasks in our multistage classes. Teachers assessed all students to enable fluid and flexible groups across K-6.

Quality teaching programs have resulted in students experiencing growth in all areas of NAPLAN. Students are explicitly taught Targeting Early Numeracy (TEN) strategies to competently and confidently complete computations using mental strategies. As a result students continue to effectively utilise the 'friends' of ten' as a strategy for problem solving.

The implementation of the evidence based program; Words Their Way provided a hands on / interactive spelling program to engage our large cohort of boys and explicitly teach phonics, spelling and vocabulary.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All students achieving a positive growth in 2015 – 2017 in Numeracy and Literacy as measured by NAPLAN	<p>This improvement measure will be unable to be fully evaluated until 2017</p> <p>SMART Data from 2016 reflected:</p> <ul style="list-style-type: none">100% at proficient (band 5 & 6) for writing in Year 3all students were above National Minimum Standard in all assessmentsall students in year 5 showed above expected growth in writing and spellingall students in year 5 showed growth from Year 3 in all assessments: mathematics, reading, grammar and punctuation, writing and spelling	\$2500
<ul style="list-style-type: none">All students K – 6 achieving a positive growth as measured on the Literacy and Numeracy continuum using PLAN and data analysis of both standardised and school based assessments	<p>Assessment schedules and various methods of data collection were designed and analysed. The analysis of this quantitative and qualitative data provides staff with the necessary tools to monitor student learning, growth and plan for future programs.</p>	\$1750

Next Steps

Due to some staff change over the year, including beginning teachers, staff will be provided with Professional Learning to develop a deep understanding of the new English syllabus documents and will be assisted in the planning of units of work based on the English concepts with a focus on writing and reading.

Evaluate and refine Vineyard Public School's assessment tasks, data collection and the processes for the analysis of student achievement through the implementation of a Whole School data wall utilising the numeracy and literacy continuum to track students. Review the Assessment Map and investigate a variety of assessment strategies including assessment for, as and of learning to promote collegial discussions to enhance consistent teacher judgment through work samples and the use of rubrics.

Implementation of Whole School Literacy and Mathematics will continue with high expectations of student growth as demonstrated in 2016.

Strategic Direction 2

Teaching Excellence

Purpose

Teachers will have the capacity to provide a differentiated curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers will engage in individualised, team and shared professional learning to develop their capacity to deliver a quality education to their students, resulting in improved learning outcomes. The development of quality teaching practices including data analysis, innovation and the use of 21st Century technologies, will ensure their ability to deliver teaching and learning programs for success.

Overall summary of progress

The main aims of Vineyard Public School's Whole School Literacy and Mathematics Programs was to enhance collaborative programming and utilise pre and post assessment data to enhance a differentiated curriculum to meet the individual needs of students.

Teachers became familiar with and confident in their implementation of the new English syllabus documents through consultation with a Literacy Expert who assisted in the planning of units of works based on the new syllabus and English Concepts with a focus on writing.

Tracking student achievement on the K–10 Numeracy Continuum and K–6 Literacy Continuum in five weekly blocks using PLAN, identified students' skills and enabled the grouping of students across the multi stage classes to enhance the explicit teaching of concepts appropriate to student's individual learning ability.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers engage in collaborative planning and programming embedding whole school English, Mathematics and Student Welfare Programs.	Opportunities for staff to collaboratively plan and differentiate programming and pedagogy to support school wide practices provide regularly throughout the year.	\$1800
All teachers implement innovative practices and the use of 21st Century technologies to engage and ensure the success of all students.	Investigated and created individual learning spaces to suit 21st Century Learners.	\$7500
All teachers develop and implement a professional learning plan, outlining their goals, with a focus on new curriculum implementation and use of technology.	All teachers completed PDPs, participated in class observations and feedback. Through identified goals and school targets teachers have received ongoing professional development to improve knowledge and teaching practice. Teachers participated in targeted professional learning in regards to their status as beginning teachers. They engaged in a wide variety of Professional Learning both internally and externally.	\$3000

Next Steps

Continued consultation with a Literacy Expert to assist in the planning of units of work based on the new syllabus and

English concepts with a focus on writing.

During 2016 all staff will become more confident in utilising Performance and Development Plans. Opportunities for staff to participate in mentoring sessions with an Aspiring Leader. Beginning teachers to participate in the Beginning Teachers Network.

Staff will work towards achieving or maintaining accreditation at proficient.

Continued investigation of innovative practices such as STEM and Passion Projects toutilises 21st Century technologies to engage and ensure the success of all students.

Investigate the use of future focused pedagogy including iPads, technology, blogs and varied assessment strategies.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Review of processes and procedures regarding PLPs and implementation of Aboriginal Education policies.	Books Speech therapy Naidoc performances \$3667.35
English language proficiency	Student literacy and numeracy data analysis.	Teacher support \$400
Low level adjustment for disability	Review procedures for Learning and Support within the school.	Staffing \$23765
Socio-economic background	Teaching and Learning Programs Student Achievement	School programs, staffing, excursions, resources \$43088
Support for beginning teachers	Survey of effectiveness of Early Careers Support Goals achieved through PDP	Professional learning internal and external \$4500

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	15	27	27	19
Girls	13	9	9	6

Over the period from 2013 to 2016 overall enrolment numbers have remained reasonably consistent.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	88.9	91.8	94.5	91.2
1	88.4	93.7	92	94.4
2	87.3	94.6	86.8	91.4
3	90.4	95	86.6	89.3
4	93.1	87.8	92.3	79.6
5	95.2	94.6	94.9	93.8
6	89.3	95	92.3	93.3
All Years	90.2	93.4	92.1	91.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

While our school's attendance rates are below state averages we will be working hard and implementing strategies to address this in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are no staff of Aboriginal background currently working at Vineyard Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	66

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	0.00
Global funds	78 266.20
Tied funds	60 836.93
School & community sources	15 949.05
Interest	2 481.38
Trust receipts	1 133.09
Canteen	0.00
Total income	252 595.48
Expenditure	
Teaching & learning	
Key learning areas	3 669.56
Excursions	4 969.79
Extracurricular dissections	1 250.02
Library	2 621.92
Training & development	0.00
Tied funds	45 715.69
Short term relief	843.97
Administration & office	35 707.15
School-operated canteen	0.00
Utilities	8 481.30
Maintenance	9 781.97
Trust accounts	1 200.58
Capital programs	7 480.00
Total expenditure	121 721.95
Balance carried forward	130 873.53

The information provided in the financial summary includes reporting from 1 December 2015 to 31 August 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	142 293.01
(2a) Appropriation	133 647.59
(2b) Sale of Goods and Services	562.71
(2c) Grants and Contributions	7 763.69
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	319.02
Expenses	-42 211.82
Recurrent Expenses	-42 211.82
(3a) Employee Related	-22 533.45
(3b) Operating Expenses	-19 678.37
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	100 081.19
Balance Carried Forward	100 081.19

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	408 788.28
Base Per Capita	1 992.95
Base Location	0.00
Other Base	406 795.33
Equity Total	70 921.03
Equity Aboriginal	3 667.35
Equity Socio economic	43 088.50
Equity Language	400.00
Equity Disability	23 765.18
Targeted Total	0.00
Other Total	2 390.21
Grand Total	482 099.52

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

A School Satisfaction Survey was distributed to parents through our school Newsletter. 25% of families returned the survey to the school so the data could be analysed. Staff and students in Years 3 – 6 completed the School Satisfaction survey.

The data gathered from all stakeholders indicate that as a whole, our school community is doing an excellent job

and we are improving each year.

Areas where the school ranked the highest were:

- 100% of parents believe that a positive, respectful relationship is evident among students and staff, promoting well being and ensuring good conditions for student learning;
- 100% of parents believe that the school leadership team engages the school community in reflecting student performance data;
- 88% of parents believe that there are opportunities for students and the community to provide constructive feedback on school practices and procedures;
- 88% of students and 100% of staff believe that the school provides a safe and secure environment;
- 100% of students and staff believe the school helps to develop good values;
- 100% of teachers believe students are happy to come to school;
- 88% of students believe that the teachers are highly skilled and help them to achieve their best; and
- 88% of students believe that teachers set high standards and help all students to learn.

Policy requirements

Aboriginal education

Aboriginal education

The importance of Aboriginal education and educating all students in the areas of Aboriginal history, culture and Aboriginal Australia is embraced by the staff, students and community of Vineyard Public School.

At assemblies and civic ceremonies we have integrated the Acknowledgment of Country into proceedings at assemblies and civic ceremonies and the Aboriginal Flag is flown alongside the Australian flag.

Throughout the year all staff members are committed to ensuring that both Indigenous and non-Indigenous students participate in teaching and learning activities which reflect mandatory Aboriginal perspectives in all areas of the school curriculum.

Respect for the role Aboriginal culture plays in our country is reflected strongly in many of our school calendar of events, including our NAIDOC celebration day in Term2 to acknowledge the rich Aboriginal cultural history that makes Australia unique. Students attended a Traditional Aboriginal Smoking Ceremony at the Riverstone Neighbourhood Centre enabling them to develop a deeper understanding of the theme 'We all Stand on Sacred Ground: Learn, Respect and Celebrate' as the ceremony highlighted Aboriginal and Torres Strait Islander peoples' strong spiritual and cultural connection to land and sea.

Students, parents and community members joined together to participate in a range of activities celebrating Aboriginal culture and enjoyed the Jollybops ScienceShow that highlighted Aboriginal technology and discovery through focusing on 'Science with an Aboriginal Perspective – Flight, Fire & Sound' performance.

Personal Learning Plans (PLP's), to enhance the academic achievement of all Aboriginal students, were completed by class teachers in consultation with students and parents/caregivers.

Multicultural and anti-racism education

Vineyard Public School staff, students and community place importance on multicultural education. Multicultural perspectives are embedded in all learning areas and recognised in school wide events.

The annual school Harmony Day celebration was a great success. The theme this year was 'Celebrating 15 Years of Participation'. Orange is the recognised colour for Harmony Day, so our students came to school wearing orange.

The school community joined together in preparing and sharing a multicultural lunch.

Following the multicultural lunch, students participated in a variety of performances. Students were able to experience activities from Asia, Africa, the Middle East and the Pacific. The performances demonstrated the language, food and customs and its ability to unite people regardless of their race, religion or age.