

Vineyard Public School

Annual Report



2017



3329

Introduction

The Annual Report for **2017** 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.

Matthew Kean

Principal

School contact details

Vineyard Public School

4 Bandon Rd

Vineyard, 2765

www.vineyard-p.schools.nsw.edu.au

vineyard-p.School@det.nsw.edu.au

9627 1621

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, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of learning the school team and the panel members indicated that Vineyard public School had demonstrated that they were sustaining and growing in the learning domain. There is a particular focus upon differentiated learning and wellbeing in the evidence provided and that was also an emphasis on evidence based practices. In the teaching domain the school team and panel members had the school at sustaining and growing based upon the evidence provided. This evidence provided clarity that the teachers lead the learning at Vineyard Public School through vigorous review of teaching and learning within the school and the analysis of practice of all teachers collectively. In the final domain of leading the school team and panel members had the school at delivering based upon the evidence provided. The major aspect in this area was the opportunities that were provided for leadership within the school and community and how the school community valued the leadership within the school.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 school has embedded whole school numeracy and literacy programs with personalised learning as a focus. The explicit teaching model is used in each classroom at Vineyard Public School. The reintroduction of PBL was successful and a rebranding of logos and symbols in this area involved the entire school community which assisted in the successful implementation of the policies in PBL. EAfS was started with the introduction of an Instructional Leader for .5 a day per week. This IL mentored staff and provided quality professional Learning for all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All students achieving a positive growth in 2015 – 2017 in Numeracy and Literacy as measured by NAPLAN	7250	Students at Vineyard all achieved value added results in external NAPLAN tests.
<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	2250	All students made progress against the continuum based upon the data taken from classroom teachers.

Next Steps

To continue to use best practice in all classrooms which are researched based and driven by data collected at school both formally and informally. The practice of PBL to continue within the school with a specific focus upon lessons to be taught in class to remain proactive in this area. For new wellbeing programs to be implemented such as Rock and water as well as anger management and positive leadership programs for students.

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 staff have engaged in quality professional learning both at school and out of school and have built knowledge and expertise in areas of need. Particularly in the area of technology where the students have been involved in coding and STEM learning projects at both a school and learning community level. The staff have provided professional learning for others and have opened their classrooms up to others. The staff were able to collaboratively plan and develop programs within the school due to flexible timetabling and resource allocation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers engage in collaborative planning and programming embedding whole school English, Mathematics and Student Welfare Programs.	\$6500	PBL was rebranded and signage purchased as well as extensively restocking reading texts for all levels within the school.
All teachers implement innovative practices and the use of 21st Century technologies to engage and ensure the success of all students.	\$5000	Programs and technology was purchased for classrooms and is used daily by students.
All teachers develop and implement a professional learning plan, outlining their goals, with a focus on new curriculum implementation and use of technology.	0	All teachers have developed PLP's and evaluated them against standards. Professional learning has been undertaken in technology and has been implemented into classrooms.

Next Steps

The school will concentrate on visible learning as part of the next school plan. All staff will participate in professional learning in visible learning with a view to classroom implementation in 2018 and beyond. L3 stage 1 and TEN programs will also be implemented to support the progress of students. Effective communication with parents and parent involvement in students learning will be continued in 2018 and beyond.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	2500	NAIDOC activities for all children and the implementation of our Aboriginal Art garden is a feature.
English language proficiency	1000	Interventions in classrooms to accommodate LBOTE students and the purchase of technological apps and programs.
Low level adjustment for disability	8400	Extra staff employed for interventions for designated children.
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	40000	Staffing. Programs and excursions etc... subsidised and paid for to ensure opportunity for all students and families.
Support for beginning teachers	12400	Extra RFF and opportunities for PI,, cooperative planning and mentoring was possible using beginning teacher funding.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	27	27	19	17
Girls	9	9	6	12

Student enrolment has increased during 2017 after remaining stable for many years previously. The numbers from 2016 to the end of 2017 have nearly doubled due to new families moving into existing homes in the area.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.8	94.5	91.2	94.7
1	93.7	92	94.4	91.4
2	94.6	86.8	91.4	93.8
3	95	86.6	89.3	94.6
4	87.8	92.3	79.6	93.1
5	94.6	94.9	93.8	93.6
6	95	92.3	93.3	91.8
All Years	93.4	92.1	91.8	93.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The attendance rates at Vineyard Public School are the same or similar to like schools. We monitor attendance in line with the department policy on attendance.

Late arrivals are also monitored and have decreased in 2017 after conversations and consultations with the parent body.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.01
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

At present there are no Aboriginal people employed at Vineyard PS.

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	0

Professional learning and teacher accreditation

All staff have engaged with quality professional learning. one staff member gained there accreditation in 2017, whilst the other staff are maintaining the hours required for maintenance of accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	100,081
Revenue	560,589
Appropriation	528,694
Sale of Goods and Services	3,494
Grants and Contributions	26,946
Gain and Loss	0
Other Revenue	0
Investment Income	1,455
Expenses	-599,615
Recurrent Expenses	-599,615
Employee Related	-507,185
Operating Expenses	-92,430
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-39,027
Balance Carried Forward	61,054

The school follows budget procedures and plans spending based upon SBAR provided to schools.

There was a slight overspend in the staff component due to the small schools supplementation not lasting for the entire year which was unknown. This amount is offset by the surplus funds that the school has raised over time.

Equity money was spent on many programs, resources and experiences to provide opportunities that the children may not have had.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	493,765
Base Per Capita	3,821
Base Location	0
Other Base	489,944
Equity Total	73,191
Equity Aboriginal	4,491
Equity Socio economic	44,960
Equity Language	1,295
Equity Disability	22,446
Targeted Total	0
Other Total	2,349
Grand Total	569,306

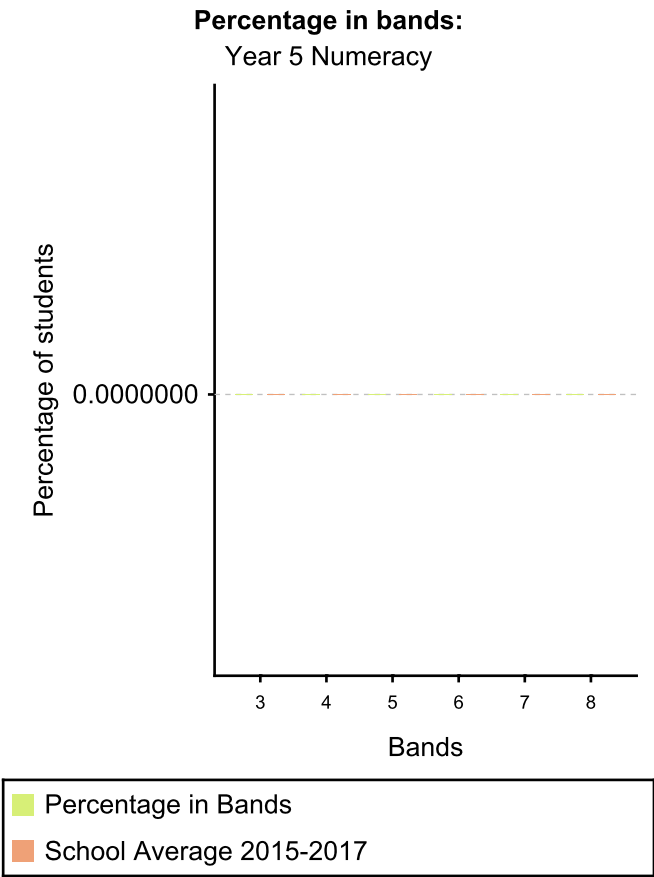
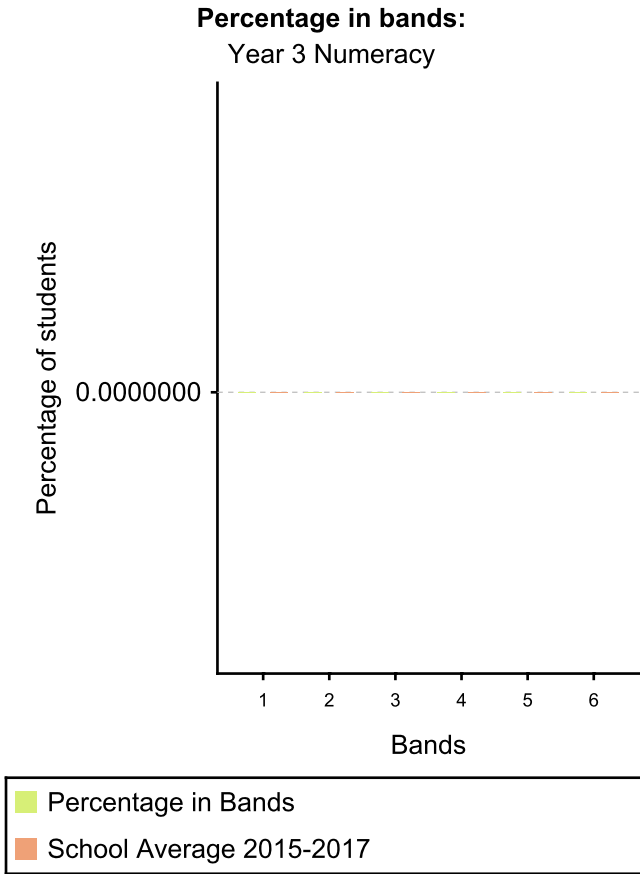
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

A School Satisfaction Survey was distributed to parents through our school Newsletter. 65% of families returned the survey to the school so the data could be analysed. Staff and students in Years 2 – 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:

- 90% of parents believe that a positive, respectful relationship is evident among students and staff, promoting well being and ensuring good conditions for student learning;
- 95% of parents believe that the school leadership team engages the school community in reflecting student performance data;
- 100% of parents believe that there are opportunities for students and the community to provide constructive feedback on school practices and procedures;
- 95% of students and 100% of staff believe that the school provides a safe and secure environment;
- 90% of students and staff believe the school helps to develop good values;
- 100% of teachers believe students are happy to come to school;
- 100% of students believe that the teachers are highly skilled and help them to achieve their best; and
- 100% 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 had a visit from some Aboriginal members of our community and participated in creating our indigenous garden with the stunning pots which take pride of our place in our playground.

Students, parents and community members joined together to participate in a range of activities celebrating Aboriginal culture and investigated the use technology to improve outcomes and to be used as a culturally relevant resource for Aboriginal students. The Aboriginal students who require assistance also receive speech therapy fortnightly paid for by the school.

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. Orange is the recognised colour for Harmony Day, so our students came to school wearing orange.

Students were able to experience activities from Asia, Africa, the Middle East and the Pacific. The classrooms demonstrated the language, food and customs and its ability to unite people regardless of their race, religion or age.