

# Vineyard Public School

## Annual Report



2018



3329

## Introduction

The Annual Report for **2018** 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

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## School background

### School vision statement

Quality teaching and learning at Vineyard Public School will be in a safe and respectful learning environment which fosters positive participation and promotes high expectations.

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. At present 9% of students identify as being Aboriginal and 18% 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.

This school is an Early Action for Success school with an Instructional Leader for .5 a day per week. This Instructional Leader provides support in building teacher capacity to identify and address the needs of students in the early years of schooling.

# 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. 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.

In completing the School Excellence Framework we found our school to be sustaining and growing in 11 areas of the Framework including learning culture, wellbeing, effective classroom practice and learning and development. In the other 3 areas we are delivering in the areas of student performance measures, assessment and school planning/.

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.

Our self-assessment 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

### Quality Teaching

#### Purpose

To enhance explicit evidence based pedagogies that meet the needs of all students. Building the capacity in the staff through professional learning and development creating a culture of evidence based learning and practice at all levels. This strategic direction will encompass quality teaching practices including innovative and up to date pedagogy for diverse groups of students. At the core of all teaching will be the ability to deliver quality teaching programs that ensure growth and success for the individual and the school.

#### Overall summary of progress

Quality differentiated professional learning was provided for all to support staff in their ability to implement best practice in their classrooms. Develop the capacity to support staff through all levels of the accreditation process. Through professional learning and following this continued implementation by the staff at Vineyard have engaged with Visible Learning, L3 K, L3 1 and TEN. EAfS – data walls, learning progressions and instructional leadership. The staff have consistent assessment practices that have ensured that data informed, differentiated and personalised learning experiences are highly visible in all staff programs. The staff have been able to facilitate and enhance the culture of high expectations for all through the use of strategic planning and authentic, transparent assessment.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
For NAPLAN growth in all measured areas to improve each year compared with the previous years.		There was an improvement in results for all students who attended Vineyard in both Year 3 and 5.
For EAfS measures K–3 to show a decrease in the number of students at risk and an increase in the number on track.	\$30,000 (1 day a week)	The number of students at risk in K–3 was lower than previously with a high percentage of students at or close to stage benchmarks in numeracy and literacy.
To increase the number of students in the top 2 bands in NAPLAN for reading and numeracy.		The number of students in these top 2 bands did not increase for this year with a small cohort of children.

#### Next Steps

For the school to continue consistent whole practices and programs that engage students and improve overall and individual student outcomes. To provide quality and targeted professional Learning for staff to equip them with the necessary skills in order to cater towards all individuals and learning styles. .

## Strategic Direction 2

### Engaged Learners

#### Purpose

To further develop self regulated, engaged learners who value educational opportunity. Every student in our care will be challenged to achieve and thrive as learners, leaders and productive citizens. Learners will be motivated to do their best. Successful learners will be confident and have the skills necessary for future success and well being. The learning will be underpinned by high expectations through challenging and skills based learning which will ensure that students reach their full potential.

#### Overall summary of progress

Teachers clearly communicate learning expectations and intentions, receive and provide timely personalised feedback to guide their own and others learning. Tiered interventions are provided for at risk students and involve integrated support. Students have become increasingly independent and self motivated learners. Understand and use self assessment strategies and feedback processes to promote students learning. They contribute to the wellbeing of themselves and others. All teachers engage in collaborative practices in embedding school programs and meeting school and individual learning targets. To develop leadership skills within the school through distributed leadership practices, reflective goal setting practices that plan, implement and review performance processes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Personalised and differentiated learning is evident in teaching and learning programs.	\$3,000 (Teacher release to complete IEP's / PLP's)	All teaching and learning programs demonstrate evidence of differentiated learning for all students. IEP and PLP were evident for any child who needed these interventions.
An increase in all students achievement evident in PLAN 2 and NAPLAN. data.  Aboriginal students match or better the outcomes of all students.	\$2,500 (Aboriginal SLSO support in classrooms)	PLAN and NAPLAN data indicate that a high percentage of students are achieving the required benchmarks in numeracy and literacy. Aboriginal students are performing to an equal or better standard of other students when looking at internal and external data.
Percentage of students identifying positive views on wellbeing, engagement and learning culture and expectations for success equal to or greater than NSW government norms on Tell Them from Me surveys.		According to surveys the entire school community is extremely satisfied with the learning culture and wellbeing programs at the school. 100% of students believed that they are actively engaged in their learning on a daily basis.
Self assessment on learning domain against the School excellence Framework(version 2) at the end of 2020 be rated as sustaining and growing or excelling.		With the implementation of the 2018–2020 school plan and data being collected at present indicate that the school will be at the required benchmark by 2020.

#### Next Steps

For the staff to continue to engage the students in quality evidence based best teaching practice. Programs continue to be student centred and learning based around authentic assessment data which involves all areas of the school community. Staff continue to be involved in quality and differentiated Professional Learning that caters to their needs and the needs of the individual students in their classes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3,500	The funds were spent on Naidoc day activities as well as employing an Aboriginal SLSO to work across the school with all students.
<b>Socio-economic background</b>	\$32,576	Equity was achieved for all students by having experiences supplied for them using funds as well as the use of SLSO and small class sizes.
<b>Support for beginning teachers</b>	\$5,436	Extra support was provided for beginning teachers to plan and attend PL and mentoring sessions both in and outside of school.



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	27	19	17	27
Girls	9	6	12	21

Student enrolment has increased during 2017 after remaining stable for many years previously. The numbers 2017 to the end of 2018 have remained stable with a projected increase in future years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	91.2	94.7	91.7
1	92	94.4	91.4	91.1
2	86.8	91.4	93.8	89
3	86.6	89.3	94.6	95.6
4	92.3	79.6	93.1	88.6
5	94.9	93.8	93.6	91.1
6	92.3	93.3	91.8	81.7
All Years	92.1	91.8	93.6	90.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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 2018 after conversations and consultations with the parent body

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.03
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

At present there is 1 Aboriginal SLISO employed 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	0

### Professional learning and teacher accreditation

All staff both teaching and non teaching staff at Vineyard Public School have engaged in a minimum of weekly Professional Learning in 2018. The PL is differentiated and has been internal, external and online learning. This learning has met the needs of staff and students in our school community. The school has targeted Visible Learning and Writing as the 2 major areas for Professional Learning this year. All mandatory Professional Learning was completed by all relevant staff.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	61,054
<b>Revenue</b>	721,610
Appropriation	689,665
Sale of Goods and Services	3,897
Grants and Contributions	26,702
Gain and Loss	0
Other Revenue	0
Investment Income	1,345
<b>Expenses</b>	-638,080
Recurrent Expenses	-638,080
Employee Related	-555,249
Operating Expenses	-82,831
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	83,530
<b>Balance Carried Forward</b>	144,584

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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	556,666
Base Per Capita	5,608
Base Location	0
Other Base	551,058
<b>Equity Total</b>	59,319
Equity Aboriginal	3,368
Equity Socio economic	42,711
Equity Language	700
Equity Disability	12,540
<b>Targeted Total</b>	13,115
<b>Other Total</b>	4,756
<b>Grand Total</b>	633,855

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN data for Vineyard PS will not be shown on this report due to the small cohorts in Year 3 and 5.

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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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018 there were 26.67% of students in the top 2 bands for NAPLAN.

The school is unable to report on the percentage of Aboriginal students due to the small cohort size.

## 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:

- 96% of parents believe that a positive, respectful relationship is evident among students and staff, promoting well being and ensuring good conditions for student learning;
- 88% 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.