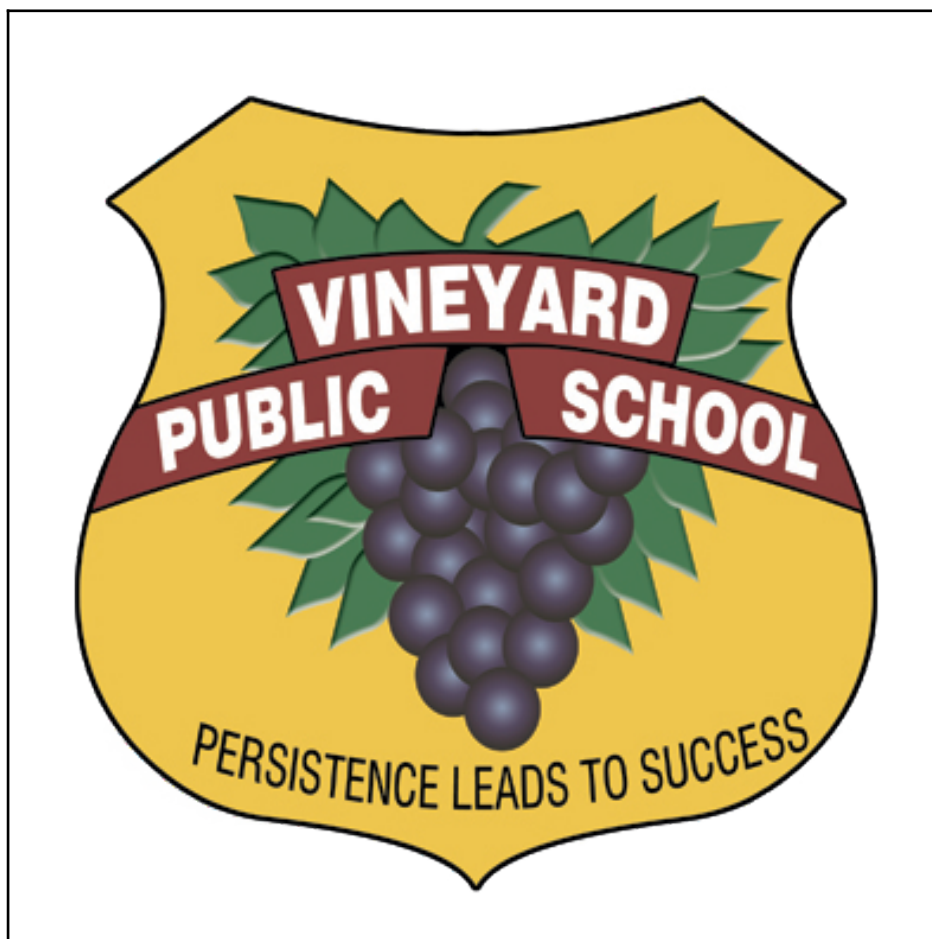


# Vineyard Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

Vineyard Public School

4 Bandon Rd

Vineyard, 2765

[www.vineyard-p.schools.nsw.edu.au](http://www.vineyard-p.schools.nsw.edu.au)

[vineyard-p.school@det.nsw.edu.au](mailto:vineyard-p.school@det.nsw.edu.au)

9627 1621

## 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 6% of students identify as being Aboriginal and 20% 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 Ponds network.

This school is an Early Action for Success school with an Instructional Leader for 1 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## 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.

#### Improvement Measures

For NAPLAN growth in all measured areas to improve each year compared with the previous years.

For EAFS measures K–3 to show a decrease in the number of students at risk and an increase in the number on track.

To increase the number of students in the top 2 bands in NAPLAN for reading and numeracy.

#### Progress towards achieving improvement measures

**Process 1:** Through professional learning and following this continued implementation by the staff at Vineyard will engage with Visible Learning, L3 K, L3 1 and TEN. EAFS – data walls, learning progressions and instructional leadership.

Evaluation	Funds Expended (Resources)
Staff engaged in ongoing professional learning for Visual Literacy, and worked collaboratively with the Instructional Leader. Data walls were established with a specific focus on expected learning outcomes against the Learning progressions.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning &amp; resources (\$7000.00)</li></ul>

**Process 2:** Targeted, future focused professional learning. Teacher accreditation at all levels. Further development of case management, mentoring and coaching.

Evaluation	Funds Expended (Resources)
Ongoing mentoring and coaching opportunities were provided to all staff from the Instructional Leader on a weekly basis, including demonstration lessons and constructive feedback to guide future teaching directions.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Teacher release (\$12900.00)</li></ul>

**Process 3:** Resilience Project –Rock and Water and other targeted programs will develop a strong suite of well being strategies that supports the capacity to work with all students.

Evaluation	Funds Expended (Resources)
The Better Buddies program was introduced as a whole school approach for developing well being and resilience strategies to support students. This program has a focus on curriculum, social skills, values and benefits for all students.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning &amp; resources (\$2100.00)</li></ul>

**Process 4:** To utilise school based and external data to identify students with opportunity to extend into higher bands and create plans to extend students.

Evaluation	Funds Expended (Resources)
The Instructional Leader worked closely with teaching staff to identify and analyse data. This allowed learning programs to be catered to the individual learning needs of students.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Teacher release (\$5000.00)</li></ul>

## 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.

#### Improvement Measures

Personalised and differentiated learning is evident in teaching and learning programs.

An increase in all students achievement evident in PLAN 2 and NAPLAN. data.

Aboriginal students match or better the outcomes of all students.

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.

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.

#### Progress towards achieving improvement measures

**Process 1:** Personalised Learning: Aboriginal PLP's, IEP's, transition programs, educational plans and portfolios. (digital).

Evaluation	Funds Expended (Resources)
Parents were involved in the consultation process of PLP's and IEP's for identified students. The school engaged in a High School transition program for students transitioning into Year 7 for 2020.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Mentoring support &amp; resources within EAfS role (\$5500.00)</li></ul>

**Process 2:** Initiate a greater student voice in Positive Behaviour for Learning (PBL), promoting optimal conditions for student learning across the whole school.

Evaluation	Funds Expended (Resources)
Our Student Representative Council was re-launched with regular meetings for students to be more active in leadership roles throughout the school. The SRC coordinated the whole school movie night and regular school assemblies.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Resources / subsidy (\$300.00)</li></ul>

**Process 3:** Successful learning: assessment and moderation strategies, case management, three tier intervention, data walls, learning and support team and instructional leadership.

Evaluation	Funds Expended (Resources)
Student progress was monitored every 5 weeks against the literacy and numeracy learning progressions, with targeted support of student learning identified from a three tiered intervention approach. Our Learning and Support team was re-launched to oversee this process.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Resources (\$500.00)</li></ul>

**Process 4:** Students able to articulate their own learning goals, along with success measures and where to next.

Evaluation	Funds Expended (Resources)
Learning Intentions and Success criteria were incorporated into the planning	<b>Funding Sources:</b>

### Progress towards achieving improvement measures

and delivery of TEN lessons. Whole school learning ninjas were introduced to allow students to articulate their learning goals and monitor progress towards these goals.

- School Resources (\$500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$6 500.00)</li> </ul>	<p>The 'Get Black on ya feet' program was delivered and a whole school mural was created collaboratively by students. This initiative increased student engagement with, and understanding of, Aboriginal culture.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$18 000.00)</li> </ul>	<p>The school employed a Learning and support teacher 0.5 days per week to address the individual learning needs of students requiring additional support.</p> <p>A School Learning Support Officer was also employed to implement programs to support students with their learning under the guidance of the Principal.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$99 000.00)</li> </ul>	<p>Additional teaching staff were employed, which facilitated increased learning and support for students, collaborative planning between staff and a refinement of assessment procedures and practices.</p> <p>Our families were supported financially through a variety of excursions and incursions, including School Swimming and Water Safety program and visit to the Australian Reptile park.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>There were no beginning teachers on our staff in 2019.</p>
<b>Early Action for Success (EAfS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Resources (\$1 000.00)</li> </ul>	<p>An Instructional Leader was employed 1 day per week to work collaboratively with teachers and students to embed quality teaching practice and explicit instructions based on student assessment data.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	19	17	27	31
Girls	6	12	21	24

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.2	94.7	91.7	88.6
1	94.4	91.4	91.1	88.3
2	91.4	93.8	89	89.4
3	89.3	94.6	95.6	93.3
4	79.6	93.1	88.6	93.7
5	93.8	93.6	91.1	89
6	93.3	91.8	81.7	91.5
All Years	91.8	93.6	90.5	90.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.48
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.51

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	144,584
<b>Revenue</b>	843,330
Appropriation	795,137
Sale of Goods and Services	4,616
Grants and contributions	42,393
Investment income	1,183
<b>Expenses</b>	-818,040
Employee related	-701,276
Operating expenses	-116,764
<b>Surplus / deficit for the year</b>	25,290

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	120,735
Equity - Aboriginal	1,584
Equity - Socio-economic	98,620
Equity - Language	2,854
Equity - Disability	17,678
<b>Base Total</b>	644,705
Base - Per Capita	11,263
Base - Location	0
Base - Other	633,442
<b>Other Total</b>	26,814
<b>Grand Total</b>	792,254

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.

## Parent/caregiver, student, teacher satisfaction

At the end of 2019, there was a high level of satisfaction among students, staff and parents. A school culture survey was distributed to the school community. All staff and students in 3–6 responded to the survey. There was a low response rate from parents.

100% of staff indicated they were proud to be a part of the Vineyard PS community and meeting the needs of students is the school's main priority.

100% of parents also indicated they were proud to be a part of the Vineyard PS community and that students are the main concern of the school.

89% of students indicated that the school encourages everyone to learn and is continually finding ways to improve student learning.

A focus for 2020 will be to increase the amount of feedback received from the parents and continue to increase student voice opportunities within our school.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.