

2020 Annual Report

Vineyard Public School



3329

Introduction

The Annual Report for 2020 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 vision

Quality teaching and learning at Vineyard Public School is promoted through 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 meaningful learning experiences, empowering them to succeed in our ever 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 to create an environment that instils our values of Safe Respectful Learners, creating an environment that fosters school success. Vineyard Public School is a member of the Hawkesbury Small Schools' Learning Community and the Ponds network.

We are 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
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 utilising the What Works Best (CESE) framework with an emphasis on explicit teaching, high expectations, collaboration and use of data to inform practice. Literacy and Numeracy data walls were used to track student progress and learning against the Learning Progressions.	\$500 photocopying & printing

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

Evaluation	Funds Expended (Resources)
Targeted professional learning included EAL/D learning progressions and NCCD data to target specific learning and support needs for students. Our Instructional Leader led individual mentoring sessions for our teachers to embed quality teaching and learning programs based on assessment data.	Additional SLSO support in classrooms to target individual student needs \$60,000

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)
All staff engaged in Trauma informed practice professional learning. Our Smiling Mind Program was introduced to develop strong wellbeing and resilience strategies for our students, staff and parents.	Teacher release - Professional Learning Smiling Mind Program \$300 Photocopying and resources \$250

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)
Due to the cancellation of NAPLAN, the school engaged in Year 1 Phonics check and Check in Assessments for Year 3 & 5 students. This data was	

Progress towards achieving improvement measures

used to further extend learning opportunities in the classroom.

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)
Personalised Learning Pathways (PLP) and Individual Learning Plans (ILP) were utilised to monitor learning progress for our students throughout the year with parent consultation.	Resources \$100
The school engaged in a Kindergarten and Year 7 transition program during Term 4 to support our students and families.	

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 (SRC) leadership opportunities at school were limited due to COVID-19 restrictions. External leadership opportunities were also cancelled.	

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)
Assessment schedules were used throughout the year to identify assessment and moderation strategies for students. All staff worked collaboratively during learning and support team meetings to identify specific social, emotional and learning needs for our students. Targeted support included using three tier intervention, data wall evidence and case management to provide explicit opportunities to improve learning and wellbeing outcomes for students.	SLSO support in classrooms \$60,000

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
The continued implementation of whole class learning intentions and success criteria enabled students to focus on learning expectations. Data walls used in classrooms allowed students to identify their individual levels and monitor their progress in Mathematics lessons.	School resources \$400

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO support \$10,500 Resources \$500	Employment of SLSO to support implementation of PLP's in classrooms. Purchase of Aboriginal literacy resources.
Low level adjustment for disability	\$21,758	Additional SLSO's employed to support individual learning needs of students in classrooms.
Socio-economic background	\$105,000	Additional SLSO's employed to support individual learning needs of students in classrooms.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	17	27	31	27
Girls	12	21	24	26

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	91.7	88.6	84.6
1	91.4	91.1	88.3	90.6
2	93.8	89	89.4	87.9
3	94.6	95.6	93.3	87.7
4	93.1	88.6	93.7	90.2
5	93.6	91.1	89	96.6
6	91.8	81.7	91.5	90.4
All Years	93.6	90.5	90.4	89.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	2.49
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	169,873
Revenue	962,364
Appropriation	932,991
Sale of Goods and Services	3,895
Grants and contributions	25,018
Investment income	360
Other revenue	100
Expenses	-896,009
Employee related	-813,593
Operating expenses	-82,416
Surplus / deficit for the year	66,355
Closing Balance	236,229

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	173,191
Equity - Aboriginal	10,993
Equity - Socio-economic	133,401
Equity - Language	7,041
Equity - Disability	21,758
Base Total	672,353
Base - Per Capita	13,228
Base - Location	0
Base - Other	659,125
Other Total	28,371
Grand Total	873,915

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The large majority of parent, staff and student feedback was of a positive nature which is encouraging and validates many of our current practices. A school satisfaction survey was completed by students, staff and parents.

100% of students indicated they could talk to their teachers if they had a problem.

92% of students felt our school is continually finding ways to improve what it does.

100% of staff indicated school leaders have provided guidance for monitoring student progress.

100% of staff felt they have succeeded in achieving the Department of Education's goal of every student being known, valued and cared for at Vineyard Public School.

100% of parents indicated a high level of satisfaction for regular communication and ongoing support, particularly during home learning periods.

100% of parents felt the school encourages students to achieve their best.

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.