

2022 Annual Report

Vineyard Public School



3329

Introduction

The Annual Report for 2022 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 Strategic Improvement 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

At Vineyard Public School, we strive for excellence in an inclusive environment and provide opportunities for every student to build self confidence in their personal abilities and potential to succeed. Our moral imperative is to maintain a safe, respectful and high quality teaching environment which promotes self directed and expert learners in literacy and numeracy and empowers students to feel valued with a strong sense of belonging and wellbeing. We promote strong partnerships with parents, the community and educators to improve learning outcomes through evidence-based practices.

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 Aboriginal and/or Torres Strait Islander (ATSI) and 22% of students identify with a background of English as an Additional Language or Dialect (EAL/D). Vineyard Public School has valued community links and is characterised by its welcoming, friendly atmosphere and its caring and nurturing learning environment. 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. Vineyard Public School is a member of the Hawkesbury Small Schools' Learning Community and The Ponds Network.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Individual learning plans (ILP's) and Personalised Learning Pathways (PLP's) will continue to be used for students to promote learning and wellbeing growth as well as student directed learning. Teachers will evaluate the effectiveness of their teaching practices and utilise high impact teaching strategies to ensure students achieve expected growth and attainment in their learning.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices in school planning, teaching and learning and wellbeing with the introduction of whole school restorative practice to ensure ongoing student and school improvement.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for all teachers to be reflective and committed to identifying, understanding and implementing the most effective teaching methods, including explicit teaching and feedback. This will ensure our students are empowered to become self directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Practice
- Effective Classroom Practice

Resources allocated to this strategic direction

Summary of progress

In 2022, to support the commitment to identifying, understanding and implementing the most effective teaching methods, including explicit teaching and feedback, Vineyard Public School made a substantial investment in training, teaching staff in the evidence based science of learning and reading (SOLAR) and becoming part of a school collective to more effectively achieve literacy and numeracy goals.

We worked in collaboration with fifteen schools in the Hawkesbury/Windsor Network and created a collective vision : to be a collaboration of schools focused on implementing research driven high impact teaching practice to achieve excellence. We established a clearly defined set of roles and responsibilities for all participants in the SOLAR project. Expectations were articulated through a principal lens, middle leadership lens, teacher lens and project management lens.

The school embedded evaluative and explicit practice into school systems, in collaboration with a close network of like minded schools. The school collected and used data to inform teaching focus and practice initially around vocabulary and grapheme/phoneme correspondence (GPC). We tracked student progress to monitor fidelity of practice and student progress at a class, school and network level. The network implemented the assessment tool across schools to analyse and extrapolate meaning from the data. Analysis of data showed an increase in student knowledge of phonemes as a result of explicit teaching practice. By the end of term 3, 75% of Kindergarten students secured 80% or more of taught phonemes (increase of 44%), 67% of year 1 students secured 80% or more of taught phonemes (increase of 34%) and 83% of students secured 80% or more of taught phonemes (increase of 50%).

Throughout the process we identified a need to provide teachers with a supplementary guide to support the consistent implementation of the assessment across all of the schools in the collective. Information gathered from this process was used to inform planning and led to modifications in project planning, necessitating the reteaching of core concepts and was a direct reflection of what had been taught in classrooms.

Our staff have begun to transform their teaching practice to meaningfully use data to inform and drive change.

In 2023, further professional learning around evidence collection, evaluation against the SEF and use of SCOUT is to be sought to enhance and modify existing plans to suit effective, achievable and measurable evaluation of impact. All staff will closely engage with the predetermined collection of data and consequent analysis of data collaboratively, develop systems and time frames to conduct analysis, identify artifacts and upload relevant evidence to SPaRO.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Improvement in the percentage of students in year 3 and 5 achieving in the top 2 bands to be at the lower	• A decreased percentage of students achieved in the top two skill bands for reading, indicating the school did not meet the system negotiated target. Cohort size does not allow the publication of percentages, however

bound system negotiated target of 40.5% in reading.	individual student progress is reported directly to parents and carers throughout the year.
<ul style="list-style-type: none"> • Improvement in the percentage of students in year 3 and 5 achieving in the top 2 bands to be at the lower bound system negotiated target of 35.3% in numeracy. 	<ul style="list-style-type: none"> • A decreased percentage of students achieved in the top two skill bands for numeracy, indicating the school did not meet the system negotiated target. Cohort size does not allow the publication of percentages, however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Our purpose is to develop a school culture that is focused on learning and ongoing improvement for all students through a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. Effective partnerships will result in students being motivated to deliver their best and continually improve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Strategic Partnerships

Resources allocated to this strategic direction

Summary of progress

Our whole-school approach to wellbeing was aimed at shifting focus from behaviour compliance to improved and proactive learning behaviours with increased student enthusiasm and commitment to learn. The key to achieving a proactive wellbeing environment has been our focus on personalised learning and building strategic partnerships.

To build teacher capacity to implement whole-school wellbeing strategies, teachers have participated in professional development, including participation in the Smiling Mind program, training in using the Every Student is Known toolkit and sessions on trauma informed practice. Throughout this training and implementation of the school's wellbeing approach, a focus has been to incorporate personalised learning, with teachers collaborating in the development of Individualised Learning Goal sheets for each student in programmed literacy and numeracy activities. Teachers have proactively encouraged students to take responsibility for their learning goals, with some students still finding that difficult at this stage.

To support our shift to increased engagement with personalised learning, Vineyard Public School engaged in authentic STEM lessons through our *Escape into your virtual World* project. This project allowed us to apply a proactive and personalised learning approach by building on individual student interests and skills, with a strong focus on developing strong collaborative partnerships with students, staff, parents and the broader community. Teachers engaged in professional learning using innovative 21st century learning design, computational thinking, coding, augmented reality and robotics. Staff worked as a team to trial new student activities and modify existing teaching and learning programs, aligned with curriculum requirements and milestones set out in our Strategic Improvement Plan. With support and increased confidence, teachers in all classes implemented a STEM project with students in groups designing and constructing a virtual zoo as the stimulus for developing students' ICT knowledge and skills.

Teacher feedback, work samples and two Showcases for parents and families provided substantial evidence that students are becoming confident users of technology. Feedback from the Showcases indicates that both students and parents understand and value the important role technology plays on student learning and engagement. 90% of students reported increased confidence in using innovative computer-based technologies. Student survey responses provide evidence of improved enthusiasm, commitment to learning and independent thinking. Teachers reported students exhibiting increased levels of persistence, resilience, student collaboration and confidence. Through survey data, they report growth in student engagement (100%), expanded student knowledge (100%) growth in community engagement (67%), and expanded teacher knowledge (67%). Teachers have successfully built their capacity and confidence in embedding technology and differentiated learning as part of their daily practice.

The project has provided transformational thinking and sustainable change within the school. Throughout 2022, the school has recognised the interrelated and mutually supportive nature of our strategies to develop personalised learning and strategic partnerships. The staff are proud of what has been achieved in student wellbeing. Whole school data provides evidence of considerably improved behaviour and engagement from students with a reduction in negative behaviours and critical incidents.

During 2023, we will continue to embed and align technology with curriculum requirements for continued reinforcement of wellbeing, personalised learning, and engagement for our students. Greater attention will be placed on providing guides, scaffolds and systems for teachers and students to encourage and monitor personalised learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the percentage of students attending school more than 90% of the time to be above the lower bound system target of 70%. 	<p>The number of students attending greater than 90% of the time or more has decreased, however this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 and cessation of operation due to flooding events.</p>
<ul style="list-style-type: none"> • 50% of students report positive wellbeing from FORGE survey data indicating a sense of belonging and connection to Vineyard Public School. 	<p>In 2022, we utilised the Truwell wellbeing tracking system. The school has exceeded the progress measure for positive wellbeing. Survey data indicated 82% of students reported a sense of belonging and connection to Vineyard Public School.</p>
<ul style="list-style-type: none"> • 60% of parents communicating with the school to report on student absences. 	<p>The school has been successful with a significant reduction in unexplained absences. More than 80% of parents are communicating with the school to report on student absences.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,728.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Vineyard Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Consistent improvement in classroom focus and meeting individual learning goals, and close playground monitoring to prevent behaviour incidents.</p> <p>After evaluation, the next steps to support our students will be: Continue with the same support process in 2023 to support student learning and behaviour.</p>
<p>Socio-economic background</p> <p>\$66,415.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Vineyard Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • an additional classroom teacher has been funded by the school for continuity of learning and supporting the social, emotional and academic needs of our students. <p>The allocation of this funding has resulted in the following impact: increased capacity for teaching staff to provide tailored individual, explicit instruction and feedback for all students. Individualised learning plans support all students with additional or complex learning and behavioural needs. Individual learning goals for all students in literacy and numeracy are monitored weekly to improve student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: introduction of student audit cards to monitor and reflect on explicit teaching practice and student feedback in our school.</p>
<p>Aboriginal background</p> <p>\$7,249.35</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Vineyard Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students

<p>Aboriginal background</p> <p>\$7,249.35</p>	<p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within the school.</p>
<p>English language proficiency</p> <p>\$12,894.03</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Vineyard Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: individualised, explicit instruction and tailored support provided for EAL/D students identified in the beginning and emerging phase.</p> <p>After evaluation, the next steps to support our students will be: continue to employ additional staff to support the development of literacy and numeracy skills for our EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$22,069.19</p>	<p>Low level adjustment for disability equity loading provides support for students at Vineyard Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional RFF (Release from Face to Face) teacher 1 day per week. <p>The allocation of this funding has resulted in the following impact: additional expertise and tailored support for students in History and Geography curriculum, allowing an increased capacity for classroom teachers to focus strongly on explicit teaching in literacy and numeracy to improve the learning outcomes for students.</p> <p>After evaluation, the next steps to support our students will be: Developing an integrated curriculum to support the teaching of Science, History and Geography for all students, incorporating ICT technologies.</p>
<p>Professional learning</p> <p>\$5,857.09</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Vineyard Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$5,857.09</p>	<ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to the Science of Reading and explore modelled, interactive, guided and independent lessons <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning focused on the school's strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
<p>QTSS release</p> <p>\$8,963.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Vineyard Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • an additional classroom teacher has been funded by the school for continuity of learning and supporting the social, emotional and academic needs of our students. <p>The allocation of this funding has resulted in the following impact: increased capacity for teaching staff to provide tailored individual, explicit instruction and feedback for all students. Individualised learning plans were also developed to support students with additional or complex learning and behavioural needs.</p> <p>After evaluation, the next steps to support our students will be: introduction of student audit cards to monitor and reflect on explicit teaching practice and student feedback in our school.</p>
<p>COVID ILSP</p> <p>\$42,705.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of SLSO to deliver small group tuition in Minilit, an evidence-based, explicit and effective early literacy intervention program <p>The allocation of this funding has resulted in the following impact: the majority of students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	31	27	23	25
Girls	24	26	24	30

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.6	84.6	89.6	84.6
1	88.3	90.6	91.4	86.7
2	89.4	87.9	85.1	84.3
3	93.3	87.7	93.4	79.8
4	93.7	90.2	95.1	83.7
5	89.0	96.6	89.8	86.8
6	91.5	90.4	90.3	84.0
All Years	90.4	89.3	91.4	84.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.47
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	198,842
Revenue	1,023,948
Appropriation	980,036
Sale of Goods and Services	5,646
Grants and contributions	35,823
Investment income	2,443
Expenses	-947,903
Employee related	-853,170
Operating expenses	-94,733
Surplus / deficit for the year	76,045
Closing Balance	274,887

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.

	2022 SBAR Adjustments (\$)
Targeted Total	17,728
Equity Total	108,628
Equity - Aboriginal	7,249
Equity - Socio-economic	66,416
Equity - Language	12,894
Equity - Disability	22,069
Base Total	690,613
Base - Per Capita	11,876
Base - Location	0
Base - Other	678,737
Other Total	66,562
Grand Total	883,531

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.

Parent/caregiver, student, teacher satisfaction

In 2022 we interviewed parents and students about student learning at Vineyard Public School.

98% of parents indicated that teachers have high expectations for their child to succeed.

97% of parents are satisfied that their child is making progress at school.

99% of parents indicated their child is encouraged to do their best work.

92% of students indicated that they were happy at school.

100% of students believe that their teacher knows how to help them learn.

98% of students believe they are making progress in their learning.

Throughout the year, the school worked in collaboration with the P&C committee on a monthly basis. The P&C has supported the school in consultation regarding school practices and initiatives and supported the school financially with the purchase of STEM resources.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.