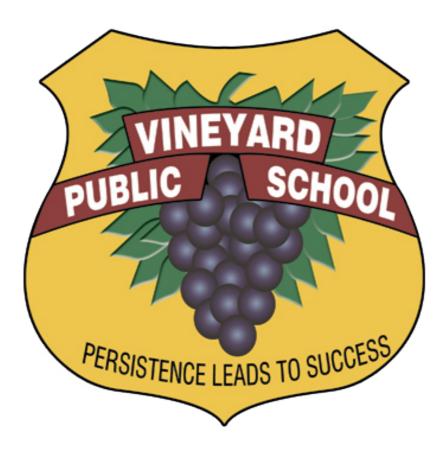# 2023 Annual Report

Vineyard Public School

3329

Introduction

The Annual Report for 2023 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.

School contact details

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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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
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

Vineyard Public School 3329 (2023)

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 2023, the staff at Vineyard Public School embedded a vast array of teaching practices, including specific instruction and explicit feedback, specifically targeted to improve identified areas of need. We continued to invest in 24/7 SOLAR Training, a collective of 14 schools in the Hawkesbury/Windsor Network that share a common vision to more effectively achieve literacy and numeracy goals, and we engaged in building our knowledge around the science of learning and reading.

The staff at Vineyard Public School have incorporated evaluative and explicit practice into classroom programs. We engaged in the systematic collection of data to inform teaching practice and provide a 'where to next'. Student progress was reflected on data walls to ensure the effectiveness of practice and growth at a class and school level. An analysis of the data indicated an increase in student knowledge of phonemes as a result of explicit teaching practice. By the end of Term 4, 80% of Early Stage 1 students mastered 80% or more of taught phonemes, and 60% of Stage 1 students mastered 80% or more of taught phonemes. At the end of the year, 100% of students demonstrated growth and achievement in understanding texts, as reflected in the data on Plan 2. Substantial work was undertaken in the area of additive strategies, with all students participating in daily differentiated lessons centred around the TEN approach. While the anticipated improvement target was not accomplished at this point in time, measures have been established to ensure targeted future growth. Multiplicative thinking has emerged as a result of the analysis of current data as a focus area. In order to improve student achievement, there will be a focus on developing deep knowledge in multiplicative thinking using IfSR assessment.

Next Steps:

Data informed practiceExplicit and systematic teaching in reading.

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
90% of students can demonstrate growth and achievement in understanding texts over the year, using the learning progressions.	All students have demonstrated growth in understanding texts, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
90% of students can demonstrate growth and achievement in additive strategies over the year, using the learning progressions.	2023 saw substantial student participation in the area of additive strategies with daily differentiated lessons although the targeted growth was not achieved.

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

In 2023, the staff at Vineyard Public School adopted a whole-school approach to wellbeing and student engagement. Our planned approach was to increase the percentage of students attending school, improve student engagement and sense of belonging and build stronger partnerships with parents and community.

An initiative was undertaken to support student attendance by regularly communicating with parents and caregivers through School Bytes, school assemblies, noticeboard and the school newsletter on the value of attendance. Telephone calls were made by the classroom teacher to the parents when a student was absent for three consecutive days. A reward system was established to win a canteen voucher for perfect attendance on a fortnightly basis. Data indicates that 30.8% of the students had a 90% attendance rate. Analysis of the attendance data from School Bytes identified Friday as the most common day for absences. In 2024, sport has been changed to a Friday to encourage greater presence at school.

At Vineyard Public School, we adopted a whole school approach to student well-being via the Smiling Minds Program. This weekly program was complimented by 10-minute daily mindfulness brain breaks. This resulted in very settled and positive classroom environments which transferred into collaborative group play at break times. Due to a change in leadership, no other initiatives were adopted during the year. In 2024, it is anticipated that well-being targets will be surpassed with the implementation of student agency, leadership and staff and student education around successful learner habits.

During 2023, School Bytes was introduced as a holistic platform with which to communicate messages, absences and student reports to the Vineyard Public School community. There was an increase of 37% in family engagement with the application to communicate with the school. In 2024, a new software package, Hero, will be introduced that provides a wide and varied range of uses, including the publication of individual student learning goals, absences, student data, reports and communication features.

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
• Increase the percentage of students attending school more than 90% of the time to be at the lower bound system target of 70%.	Attendance data from School Bytes was regularly analysed with weekly communication to parents regarding unexplained absences. Although there were no state-wide or regional lockdowns in NSW during 2023, COVID-19 continued to affect student attendance. Analysis of attendance codes reflected a range of absence reasons in 2023 including: * Families relocating due to NSW environmental emergencies * Sick students staying at home until a negative COVID-19 test was returned

• Increase the percentage of students attending school more than 90% of the time to be at the lower bound system target of 70%.	* Household members testing positive for COVID-19 Regarding the attendance target, the number of students attending school 90% of the time was not achieved. Overall, our attendance rate was 84.9%, with 30.8% of students attending 90% of the time.
• 55% of students report positive wellbeing from school survey data indicating a sense of belonging and connection to Vineyard Public School.	The staff at Vineyard Public School took a personal approach to checking in with students to determine their sense of wellbeing and connection to the school. While anecdotal and individual staff feedback indicated that more than 55% of students felt a strong sense of belonging, the school plans to adopt formalised, consistent data collection methods in 2024 that can be compared with Tell Them From Me. data.
• 60% of parents communicating with the school to report on student absences.	School Bytes was introduced to communicate messages, absences and student reports to the Vineyard Public School community. There was an increase of 37% in family engagement with the application to communicate with the school. The target of 60% of community engagement was not achieved. This will form the work for 2024.

Funding sources	Impact achieved this year
New Arrivals Program $11,011.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Vineyard Public School. **Overview of activities partially or fully funded with this targeted funding include:** • providing English language support focusing on language development so students can successfully participate in schooling. **The allocation of this funding has resulted in the following impact:** Targeted students have been provided with support during the initial phases of their English language development, which has helped them become more independent and able to learn in their classrooms with minimal assistance. **After evaluation, the next steps to support our students will be:** Continue to allocate expert EAL/D support for students as required.
Integration funding support $27,392.00	Integration funding support (IFS) allocations support eligible students at Vineyard Public School in mainstream classes who require moderate to high levels of adjustment. **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • targeted support for funded students with additional learning needs. **The allocation of this funding has resulted in the following impact:** Highly differentiated and responsive learning support which has resulted in improved engagement and academic growth for targeted learners. **After evaluation, the next steps to support our students will be:** Ongoing monitoring and adjustment of support programs as required.
Socio-economic background $68,676.00	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. **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items • additional SLSO staff employed to support classroom programs. **The allocation of this funding has resulted in the following impact:** The school and the community have worked together to provide support for students and families, ensuring equal opportunities for all. **After evaluation, the next steps to support our students will be:** We will maintain our partnership with the school community through the P&C while also providing support to students at the classroom and team levels through a case-management approach. Staff will continue to streamline processes to effectively identify student achievements and progress in order to reflect on teaching effectiveness and inform future school directions.
Aboriginal background $6,740.77	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

Aboriginal background $6,740.77	educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Pathways. **The allocation of this funding has resulted in the following impact:** All students identifying as Aboriginal or Torres Strait Islander have developed PLPs in consultation with their teacher and parents/carers. **After evaluation, the next steps to support our students will be:** All Indigenous students will receive ongoing identification and support through the development of learning goals and pathways to achieve their educational aspirations. Effective processes will be maintained to develop Personal Learning Plans (PLPs) and increase the sharing of student goal setting and achievements with their parents and carers. In addition, the school will develop and implement a new Reconciliation Action Plan (RAP) by 2024.
English language proficiency $10,861.07	English language proficiency equity loading provides support for students at all four phases of English language learning at Vineyard Public School. **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:** Individualised, explicit instruction and tailored support are provided for EAL/D students identified in the beginning and emerging phases. **After evaluation, the next steps to support our students will be:** Our goal is to improve the professional learning opportunities for all our staff members, which will enable us to establish a consistent approach to teaching students from non-English-speaking backgrounds. By achieving this, we aim to enhance teacher capacity and incorporate EALD pedagogy that supports the ongoing development of highly successful EAL/D programs at our school.
Low level adjustment for disability $38,511.83	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. **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. **The allocation of this funding has resulted in the following impact:** School Learning Support Officers (SLSO) were employed to provide support to students in the classroom and playground, aimed at enhancing students' academic performance and social development. **After evaluation, the next steps to support our students will be:** Specific programs and targeted interventions will continue to be planned and developed in response to data for implementation by School Learning Support Officers (SLSOs) during both classroom and playground periods. Targeting SLSO support will assist students with their academic and social needs. This approach will continue to improve the overall learning and development outcomes for students.
Professional learning	Professional learning funding is provided to enable all staff to engage in a

$7,597.99	cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Vineyard Public School. **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • engaging an external provider to deliver professional learning for teachers with a focus on explicit instruction & the science of learning (cognitive load theory). **The allocation of this funding has resulted in the following impact:** The impact of this funding was to increase the pedagogical knowledge of teachers and improve teaching practice in writing. **After evaluation, the next steps to support our students will be:** Targeted professional learning to meet the needs of teachers, resulting in improved student learning outcomes aligned with the Department of Education's units and new syllabus implementation.
QTSS release $10,416.38	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Vineyard Public School. **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. **The allocation of this funding has resulted in the following impact:** Increased capacity for teaching staff to provide tailored individual, instruction and feedback for all students. **After evaluation, the next steps to support our students will be:** To continue to empower teachers with the knowledge and skills to deliver quality lessons based on strong data literacy that meets the differentiated needs of the students. Providing staff with time to observe lessons and collaborate on ideas and areas of inquiry that will support them to refine their teaching and learning.
COVID ILSP $32,029.09	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 2023. **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - in multiplicative understanding. **The allocation of this funding has resulted in the following impact:** Continuation of building teacher capacity and confidence in their teaching practice in delivering high-impact, differentiated teaching and learning programs that meet the needs of students at their zone of proximal development. **After evaluation, the next steps to support our students will be:** Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. Further, the learning and support processes are refined so that individual student progress and needs are assessed, allowing newly identified students with higher needs to enter programs and receive this support as required.

Student information

Student enrolment profile

	Enrolments			
Students	**2020**	**2021**	**2022**	**2023**
Boys	27	23	25	35
Girls	26	24	30	37

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	84.6	89.6	84.6	87.1
1	90.6	91.4	86.7	85.7
2	87.9	85.1	84.3	88.4
3	87.7	93.4	79.8	87.2
4	90.2	95.1	83.7	81.8
5	96.6	89.8	86.8	85.1
6	90.4	90.3	84.0	92.8
All Years	89.3	91.4	84.9	87.0
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	2.48
Learning and Support Teacher(s)	0.2
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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	261,981.12
Revenue	1,147,988.74
Appropriation	1,077,972.24
Sale of Goods and Services	11,459.89
Grants and contributions	48,882.33
Investment income	8,814.28
Other revenue	860.00
Expenses	-1,086,045.02
Employee related	-969,210.57
Operating expenses	-116,834.45
Surplus / deficit for the year	61,943.72
Closing Balance	323,924.84

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	27,392
Equity Total	124,790
Equity - Aboriginal	6,741
Equity - Socio-economic	68,676
Equity - Language	10,861
Equity - Disability	38,512
Base Total	715,332
Base - Per Capita	14,314
Base - Location	0
Base - Other	701,017
Other Total	62,820
Grand Total	930,333

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Every year, we ask for feedback from the Vineyard Public School community, which includes students, parents, carers, and staff. This is done to better understand their opinions, ideas, and concerns and to use this information to develop and adjust our plans, priorities, and school directions.

Throughout 2023, our school staff and community worked together to improve parent and carer satisfaction by implementing five fundamental principles. These principles included providing access, fostering open communication, working in partnership, understanding our school's context, and making informed decisions. In focus group discussions, 100% of parents and the P&C expressed appreciation for being welcomed into the school and participating in school events. They provided constructive feedback on how events could be improved to better suit their needs, leading to changes in parent/carer interviews and the introduction of our first community disco, both of which were highly successful. In Terms 3 and 4, there was a major overhaul in the platforms and modes of communication with parents and carers. At the beginning of the change process, support was provided through staff, digital information, and parents within our community who were trained to support others. Parent and carer satisfaction was constantly monitored, and we promptly responded to all initial requests or questions. This has continued to evolve and led to the Hero platform's introduction in 2024.

Our school has a high rate of positive behaviour and positive relationships among students, with 93% of our students experiencing this, which is above the NSW Government's average. Additionally, 87% of our students reported receiving quality instruction. However, we aim to improve by developing a common language for student engagement, which will help our students monitor their motivation and progress in learning.

At the end of 2023, Vineyard surveyed its teaching staff to gauge their satisfaction levels. The data summary revealed that 100% of staff members experienced personal fulfilment in their teaching roles and were motivated to support the school in achieving our goals and improvement measures. 50% of staff agreed that there was a strengthening of partnership with our community, and 50% strongly agreed with this statement. Continuing the process of establishing and nurturing a collective partnership with parents and carers will be a focus for 2024. Challenges for the staff included the introduction of the new curriculum and developing consistency within reporting from Kindergarten to Year 6.

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.

Vineyard Public School 3329 (2023) Printed on: 12 April, 2024