SCHOOL CONTEXT

School context statement
Vineyard Public School is a small school on the outreaches of the northwest growth corridor of Sydney. It currently has an enrolment of approximately 30 students. The school is situated in a predominately low socio-economic area.

Vineyard Public School has 2 multi-age classes. Our small classes help students develop their leadership skills, build individual character and promote social responsibility and respect. Priority teaching and learning areas include Literacy, Numeracy and Technology. Our staff maintain their high professional standards through regular professional development.

Student engagement and retention are a priority and are addressed through Positive Behaviour for Learning (PBL). There is a strong emphasis on high standards of student behaviour, with teachers and students working together to promote a safe and happy learning environment focusing on our school's values of ‘Be Safe, Be Respectful, Be A Learner’.

Vineyard Public School is an accredited ‘Active After Schools Communities’ school and offers a wide range of sporting tuition for all students throughout the year.

Our school is well equipped with the latest technology including ipads, interactive whiteboards in all learning areas, banks of computers in all classrooms and the library and two connected classroom suites for video conferencing. All learning spaces within the school are air-conditioned. The school is a ‘Sun Safe’ school with large grounds and extensive undercover areas.

There is an active Parents and Citizens Association and community involvement and participation are encouraged as an integral part of school life to foster positive relationships between the school and its community.

STUDENT INFORMATION

Student enrolment profile
Vineyard Public School had an enrolment of 36 in 2014.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>34</td>
<td>36</td>
<td>23</td>
<td>18</td>
<td>15</td>
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<td>Female</td>
<td>25</td>
<td>31</td>
<td>24</td>
<td>23</td>
<td>14</td>
<td>13</td>
<td>9</td>
</tr>
</tbody>
</table>

Student attendance profile
On average 93.4% of students attended school each school day. This was an increase from the 2013 attendance rate of 90.2%.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>96.6</td>
<td>93.1</td>
<td>89.9</td>
<td>95.7</td>
<td>88.9</td>
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<td>1</td>
<td>89.3</td>
<td>96.7</td>
<td>90.6</td>
<td>81.9</td>
<td>88.4</td>
<td>93.7</td>
</tr>
<tr>
<td>2</td>
<td>92.1</td>
<td>92.2</td>
<td>96.2</td>
<td>92.8</td>
<td>87.3</td>
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<td>3</td>
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<td>94.7</td>
<td>90.3</td>
<td>95.9</td>
<td>93.1</td>
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<tr>
<td>5</td>
<td>93.4</td>
<td>92.5</td>
<td>92.6</td>
<td>94.3</td>
<td>95.2</td>
<td>94.6</td>
</tr>
<tr>
<td>6</td>
<td>92.0</td>
<td>93.2</td>
<td>94.3</td>
<td>94.8</td>
<td>89.3</td>
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<td>Total</td>
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<td>93.5</td>
<td>92.2</td>
<td>92.6</td>
<td>90.2</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Management of non-attendance
Classroom teachers maintain a daily roll of student attendance. Regular monitoring of class rolls occurs by the Principal. Parents are contacted personally and through formal letters if there is cause for concern regarding their child’s attendance and a program to improve attendance is put in place.

Workforce information
All staff at Vineyard Public School are dedicated to creating a safe and caring environment in which students can confidently embrace their learning.
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Priority School Funding</td>
<td>0.1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.84</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.042</td>
</tr>
<tr>
<td>School Administrative Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.33</strong></td>
</tr>
</tbody>
</table>

Currently Vineyard Public School has no indigenous staff members.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>

Professional Learning and Teacher Accreditation

Professional learning is an integral part of each staff member’s professional development. All teachers participated in professional learning activities throughout 2014.

Professional Learning opportunities that staff attended in 2014 included: New Curriculum English, History and Science Curriculum, Writing Workshops, Language Development, Targeting Early Numeracy and Teach Like A Champion.

Staff also participated in compliance training for Cardio Pulmonary Resuscitation, Anaphylaxis, Disability Standards of Education, Child Protection and Code of Conduct.

One staff member is accredited through the Institute of Teachers.

Beginning Teachers

The school has one beginning teacher who was appointment permanently to the school prior to the 2014 Great Teaching, Inspired Learning Program.

The teacher was supported in the preparation and implementation of quality differentiated teaching and learning program catering for the needs of all students in a multi stage class.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<tbody>
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<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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</tr>
<tr>
<td><strong>Total income</strong></td>
<td>253069.43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
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</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the Parents & Citizens Association. Further details concerning the statement can be obtained by contacting the school.
SCHOOL PERFORMANCE 2014
ACADEMIC ACHIEVEMENTS

NAPLAN
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy in Years 3, 5, 7 and 9.

The performance of students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in Find a School and select GO to access the school data.

ACHIEVEMENTS IN THE ARTS SPORT AND OTHER SCHOOL PROGRAMS

The Arts
The Arts continue to be featured in learning programs across the school, resulting in continued student engagement and enjoyment in dance, drama, music and visual arts.

Arts
All students participated enthusiastically in weekly dance, drama, music and visual arts lessons and had regular opportunities to share their learning. A variety of school events, such as the Education Week, Grandparents’ Day, NAIDOC Day, visits to the Windsor Country Village and our participation in the Riverstone High Showcase allowed students to display their creative talents.

Hawkesbury Music Festival
This year, nine students for Years 2 - 6 participated in Hawkesbury District Schools Music Festivals part of the mass choir. They performed at the Windsor Function Centre with nine school from the Hawkesbury District.

Operation Art
Operation Art is a K-10 visual arts initiative for NSW Schools. Some of our students entered their artworks into the competition. Two student’s artworks were selected to be part of the exhibit. Their artwork was displayed at the Armory Galley, Sydney Olympic Park.

Sport
Sport continues to be an integral component of the curriculum at Vineyard Public School. Students are provided with a variety of opportunities to participate in sporting activities.

Vineyard Public School offer a variety of sporting activities and programs which focus on participation and sportsmanship including; weekly dance and fitness sessions, the annual swimming scheme and participation in a variety of Small School competitions and carnivals.

All students were encouraged to get involved in the schools swimming, cross country and athletics carnivals. It was pleasing to see so many students demonstrating a positive attitude and sportsmanship. All three carnivals provided opportunities for students to showcase their talents. All students tried their hardest and performed well in their chosen events.

In 2014, a student was selected as a team member of the Hawkesbury PSSA Soccer Team.

Special thanks must go to the parents and carers who generously volunteered their time to help with the running of carnivals and transporting students to sporting events.
Swimming
In 2014, our school held its annual Swimming Carnival at Richmond Swimming Pool. All our students who participated in the swimming event showed the spirit of good sportsmanship to encourage each other to achieve their best.

Four students participated in the Small Schools’ Swimming Carnival.

Cross Country
The School Cross Country carnival was held at school, with all students K – 6 participating.

Two Year 2– 6 students represented our school at the Small Schools Cross Country at Glossodia.

Athletics Carnival
The school athletics carnival was held at school where students from Kindergarten – Year 6 participated in a wide range of races and activities, aimed at improving students’ involvement and positive sportsmanship in a supportive environment.

Students in Years K-2 participated in active games and a series of relays to promote healthy living.

Active After School Communities Program
The school participated in the Active After-school Communities (AASC) program, which is a national government initiative. This happened on two afternoons each week, providing children with the opportunities to participate in a wide range of sports and structured physical activities. The specialty sports offered to our students were gymnastics, basketball, golf, volleyball, softball and karate.

Students also had the opportunity to participate in Frisbee and boot camp activities. The coaches provided safe and fun physical activities aimed at increasing knowledge, skill development and a love of sport.

The Active After School Communities Program grant allocation also allowed us to purchase additional sporting equipment. The main goals of this program have been to provide our children with opportunities to engage in sporting activities, develop a love of sports, physical activity and an active life style, which they will hopefully maintain throughout their life.

Premiers Sporting Challenge Leadership Program
Students from Years 4, 5 and 6 went to Riverstone High School to participate in the Premiers Sporting Challenge Leadership Program. Students learnt how to be leaders in the school with sports as a focus. They developed skills in several individual and team sports.

Gala Days
Students participated in a variety of gala days providing them with the opportunity to promote team work and positive sportsmanship in a supportive environment against other small schools in the Hawkesbury.

School Swimming Scheme
Students in Years 2-6 attended the School Swimming and Water Safety Program, an intensive two week swimming program aimed at improving student’s confidence and capability around water at Riverstone Public Pool during Term 4.

The students who attended the School Swimming Scheme spent ten days learning to swim, improving their stroke style, becoming more confident in the water and learning safety skills. It was a valuable opportunity and an enjoyable experience for all involved.
Special Events and Celebrations
Vineyard Public School celebrated many occasions, broadening the experiences of our students and adding fun and social interaction to the school year.

The most memorable occasions this year were the Grandparents Day, Education Day, Fathers’ Day, Fellas’ Fun Day, Easter and Christmas celebrations. The students of Vineyard Public School love to dress up and the above events along with fundraising through “out of uniform” days are always enjoyed by all.

SIGNIFICANT PROGRAMS AND INITIATIVES
The contribution of Equity Funding has enabled the school to undertake a range of strategies to address the literacy needs of the school enhancing student outcomes through high quality teaching.

Additional staff have been utilised to assist in the remediation of student learning during class lessons.

The school undertook extensive professional learning for teachers to build teachers’ capacity to deliver high quality teaching programs.

Aboriginal education
The importance of Aboriginal education and educating all students in the areas of Aboriginal history, culture and Aboriginal Australia is embraced by the staff, students and community of Vineyard Public School.

At assemblies and civic ceremonies we have integrated the Acknowledgment of Country into proceedings at assemblies and civic ceremonies. At Vineyard Public School the Aboriginal Flag is flown alongside the Australian flag.

Throughout the year all staff members are committed to developing lessons that ensure our students learn about and recognise Aboriginal history and indigenous culture. Our teachers provide Aboriginal perspectives and learning opportunities in their teaching for both Indigenous and non-Indigenous students.

Multicultural education and anti-racism
Vineyard Public School staff, students and community place importance on multicultural education. Multicultural perspectives are embedded in all learning areas and recognised in school wide events.

The annual school Harmony Day celebration was a great success. The theme this year was ‘Everyone Belongs’. Orange is the recognised colour for Harmony Day, so our students came to school wearing orange.

The school community joined together in preparing and sharing a multicultural lunch.

Values Education
Vineyard Public School continued the implementation of the Western Sydney Region’s initiative Positive Behaviour for Learning (PBL) in 2014. Staff and students revisited the school’s expectations BE SAFE, BE RESPONSIBLE AND BE A LEARNER.

The Positive Behaviour for Learning (PBL) program ensures that respect and responsibility are modeled through teacher and student interactions, articulated during class discussions and implemented through effective discipline procedures. Our school has an emphasis on respect and responsibility as a part of its culture. PBL provides a pro-active opportunity for teachers to reinforce to students their understanding of the school expectations of being safe, respectful learners.
Every class implements anti-bullying and social skills programs which promote respect and the fair treatment of every person within our school and students are encouraged to care for our school environment.

Senior students had “buddies” who they worked with throughout the year. Their interactions focused on developing healthy friendships. Students are learning to respect one’s self and others and are responsible for personal and interpersonal behaviours.

Students were given opportunities to focus on values, healthy lifestyle, anti-bullying, and building positive relationships through participation in programs such as a working bee, Mothers’ and Fathers’ Day activities, and Year 6 organisation of fundraising.

ANZAC Day and Remembrance were commemorated at school with a formal assembly. Our School Leaders conducted the ceremony which focused on the role of our service men and women.

On Remembrance Day our School Leaders, attended the Riverstone RSL Sub Branch Remembrance Day ceremony.

Environmental Education

The Eco Garden
Environmental education increases a students’ knowledge and awareness of the environment. Students from K - 6 are involved in learning experiences across the curriculum.

The eco garden was maintained by teachers and students providing an opportunity for students to learn about growing and harvesting vegetables.

This year students harvested sunflowers, corn, spinach, tomatoes, egg plant, kelp, cabbages, zucchinis, watermelon and herbs including spring onions, parsley and basil.

World Environment Day
Five students participated in World Environment Day which was held at the Hawkesbury Earth Care Centre. Students will have the opportunity to participate in a number of workshops such as: Love food hate waste, Low energy food production – Food, Fibre and Fitness, Measuring Weather, Worms are Wonderful, An Edible Education, Composting, School Sustainability Projects and Growing Vegetables Organically.
Youth Eco Summit
Stage 2 and 3 students attended the Youth Eco Summit held at Homebush Bay. The summit was designed to inform students about our world and environmental issues facing our planet. The students participated in three hands-on workshops including: Backyard Buddies, Wilder Quest and The Buzz on Bees. Students were also able to view numerous stands presenting environmental and sustainability issues.

Transition for students entering high school is an ongoing project across Windsor and Riverstone High Schools and local primary schools. Students are invited to Riverstone High School to experience high school life and to familiarise themselves with some of the activities that will be made available to them in Year 7.

EQUITY FUNDING
Aboriginal background
Personal Learning Plans (PLP’s), to enhance the academic achievement of all Aboriginal students, were completed by class teachers in consultation with students and parents/caregivers.

The school held a NAIDOC celebration day in Term 3 to acknowledge the rich Aboriginal cultural history that makes Australia unique. Students, parents and community members joined together to participate in a range of activities celebrating Aboriginal culture.

Our transition to school program continues to be a priority at Vineyard Public School. Children enjoyed visits to the kindergarten classrooms where they met with their buddies for 2015 and participated in a range of craft and construction based activities.

Socio-economic background
Socio-economic resources utilised to address specific student learning needs, provide quality learning experiences and opportunities to students, build the capacity of staff to provide quality teaching and learning programs for students.

Quality learning experiences and opportunities were provided to students though their participation in excursions, leadership and enrichment programs.

Gifted and Talented Programs
During 2014, 2 students from our school participated in the Hawkesbury Gifted and Talented Program and 1 student on the Blacktown SHARING Program.

Both programs provide an enriched curriculum experience for students who have demonstrated special talents and interests in public schools. Participants had the opportunity to experience a stimulating and challenging program with ‘like minded’ students from different schools. Our students were able to participate in the following programs: Clowning Around- developing and sustaining dramatic role, Whiz Bang Pop! and App Smashing.

Leadership
Our school leaders attended the Hawkesbury District Leadership Camp which was held overnight at the YMCA, Camp Yarramundi. A Leadership Day was held at Longneck Lagoon where students participated in adventure games to develop leadership skills.
Excursions
In 2014, students from Vineyard Public School attended a variety of excursions. The purpose of school excursions is support learning experiences being undertaken in the classroom by enriching through experiencing real-life situations.

All student from K - 6 had the opportunity to experience the majestic views of the Blue Mountains, in particular the Three Sisters. At Jenolan Caves, students participated in a guided visit of the Lucas Cave and a short walk around the Blue Lake.

A K-2 excursion was organised to Australiana Pioneer Village Wilberforce to complimented the students’ studies in HSIE, PDHPE and Creative Arts curriculum.

Low level adjustment for disability
Low level adjustment for disability were utilised to address specific student learning needs.

Individual Learning Plans (ILP’s), to enhance the academic achievement of all students with a specific learning need, were completed by class teachers in consultation with students and parents/caregivers.

This funding was used to provide targeted students with support to develop their academic, physical, social and emotional needs.

The Learning and Support Teacher worked collaboratively with classroom teachers to provide assistance to students across all stages to access the curriculum.

Regular Learning and Support discussion took place to monitor students’ progress and arrange further support where appropriate.

OTHER SIGNIFICANT PROGRAM AND INITIATIVES
National Partnership Program
In 2014, Vineyard Public School continued its involvement in the Improving Literacy and Numeracy National Partnership initiative.

This initiative provided our school with additional resources enabling all staff to continue their professional learning in Targeting Early Numeracy (TEN) training to address the numeracy needs of the school.

Whole school professional learning focused post and pre assessment, the analysis of the use of PLAN and in school assessment to track students to ensure that quality teaching and learning programs addressed and catered for the needs of our students through the implementation of a whole school mathematics program.

Students from Years 4/5/6 participated in the Hawkesbury Small Schools Camp at Milson Island Sport and Recreation Centre, located in Brooklyn. In beautiful bushland setting, students took part in activities which help them realise their potential in communication, decision-making, problem-solving, resilience, team building and leadership through fun and rewarding personal challenges.
Student Well Being Programs
Crunch & Sip takes place each day at 10.10am. It is a time when students refuel on fruit and vegetables and rehydrate on water.

Crunch & Sip assists students with physical and mental performance and concentration in the classroom.

The well being program aims to specifically target PDHPE, physical activity and nutrition in schools. The Live Life Well program’s focus is on making long term and sustainable changes that impact on the culture of the school.

Our focus for 2014 remained on maintaining the eco garden, planting and harvesting crops and nurturing the orchard.

The Crunch n’ Sip Program and Premier’s Sporting Challenge are supported and promoted by the Live Life Well initiative.

In 2014, through the use of the connected classroom, students in years 3/4/5/6 participated in the Food Revolution Day, a live cooking lesson led by Jamie Oliver.

Breakfast Club
This year, The Sisterhood from the Vineyard Community Church continued to support and sponsor our Breakfast Club.

Donations of food were provided by the Sisterhood and volunteers ensured that students were provided with a varied menu each week. Students were able to enjoy toast with spreads, scrambled eggs, cereals, fruit and fruit smoothies.

Classroom Without Borders
Our association with The University of Western Sydney (UWS) has enabled us to participate in the Classroom Without Borders Program.

This program enabled us develop links with Bachelor of Art Primary Education students.

The program was delivered by the UWS students who tutored students providing them with one-on-one assistance specifically targeting numeracy and literacy skills.

This initiative has provided invaluable assistance for our teachers and in particular the individual students. Students have gained vital literacy and numeracy skills which has enhanced their achievement of learning outcomes.

SCHOOL PLANNING AND EVALUATION 2012—2014
School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The annual evaluation was led by the school principal and involved participation of and consultation with key stakeholders. Key stakeholders included teaching staff, ancillary staff, students, parents, P&C and community members.

The following in school and external data was collected by the school self-evaluation team for information analysis through the following processes:
• voluntary surveys provided on line and in hard copy
• observations
• analysis of policies and programs, plans, assessment information, communications, and other documents seen by the school as informing the school self-evaluation
• analysis of student achievement data
• triangulation of data from standardised assessments, in-school assessments and NAPLAN data
School planning 2012-2014

School priority 1: Literacy
Outcomes from 2012–2014
NAPLAN, standardised testing and school-based data demonstrate improved levels of individual student achievement in all areas of Literacy

All staff track student achievement using Literacy Continuum

Evidence of achievement of outcomes in 2014:
• 100% of matched virtual Year 7 students achieved 100% greater than or equal to expected growth in NAPLAN 2013 in Reading.
• Year 5 students were above the State average scaled growth in reading and spelling in NAPLAN
• Year 7 students were above the State average scaled growth in writing, reading and spelling in NAPLAN

Strategies to achieve these outcomes in 2014:
• Analysis of NAPLAN test data to identify common areas of weaknesses and implement teaching strategies to maximise student learning outcomes.
• Utilisation of standardised assessment results and regular benchmarking to ensure that teachers are knowledgeable of the performance levels of all students K-6 in all aspects of literacy as well as the development, and utilisation of, teacher developed rich assessment tasks.
• Ongoing tracking and analysis of student progress and assessment tasks through the use of the PLAN to enhance teaching and learning experiences and consistent teacher judgement for reporting purposes.
• Continued implementation of Vineyard Assessment Map utilising standardised assessment results and in school tasks to ensure that teachers are knowledgeable of the performance levels of all students K-6 in all aspects of mathematics.
• Implementation of focused whole school programs in literacy including a dedicated daily literacy session and sentence a day program.
• Literacy sessions developed that are differentiated so the needs of all students are met.
• Maximisation of targeted intervention strategies to support students that have been identified as requiring ongoing support.
• Literacy sessions include effective utilisation of technology to assist in the provision of quality learning experiences.

School priority 2: Numeracy
Outcomes from 2012–2014
NAPLAN, standardised testing and school-based data demonstrate improved levels of individual student achievement in all areas of Numeracy

Evidence of achievement of outcomes in 2014:
• 100% of K–2 students demonstrated improved strategies when utilising arithmetical strategies
• All K-2 students achieving local measures in the numeracy aspect of place value
• All 3–6 students achieving local measures in the numeracy aspect of place value
• Greater differentiation of teaching and learning tasks is evidenced in teaching and learning programs.
• The teaching of mathematics with a greater emphasis of ‘hands on’ experiences.
Strategies to achieve these outcomes in 2014:

- Refinement of the school’s K-6 mathematics scope and continuum based on the New NSW Mathematics Syllabus.
- Implementation of a whole school mathematics program enabling the differentiation of learning tasks to enhance student achievement.
- Ongoing tracking and analysis of student progress and assessment tasks through the use of PLAN enhancing teaching and learning experiences and consistent teacher judgment for reporting purposes.
- Analysis of NAPLAN test data to identify common areas of weaknesses and implement teaching strategies to maximise student learning outcomes.
- Continued implementation of Vineyard Assessment Map utilising standardised assessment results and in school assessments to ensure that teachers are knowledgeable of the performance levels of all students in all aspects of mathematics.
- Pre and post testing of weekly mathematics focus enabling the differentiation of learning tasks and the monitoring and enhancement of student learning outcomes.
- Daily explicit teaching of mathematical language, multi stepped problem solving using Newman’s Error Analysis and mental strategies to solve computations.
- Continued implementation of Targeting Early Numeracy (TEN) across all stages where appropriate to students’ progress and achievement.
- Mathematics sessions include effective utilisation of technology to assist in the provision of quality learning experiences.

Parent/Caregiver, student and teacher satisfaction

In 2014 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All teaching staff, 3-6 students, the parent body and 14 community members responded to the survey.

Findings and conclusions

Responses from community members revealed;
- 72% of community members believe the school was an active member of the community;
- 100% of community members believe the school developed good values in the students; and
- 100% of community members believe the school provided a safe and secure environment for the students.

Responses from parents revealed;
- 100% of parents feel welcome at Vineyard Public School;
- 87% parents believe the school implements positive programs to assist in the social development of students;
- 100% of parents believe the teachers have built strong relationships with the students and have a positive impact on the conduct and character of students;
- 100% of parents respect the teachers at Vineyard Public School;
- All parents agree that the school website is an effective means of communication; and
- 100% of parents believe teachers are responsive to their enquiries.
Responses from teachers revealed;

- 100% of teachers believe the is a positive and happy school atmosphere;
- 100% of staff believe the school helps to develop good values in the students;
- 100% of teachers believe students are happy to come to school; and
- 100% of staff are comfortable with parents approaching them at times other than interviews and believe they are responsive to parent enquiries.

Responses from students revealed that the majority of the students believe;

- They are offered a diverse range of activities at Vineyard Public School;
- The recognition and rewards programs in the school are fair; and
- They are proud to attend Vineyard Public School and wear the uniform with pride.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Our two identified strategic directions were based on extensive consultation of all school stakeholders. In response to this data our school’s directions are as follows:

- Successful Learners
- Teaching Excellence

ABOUT THIS REPORT

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Pauline Bentham Principal
Sean Holmes Classroom Teacher
Cara Laing Classroom Teacher
Julie Bevan School Administrator Manager

All students 3-6, staff and surveyed parents who responded with our School Planning information

School contact information

Vineyard Public School
4 Bandon Road, Vineyard 2765
Ph: 02 96271621
Fax: 02 98381132
Email: vineyard-p.school@det.nsw.edu.au
Web: www.vineyard-p.schools.nsw.edu.au
School Code: 3329

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: