Vineyard Public School

Annual School Report

2012
Messages
Principal’s Message
Vineyard Public School is committed to the provision of quality educational programs within a supportive, positive and caring environment. Programs are responsive, flexible and delivered by highly qualified, dedicated teachers.

Our school pursues excellence in student achievement by promoting a balanced, comprehensive curriculum with a focus on literacy and numeracy skill development. We support and encourage students to reach their full academic, physical and creative potential by providing a positive environment where all students are actively involved in learning.

We are committed to the implementation of Positive Behaviour for Learning (PBL) to enhance student learning by providing a caring atmosphere for our students through respect and embracing a positive approach to good discipline to uphold school motto ‘Persistence Leads to Success.’

Our school’s inclusion in learning communities such as the Windsor North Learning Community and the Small Schools Learning Community Group have fostered strong partnerships with our neighbouring schools; provided excellent opportunities for teacher professional learning, networking and collaboration and has created targeted programs to enhance student outcomes.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Pauline Bentham
Relieving Principal

P & C Message
The P & C consisted of a small number of parents this year, who worked together to organise a number of fundraising activities. These included Bunning BBQ, Easter Raffle, Mother’s Day and Father’s Day Stalls and the Election Sausage Sizzle.

The P&C again subsidised the end of year activity for students and purchased books for the students. The school canteen continued to operate two days each week thanks to our P & C and parent volunteers.

The P&C would like to thank all parents and community members who have been involved in our fundraising activities throughout the year.

We look forward to welcoming new members to our P & C and the continued support of our parents and community.

Lisa Froome
P & C President

Student representative’s message
We have appreciated the opportunity to be school leaders for 2012. We have thoroughly enjoyed our responsibilities. Our role has involved organising and leading the whole school assembly, leading special assemblies including ANZAC and Remembrance Day Ceremonies and leading the school in special events such as the Book Parade and Easter Hat Parade. We recently spoke at the school’s annual Presentation Assembly.

Other tasks we have taken responsibility for include our school sign, flags and morning assemblies as well as welcoming guests to our school. Aaron represented our school at Leadership Camp earlier this year.

As a group, Year 6 have organised a number of fundraising events to raise money for our gift to the school. We held a Halloween Disco, a mini-fair and a spider day. We chose to give a solar-powered water feature as our gift to the school, to be a part of our developing outdoor learning area.

Abbey Brown, Aaron Coldwell and Ethan
School Leaders

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Vineyard Public School enrolment for 2012 was 32 students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36</td>
<td>32</td>
<td>34</td>
<td>36</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>25</td>
<td>31</td>
<td>24</td>
<td>23</td>
<td>14</td>
</tr>
</tbody>
</table>

Student enrolments for Vineyard Public School 2007-2012

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. The Home School Liaison Officer regularly attends the school and the more serious non-attendees are followed up.

Class Sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2012 class size audit.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>4</td>
<td>17</td>
</tr>
</tbody>
</table>

Student attendance profile

On average 92.6% of students attended school each school day, which was an increase on the 92.3% attendance rate in 2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.6</td>
<td>93.1</td>
<td>89.9</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>89.3</td>
<td>96.7</td>
<td>90.6</td>
<td>81.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.1</td>
<td>92.2</td>
<td>96.2</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>89.5</td>
<td>91.9</td>
<td>91.7</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.9</td>
<td>94.7</td>
<td>90.3</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.4</td>
<td>92.5</td>
<td>92.6</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.0</td>
<td>93.2</td>
<td>94.3</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.6</td>
<td>92.0</td>
<td>93.5</td>
<td>92.2</td>
<td>92.6</td>
</tr>
</tbody>
</table>

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</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 Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.042</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.774</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Currently Vineyard Public School has no indigenous staff members.
Staff Retention
Vineyard Public School has an experienced, enthusiastic teaching and support staff. In 2012, our teaching staff was reduced due to a decrease in student enrolments. The school has two permanent teaching staff. A School Administration Manager was appointed permanently to the school. A temporary teacher was employed throughout the year to assist with Reading Recovery, RFF, Library and Support Teacher Learning.

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>
<td>100%</td>
</tr>
</tbody>
</table>

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

Date of financial summary: 30/11/2012

Income
- Balance brought forward: $99,252.66
- Global funds: $65,841.80
- Tied funds: $36,339.76
- School & community sources: $19,703.85
- Interest: $4,366.79
- Trust receipts: $1,773.55
- Canteen: $0.00

Total income: $128,025.75

Expenditure
- Teaching & learning
  - Key learning areas: $18,935.66
  - Excursions: $3,934.21
  - Extracurricular dissections: $5,051.31
- Library: $4,674.81
- Training & development: $748.51
- Tied funds: $40,419.01
- Casual relief teachers: $4,737.46
- Administration & office: $23,908.20
- School-operated canteen: $0.00
- Utilities: $10,396.90
- Maintenance: $10,036.71
- Trust accounts: $1,554.95
- Capital programs: $0.00

Total expenditure: $124,397.73

Balance carried forward: $102,880.68

A full copy of the school’s 2012 financial statement is tabled at the Annual General Meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012
Vineyard Public School continues to involve our students in a diverse range of experiences and activities to cater for their individual talents and needs.

Achievements
Arts
All students participated enthusiastically in weekly dance, drama, music and visual arts lessons and had regular opportunities to share their learning. Students participated in video conferences in the arts, including participating in a hands-on drama workshop with actors from the Sydney Opera House. A variety of school events, such as the Easter Hat Parade and the Book Week, also allowed students to display their creative talents.

Dance Groups
All students participated in a dance group in 2012. There were three dance groups, a K-2 group, a 3-6 group and a Senior Hip Hop Group. These groups performed at the Annual School Presentation and at a Christmas Concert for the residents of Windsor Garden Retirement Village, with the 3-6 Group also performing at the Riverstone Showcase matinee performance.

One of our talented dance students participated in the Western Sydney Regional Camp.

Hip Hop Dance Group
In 2012, the ‘Hip Hop’ Dance Group, consisting of 4 boys and 5 girls performed at the Riverstone Showcase matinee and evening performances, our School Assembly, and at a Christmas Concert.
for the residents of Windsor Garden Retirement Village as well as at our Annual School Presentation.

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.

Public Speaking Representatives
Four students from Years 4 - 6 represented the school at the Windsor North Learning Community’s Public Speaking Competition which was held at Cattai Public School.

Laneikka, excelled at public speaking and was successful at gaining 3rd place in a very close field of finalists.

Students are provided with opportunities to speak at school assemblies.

Spelling Bee
Six year 3 – 6 students participated in the Hawkesbury Small Schools’ Spelling Bee. Laneikka achieved first place in this competition.

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. During 2012, the focus for the school Personal Development/Health/Physical Education program has been the development of students’ ‘fundamental movement skills’ as well as to encourage and provide opportunities for students to actively participate in a range of sport and fitness activities to promote healthy lifestyle choices. Students at Vineyard Public School have participated in a range of sport and fitness activities.

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

Swimming
This Year, our school held its Annual Swimming Carnival at Nirrimba Swimming Pool. Students from years 3-6 were invited to participate. All our students who participated in the swimming events showed the spirit of good sportsmanship to encourage each other to achieve their best. They were also cheered on by their family and friends who attended the carnival.

Cross Country
The school cross country was held at school, with all students participating.

Athletics Carnival
The school athletics carnival was held at Pitt Town Public School’s oval where students from years 3-6 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 remained at school with Mr. Mackney to participate in active games and a series of relays to promote healthy living and sportsmanship.

Students participated in the small schools track and field carnivals. There were a number of outstanding performances on the day from our students in discus and the 100 and 800 metre age races.

Active After School Communities Sport
In 2012, we participated in the Active After School Communities Sport Program. This has provided the opportunity for our students to have structured physical activity. It has provided
them with the opportunity to develop and practice skills while participating in organised sports.

Throughout the year, students had the opportunity to participate in the following sports and physical activities: BMX bikes, Golf, taekwondo, cricket, gymnastics and zumba. This program has provided the school with invaluable resources which were used to enable students to practice in a range of drills and skills by the classroom teachers. These resources will continue to be utilised in future PDHPE Programs.

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 learned how to be leaders in the school with sports as a focus. They developed skills in several individual and team sports. These included: golf, rugby league, AFL, athletics and tennis.

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 district. Students performed well in the basketball gala day as well as the oz-tag gala day. Luke was selected to be a part of the Small School’s Basketball team.

School Swimming Scheme
Students in Years 2 to 6 attended the School Swimming Scheme, 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.

Student Leadership
School leaders organised and led special assemblies throughout the year including the ANZAC Day and Remembrance Day Assemblies and the Annual Presentation Day Assembly.

One school captain attended the Hawkesbury District Leadership Camp.

Leadership skills were also the focus of our SRC visit to Longneck Lagoon where skills were developed through team work, orienteering and problem solving activities.

Transition to High School
Stage 3 students have been offered many opportunities throughout the year that will provide a smooth transition to High School.

Our school participates in transition programs with both Riverstone High and Windsor High.

Students for Year 5 and 6 participated in science enrichment afternoons at Riverstone High School providing them with the opportunity to participate in science lessons which involved, much to their delight, bunsen burners.

Regular Year 7 Transition days are held at Riverstone High providing students with the experience of being at High School for a day.

Academic
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.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3
In 2012, five students sat the Literacy NAPLAN tests in Year 3. Results cannot be reported

Numeracy – NAPLAN Year 3
In 2012, five students sat the Numeracy NAPLAN tests in Year 3. Results cannot be reported

Reading – NAPLAN Year 5
In 2012, five students sat the Literacy NAPLAN tests in Year 3. Results cannot be reported

Numeracy – NAPLAN Year 5
In 2012, four students sat the Numeracy NAPLAN tests in Year 3. Results cannot be reported

Progress in reading
In 2012, four students sat the Literacy NAPLAN tests in Year 3. Results cannot be reported

Progress in numeracy
In 2012, four students sat the Numeracy NAPLAN tests in Year 3. Results cannot be reported

Academic
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 the student in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Minimum Standards data</th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

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 all our ceremonies and formal functions. At Vineyard Public School the Aboriginal Flag is flown alongside the Australian flag.

Personal learning plans (PLP’s), to enhance the academic achievement of all Aboriginal students, are completed by class teachers in consultation with students and parents/caregivers.

All staff value and recognise Australia’s Aboriginal past and incorporate Aboriginal content in their teaching and learning programs, which aim to achieve improved learning experiences and outcomes for all students.

NAIDOC week was celebrated by activities in the classrooms, including appreciating and creating Aboriginal art, such as dot paintings, and learning about Aboriginal dance, music and stories. The school participated in the Great Book Swap raising funds and awareness for the Indigenous Literacy Foundation.

Multicultural Education
Vineyard Public School staff, students and community place importance on multicultural education. Multicultural perspectives are covered across learning areas and recognised in school wide events. The annual school Harmony Day celebration was a great success. The theme was Sport - Play, Engage, Inspire and students mixed with their peers to participate in a range of
activities embracing multiculturalism, including dance, sport, music and art. The school community joined together in preparing and sharing a multicultural lunch.

Other programs

Respect and responsibility
Vineyard Public School promotes at all times the values of mutual respect and responsibility for self, others and the environment, to all students and to their parents and caregivers.

Our anti-bullying, anti-racism, multicultural, environmental, resilience and social skills programs, activities, policies and procedures, focus on appropriate behaviour in all school settings, positive strategies for dealing with and resolving conflict, the development of tolerance, acceptance and understanding of others and the importance of making positive choices.

MultiLit
MultiLit is a literacy intervention program which focuses on the explicit teaching of reading. It provides targeted students in Years 2-6 strategies which assist them with their reading.

This program has been conducted by our Support Learning Officer. Students’ word attack skills and knowledge of sight words have improved, as well as their skills in reading and comprehension. Students progressed through the levels on the program and the majority have reached the target of two hundred sight words. Through this program they have developed their confidence and their approach to reading.

International Competition and Assessments (ICAS).
Throughout 2012, Vineyard Public School participated in the International Competition and Assessments (ICAS). ICAS competitions is an independent unit within The University of New South Wales and are external assessments that provide an opportunity for students in years 3-6 to gain a measure of their own achievement.

Positive Behaviour for Learning
The Vineyard Public School continued the implementation of the Western Sydney Region’s initiative. Staff and students revisited the school’s expectations BE SAFE, BE RESPECTFUL AND BE A LEARNER. Our Positive Behaviour for Learning Mascot is Puck the Duck and students received positive awards for displaying the school’s expectations.

Crunch & Sip
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.

Environmental Education
Environmental education increases a student’s knowledge and awareness of the environment. Students from Kindergarten to Year 6 are involved in learning experiences across the curriculum.

The Eco Garden was built by Year 6, school staff friends and family. It will be maintained by teachers and students providing an opportunity for students to learn about growing and harvesting vegetables.
Kindergarten Orientation
This year we have the extended Kindergarten Orientation Program to assist the students beginning more settled and ready for teaching and learning programs upon entry to school.

The program is intended to support all students and their families entering school in 2013. The Kindergarten Orientation Program has been designed to inform parents about the school and the programs that we run within our classrooms and for parents to learn about how they can assist their child settling into school.

The parents and students will have the opportunity to build supportive relationships with each other and the Kindergarten Teacher.

It provided an opportunity for the teacher to observe new students in a comfortable and supportive environment and begin to prepare programs to meet student’s needs from the beginning of the school year.

Best Start
The Best Start Assessment Program has been implemented at Vineyard Public School for three years. The initiative ensures our youngest students are on track in Literacy and Numeracy by Year 3. The assessment process was used to assess students’ school entry skills and provide detailed information as to how the student can best be supported in their learning.

Breakfast Club
The Vineyard Community Church established a breakfast club at our school every Tuesday morning.

The volunteers ensured that students were provided with a varied menu each week. Students were able to enjoy toast with spread, scrambled eggs, pancake and smoothies.

Windsor Garden Retirement Village
Vineyard Public School continued our partnership with the residents of the Windsor Garden Retirement Village. Each week residents attend our school to listen to our students read and share in the enjoyment of reading. Residents attended our Annual Easter Hat Parade and Book Parade and shared in a BBQ lunch. The students of Vineyard Public School presented a Christmas Concert at the village for the residents to attend and presented each resident with a Christmas card, handwritten by one of the students.

Hawkesbury Gifted And Talented Program
During 2012, three students from our school participated in Hawkesbury Gifted and Talented Program.

The Hawkesbury Gifted and Talented Program provides 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.

Connected Learning
Vineyard Public School has modern technology facilities and equipment that exposes students to a wide range of learning tools and enable them to develop diverse and advance skills.

Every classroom is equipped with an interactive whiteboard and the school has two connected classrooms. We have a mini computer lab
in our school library, a set of digital cameras and a set of flip video cameras. Each classroom has computers and access to a bank of laptops. All teachers have access to a laptop for lesson preparation and presentation. These resources allow for the easy use of ICT programs, software and access to the internet.

The Connected Classrooms have enabled Vineyard Public School to participate in a range of video conferencing activities, both for teacher professional learning and to extend student learning opportunities through virtual excursions and shared learning experiences with other schools.

In 2012, Vineyard Public School again renewed their subscription to Mathletics. Students from Kindergarten to Year 3 were also given access to Reading Eggs and students from Year 3 to Year 6 regularly accessed Reading Eggspress. Our students can access these programs at both school and home.

The Lexile Program was used as a reading assessment for students 3-6 and as an online tool for students to select appropriate books to read.

The staff continue to integrate other ICT programs into their teaching and learning programs.

Progress on 2012 targets
Target 1
NAPLAN, standardised testing and school-based data will demonstrate improved levels of individual student achievement in all areas of Literacy and all staff will track student achievement using the Literacy Continuum.

Our achievements include:

- All Year 3 students achieving at or above national minimum standards in all Literacy areas of NAPLAN
- 94% Year 5 students achieving at or above proficiency in NAPLAN Writing
- 97% Year 5 students achieving at or above proficiency in NAPLAN Spelling
- 87% Year 5 students achieving at or above proficiency in NAPLAN Grammar and Punctuation and Reading
- 60% of Kindergarten to Year 2 students achieving the appropriate markers for their year level on the K-6 Literacy Continuum

Target 2
NAPLAN, standardised testing and school-based data will demonstrate improved levels of individual student achievement in all areas of Numeracy and all staff will track student achievement using the K-10 Numeracy Continuum.

Our achievements include:

- All Year 3 students achieving at or above national minimum standards in all Numeracy areas of NAPLAN
- 87% Year 5 students achieving at or above proficiency in NAPLAN number, patterns and algebra.
- 94% Year 5 students achieving at or above proficiency in NAPLAN data, measurement space and geometry.
- 60% of Kindergarten to Year 2 students achieving the appropriate markers for their year level on the K–10 Numeracy Continuum.

School evaluation
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of Student Welfare and Quality teaching.

The evaluations aim was to determine the perceptions and view the school community held about how learning is undertaken at our school.

Surveys were conducted across the whole school where all staff members, parents and Year 3 – 6 students were given an opportunity to respond to
surveys. 12% of parents took the opportunity to respond to the surveys.

**Student Welfare**

**Background**

Vineyard Public School supports positive student welfare through the implementation of Positive Behaviour for Learning. School discipline procedures are underpinned by expectations being a safe respectful learner.

**Findings and conclusions**

The students’ responses relating to student welfare identified the following findings:
- 71% strongly agreed that positive behaviours are encouraged
- 85% stated that receiving a school award made them feel proud

The parents’ responses relating to student welfare identified the following findings:
- 66% of parents strongly agreed and 33% of parents agreed that the school:
  - teaches and promotes core school values
  - hold high expectations for all students to achieve in a safe environment that respects all students’ needs
  - environment focuses upon high and explicit expectations
  - has systems and strategies for achieving important social and learning outcomes for students

The teacher’s responses relating to student welfare identified the following findings:
- 66% of teachers strongly agreed and 33% of teachers agreed that the school:
  - award system articulates and responds to student’s safe, respectful and positive learning behaviours
  - embraces high expectations of all students
  - has procedures that encourage positive behaviours

**Future directions**

Survey responses reflected a need to clearly articulate to both parents and community the:
- procedures and strategies that are implemented to encourage expected behaviour
- school awards system and respond to students’ safe, respectful and positive learning behaviors,

**Strategies to achieve this will include:**
- creating environments that encourage pro-social behaviour teaching all students what is expected
- expectations are stated positively, taught and reviewed frequently throughout the school year
- applying a system of positive reinforcement and recognition for following the expectations is in place
- informing parents with explicit information about the school awards system

**Quality Teaching**

Vineyard Public School seeks to create learning opportunities that provide a stimulating and secure environment where teaching practice is supported by critical reflection and an understanding of effective practice and current research.

If students are to be engaged in learning, and achieving at high levels, staff must ensure that quality teaching is present. We aimed to determine the perceptions and views the school community held about how teaching is undertaken at our school.

**Findings and conclusions**

The students’ responses relating to quality teaching identified the following findings:
- 64% strongly agreed that the things they learn at school are important to them
- 21% somewhat disagreed that at school they are given the opportunity to do work that interest them

The parents’ responses relating to quality teaching identified the following findings:
- 66% of parents strongly agreed and 33% of parents agreed that:
• teaching and learning is focused on producing student’s deep understanding of concepts and skills
• quality literacy practices are identified and implemented across the school
• quality numeracy practices are identified and implemented across the school
• the school addresses the literacy and numeracy needs of students in a supportive environment

The teacher’s responses relating to quality teaching identified the following findings:
66% of teachers strongly agreed and 33% of teachers somewhat agreed that:
• quality literacy practices are identified and implemented across the school
• quality numeracy practices are identified and implemented across the school
• the school addresses the literacy and numeracy needs of students in a supportive environment

100% of teachers strongly agreed that:
• teaching and learning is focused on producing student’s deep understanding of concepts and skills

Future directions
The findings of this survey indicated that the majority of the school community is highly satisfied with the current quality teaching practices within the school. Some areas to be addressed are:
• harness and embrace students’ interests though quality teaching and learning programs
• ensuring teaching and learning experiences enhances students’ opportunities to connect to real life experiences.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

The students’ responses that related to quality for school life identified the following findings:
• 71% strongly agreed they feel proud to be a student at Vineyard Public School

The parent’s responses that related to quality for school life identified the following findings:
• student interact positively with each other
• students are considerate and respectful of each other
• teachers take a personal interest in all student’s social, emotional; and academic wellbeing

The teachers’ responses that related to quality for school life identified the following findings:
100% of staff indicated that:
• staff supported each other through team work
• collaboration was critical to the success of delivering high quality teaching and learning programs
• all staff were empathetic to the social, emotional and academic wellbeing of students.

Professional Learning
Professional learning is an integral part of each staff member’s professional development. All teachers participated in professional learning activities throughout 2012.

Professional Learning opportunities that staff attended in 2012 included: Focus on Reading 3-6, Authentic Assessment for Mathematics, Positive Behaviour for Learning (Universal Prevention Classroom Systems of Support), Literacy Continuum, New Curriculum Maths, Reading Recovery Teacher Training and Reading Recovery Support Training.

Staff also participated in compliance training for Cardio Pulmonary Resuscitation, Asthma Friendly Schools, Anaphylaxis, Child Protection and Code of Conduct.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1
Outcome for 2012–2014
NAPLAN, standardised testing and school-based data will demonstrate improved levels of individual student achievement in all areas of Numeracy and all staff will track student achievement using the K-10 Literacy.

2013 Targets to achieve this outcome include:
• All Year 3 and Year 5 students achieving at or above national minimum standards in all Literacy areas of NAPLAN
• 25% of Year 3 students will achieve at or above proficiency standard in NAPLAN Reading and Writing
• 50% of Year 5 students will achieve at or above proficiency standard in NAPLAN Reading and Writing
• 85% of Kindergarten to Year 2 students will be achieving the appropriate markers for their year level on the Literacy continuum
• 75% of Year 3 to Year 6 students will be achieving the appropriate markers for their year level on the Literacy continuum

Strategies to achieve this target will include:
• Continued professional development of all teachers in regard to applying the Quality Teaching Framework to the teaching of literacy, with emphasis on pedagogy, differentiation of teaching and learning experiences, assessment and tracking, teacher reflections and the effective utilisation of technology to assist in the provision of quality learning experiences.
• Utilisation of standardised assessment results and 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.
• Analysis of NAPLAN test data to identify common areas of weaknesses and implement teaching strategies to maximise student learning outcomes.
• Teaching programs reflect the implementation of Focus on Reading pedagogy.
• Literacy sessions developed are differentiated so that the needs of all students are met.

School priority 2
Outcome for 2012–2014
NAPLAN, standardised testing and school-based data will demonstrate improved levels of individual student achievement in all areas of Numeracy and all staff will track student achievement using the K-10 Numeracy Continuum.

2013 Targets to achieve this outcome include:
• All Year 3 and Year 5 students achieving at or above national minimum standards in all Numeracy areas of NAPLAN
• 25% of Year 3 students will achieve at or above proficiency standard in NAPLAN Numeracy
• 50% of Year 5 students will achieve at or above proficiency standard in NAPLAN Numeracy
• 85% of Kindergarten to Year 2 students will be achieving the appropriate markers for their year level
• 75% of Year 3 to Year 6 students will be achieving the appropriate markers for their year level on the K-10 Numeracy continuum

Strategies to achieve these targets include:
• Continued professional development of all teachers in regard to applying the Quality Teaching Framework to the teaching of mathematics, with emphasis on pedagogy, differentiation of teaching and learning experiences, assessment and tracking, teacher reflection and the effective utilisation of
technology to assist in the provision of quality learning experiences.

- Development, refinement and implementation of a mathematics scope and continuum K-6.
- Introduce the numeracy continuum to all teachers K-6 to enhance teaching and learning experiences and consistent teacher judgement for reporting purposes.
- Analysis of NAPLAN test data to identify common areas of weaknesses and implement teaching strategies to maximise student learning outcomes.
- Implementation of Vineyard Assessment Map utilising standardised assessment results and rich assessment tasks assessment to ensure that teachers are knowledgeable of the performance levels of all students K-6 in all aspects of mathematics.
- Tracking and analysis of student progress and assessment tasks through the use of the K-10 Numeracy Continuum.
- Design, implement and monitor school based rich assessment tasks to monitor and enhance student learning outcomes.
- Daily explicit teaching of mathematical language, multi stepped problem solving using Newman’s Error Analysis and mental strategies to solve computations.
- Mathematics sessions include effective utilisation of technology to assist in the provision of quality learning experiences.

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 Relieving Principal
Carly Wing Classroom Teacher
Ben Mackney Classroom Teacher
Lisa Froome P & C President
Julie Bevan School Administrator Manager

School contact information

Vineyard Public School
4 Bandon Road, Vineyard 2765
Ph: 02 9627 1621
Fax: 02 9838 1132
Email: vineyard-p.school@det.nsw.edu.au
Web: www.vineyard-p.schools.nsw.edu.au
School Code: 3329

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