School context

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.

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. This is fostered by providing a caring atmosphere for our students and embracing a positive approach to good discipline to uphold our school motto ‘Persistence Leads to Success.’

The school is an active member of the Hawkesbury Small Schools Network, the Windsor North Learning Community and the Blacktown Learning Community enabling us to foster a strong partnerships with our neighbouring schools. This provides 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
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 a Bunnings BBQ, Easter Raffle, Mother’s Day and Father’s Day Stalls.

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.

Gaynor Bragg
P & C President

Student representative’s message
As school leaders, we have thoroughly enjoyed our experience at Vineyard Public School. We have done a variety of different activities like changing the school sign for the community to see and raising the Australian and Aboriginal Torres Strait Islander flags to show our pride for our country. We have become more confident leading the morning assembly. We help hosting our special school events this year such as our Book Parade, Grandparents Day and Presentation Day.

We enjoy looking after our new Kindergarten buddies and sitting and playing with them during recess and lunch.

We participated in a lot of excursions such as the Leadership Camp, Youth Eco Summit, a variety of sport gala days, The Great Aussie Bush Camp and a whole school excursion to Centrepoint Tower.

As school leaders, we have enjoyed every part of this year and we will miss Vineyard Public School, although, we will always have fond memories of our school years at Vineyard.

Laneikka Denne and Jessica Wellfare
School Leaders

Student enrolment profile
Vineyard Public School enrolment for 2013 was 28 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>
<th>2013</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>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>25</td>
<td>31</td>
<td>24</td>
<td>23</td>
<td>14</td>
<td>13</td>
</tr>
</tbody>
</table>

Student attendance profile
On average 90.2% of students attended school each school day, which was a slight decrease compared to 2012 which had an attendance rate of 92.6%.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</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>88.9</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>88.4</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>87.3</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>90.4</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>93.1</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>95.2</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>89.3</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>
<td>90.2</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

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

Workforce composition

<table>
<thead>
<tr>
<th>Role</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>Teacher of Reading Recovery</td>
<td>0.21</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>0.084</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.042</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.584</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>66%</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 30/11/2013

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>102,880.68</td>
</tr>
<tr>
<td>Global funds</td>
<td>52,435.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>44,240.68</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15,086.68</td>
</tr>
<tr>
<td>Interest</td>
<td>3,368.73</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,173.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>220,186.40</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>9,386.19</td>
</tr>
<tr>
<td>Excursions</td>
<td>3,479.73</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3,521.71</td>
</tr>
<tr>
<td>Library</td>
<td>953.05</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>461.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50,112.28</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2,826.05</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>26,440.83</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>13,443.15</td>
</tr>
<tr>
<td>Utilities</td>
<td>13,336.73</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2,029.85</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>125,990.94</td>
</tr>
</tbody>
</table>

Balance carried forward 94,195.46

A full copy of the school’s 2013 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 2013

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

Academic Achievements

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 percentages of our students achieving at or above these standards are reported below.

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 the Find a school and select GO to access the school data.

Other Achievements

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 Easter Hat Parade, Harmony Day, Education Week, Grandparents’ Day, NAIDOC Day and Book Week, also allowed students to display their creative talents.

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
One student from Year 6 represented the school at the Windsor North Learning Community’s Public Speaking Competition which was held at Cattai Public School.

Students are provided with opportunities to develop public speaking skills at our fortnightly school assembly.

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 2013, the focus for the school Personal Development/Health/Physical Education program has been 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
In 2013, our school held its annual Swimming Carnival at Nirimba Swimming Pool. Students from years 3-6 and year 2’s who were 8 years or over, were invited to participate. All our students who participated in the swimming event 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.

Two 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.

Twelve year 2–6 students represented our school at the Small Schools Cross Country at Glossodia. Two students progressed to be part of the Hawkesbury Small Schools Team who participated at the District Carnival.

Athletics Carnival
The school athletics carnival was held at school 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 participated in active games and a series of relays to promote healthy living. Students participated in the small schools track and field carnivals.

Active After School Communities Sport
In 2013, we participated in the Active After School Communities Sport Program. This has provided the opportunity for our students to
have structured physical activity. It allowed them 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, Karate, Athletics, Tennis, Boot Camp, NRL and AFL. 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.

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. Students performed well in the basketball gala day as well as the oz-tag gala day.

Hawkesbury Small School Teams
Two students were invited to participate in trials for the Hawkesbury Small School’s Basketball Team.

Two students were selected to represent the Small School’s Soccer Team.

Two students qualified to represent the Small School’s Cross Country Team.

School Swimming Scheme
Students in Years 2-6 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.

Spelling Bees
The Premier’s Spelling Bee program includes activities to encourage all students to engage with spelling and improve literacy in combination with the English K-6 syllabus.

Students in stages 2 and 3 competed in a school based competition with the winners progressing to the regional final. Our finalists were encouraged to use the Samsung Premier’s Spelling Bee App to practise their spelling.

Two Year 4 students participated in the Premier’s Spelling Bee which was held at Ironbark Ridge Public School.

Five Year 3–6 students participated in the Hawkesbury Small Schools’ Spelling Bee. One year six student achieved first place in this competition.
**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 proceedings. 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 commencing with an assembly. K–2 students performed The Rainbow Serpent and 3–6 students showcased their research on famous Aboriginals. An Aboriginal elder played his didgeridoo while students participated in traditional dance.

Following the assembly students and parents participated in a variety of activities including, plaiting, dot painting and stone painting.

**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 this year was “Many Stories – One Australia”. Orange is the recognised colour for Harmony Day, so our students came to school wearing orange. Our school leaders capably ran a K-6 Assembly and talked about the significance of Harmony Day. Students and parents had the opportunity to complete craft activities in the classrooms. The school community joined together in preparing and sharing a multicultural lunch.

**Transitional Equity Funding**
The contribution of Transitional 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.

Opportunities were provided for teachers to work with the Literacy and Numeracy Instructional Leader on the delivery of quality teaching and learning programs ensuring the differentiation of programs to cater for the needs of all students.

In preparation for the implementation of the new English Syllabus, teachers were provided with professional learning in collaboration with the Instructional Leader and colleagues from a neighbouring small school to develop and plan programs for its implementation in 2014.
National Partnership Program
In Semester 2, Vineyard Public School began its involvement in the Improving Literacy and Numeracy National Partnership initiative. This funding will cease at the end of Semester 1, 2014.

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

Whole school professional learning focused on the analysis of the use of the K–10 Mathematics Continuum and the tracking of students along the continuum to ensure that quality teaching and learning programs addressed and catered our cross stage classes.

Connected Learning
Vineyard Public School has modern technology facilities and equipment that exposes students to a range of learning tools.

Every classroom is equipped with an interactive whiteboard and the school has two connected classrooms. Each classroom has computers and access to a bank of laptops and ipads. 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.

Mathletics, a mathematics program, was utilised on a regular basis in the classrooms and students were encouraged to utilise the program at home as part of their class homework plan.

As part of the Mathletics program, Year 3–6 participated in the World Maths Day.

Vineyard Public School again renewed their subscription to enable K-2 to access Reading Eggs and students from years 3-6 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.

Other Programs
Reading Recovery
During Semester 1, Vineyard offered the Reading Recovery program to our year 1 students. Reading Recovery is an individualised, intensive early intervention program which targets year 1 students who are at risk of falling behind grade level in reading. The program lasts between 12 and 20 weeks. During this time 4 students received additional support through the Reading Recovery program.

Best Start
The Best Start Assessment Program has been implemented at Vineyard Public School for four 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.

STUDENT WELFARE PROGRAMS
Positive Behaviour for Learning
Vineyard Public School continued the implementation of the Western Sydney Region’s initiative Positive Behaviour for Learning (PBL) in 2013. Staff and students revisited the school’s expectations BE SAFE, BE RESPONSIBLE AND BE A LEARNER.

As a result of Vineyard’s reward system being reviewed, through consultation of all stakeholders, a new rewards system was developed and implemented at the beginning of Semester 2, 2013. It involved the introduction of ‘Grape’ Awards, ‘Pick of the Bunch’ Awards and ultimately receiving a coloured ‘Bunch of Grapes’ badge.
A feature of the new rewards system is that the recognition of students’ achievements will be perpetual. Students will not need to commence at the start of the system at the beginning of a new school year, they will continue on from their achievements in the previous year.

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

Our school captains attended the Hawkesbury District Leadership Camp.

Leadership skills were also the focus of our SRC who visited Longneck Lagoon Environmental Education Centre where skills were developed through team work, orienteering and problem solving activities.

**Getting On Track In Time (Got It!) Program**
K-2 students participated in the Getting On Track In Time (Got It!) Program. This K-2 Program is developed and implemented by the Headspace Team from the Western Sydney Local Health District. The program involved professional learning for all staff.

Six families and students from the school were targeted based on the results of the Strengths and Difficulties Questionnaires which were completed by the teachers and parents at the school. The student group ran over nine weeks, with the Principal assisting the running of the group.

Staff have noticed an improvement in the confidence and behaviour of many of these students.

**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.

**Live Life Well**
The Live Life Well 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 2013 was maintaining the establishment of the eco garden, planting and harvesting crops and planting an orchard.

Vineyard participates in Crunch n’ Sip and Premier’s Sporting Challenge that are supported and promoted by the Live Life Well initiative.

**ENRICHMENT PROGRAMS**

**Longneck Lagoon Environmental Education Centre**
Students participated in a Stage 3 Enrichment Program at Longneck Lagoon Environmental Education Centre. They completed the Longneck Treasure Trackers Program. The program was designed to develop skills in the use of a topographic maps, compasses and Global Positioning System (GPS). They explored environmental issues and had to utilise problem solving and teamwork skills.

Stage 2 students participated in a Stage 2 Enrichment Program at Longneck Lagoon Environmental Education Centre. They worked in small teams to investigate a freshwater ecosystem. Students collected and identified aquatic animals, used microscopes and water testing kits. They discussed their findings and develop strategies to protect the wetlands.

**SHARING**
During 2013, two students from Stage 3 from our school participated in Sharing. The program is organised by The Blacktown Learning Community (BLC) which is a group of 22 schools focused on improving student engagement.

The SHARING 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. Our students were able to participate in the following programs: ‘Improvize with Dramatize’ and ‘Genealogy – Web Page Design’.

**Hawkesbury Gifted and Talented Program**
During 2013, 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. Our students were able to participate in the following programs: Sports Academy Day and Monet – Waterlilies and Beyond

**International Competition and Assessments (ICAS).**
Throughout 2013, 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

**TRANSITION PROGRAMS**
**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.

The Windsor North Learning Community provided a Year 7 Transition day which was held at Windsor High providing students with the experience of being at High School for a day.

**Transition to School**
Our transition to school programs were provided to support all students and their families entering school in 2014. We extended Kindergarten Orientation Program to assist the students beginning more settled and ready for teaching and learning programs upon entry to school.

Our seven week Scalliwags program 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. Parents and students had the opportunity to build supportive relationships with each other and the school staff.

**COMMUNITY CELEBRATIONS**
**ANZAC Day**
ANZAC Day was commemorated at school with a formal assembly. Our School Leaders conducted the ceremony which focused on the role of service men and women during World War 2

On the 25th April our School Leaders, who were accompanied by their parents, a teacher and our School Administration Manager, attended and marched in the Riverstone RSL Sub Branch Dawn ANZAC Day ceremony.
Education Week - Grandparent’s Day
Vineyard Public School incorporated Grandparents Day as part of Education Week. We Celebrated our Stories with a Christmas in July theme.

At our K–6 Assembly, students sang Christmas carols while our teachers accompanied them by playing the guitar. Parents and grandparents had the opportunity to purchase a book for the school library. Making a Christmas gift with their grandparent was one of the students favourite activities.

We concluded the day with a Christmas in July lunch. A traditional Aussie Christmas with a BBQ and salads using fresh produce from our school garden.

Book Week
The theme this year was “The theme this year was “Read Across the Universe” The parade was very well supported by both staff and students with lots of varied costumes from outer space creatures to favourite book characters.

Following the Book Parade, we had our Book Fair and a Book Trivia Quiz where students and parents displayed a great knowledge of literature including authors, books and movies.

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.

Youth Eco Summit
Six 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 main activities which covered a presentation about Antarctica, traditional Aboriginal tools and implements, and a habitat game which taught the students about the black red tailed cockatoo and ways that we can support regeneration of the habitat crucial to their existence. Students were also able to view numerous stands including one about our waterways and another about alternate electricity generation.
COMMUNITY CONNECTIONS

Breakfast Club
This year, Australia Red Cross sponsored our Breakfast Club. They assisted us in providing us with white goods and kitchen utensils and crockery. Through Australia Red Cross and Sanitarium we received food items including cereals, condiments and milk.

In Term 4, our local Riverstone IGA store provided us with fresh milk and bread on a weekly basis.

Donations of fruit and eggs were provided by the Vineyard Church. Their 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.

Windsor Community Retirement Village
Vineyard Public School continued our partnership with the residents of the Windsor Community 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 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 decoration for their Christmas Tree which each student had created.

COMMUNITY PROGRAMS

Guide Dog Awareness
This year, we had a special visitor from the ‘Royal Blind Society’ who was blind herself. She bought her guide dog, Samara.

Students enjoyed an informative talk about how Samara helps her through everyday life activities such as getting to a bus stop, finding a door and finding a seat. She then showed us different gadgets that vision impaired people might use.

Students also learnt the etiquette when approaching a Guide Dog when it is wearing it’s special harness.

Responsible Pet
We were visited by Diane and Chino from the Responsible Pet Owner Program. Students learnt how to approach an owner of a dog and ask if they can pat the dog. They were also taught what to do if an unknown dog approached them. Many students had the opportunity to put what they had learnt into practice with being able to ask Diane if they could pat Chino.

Waste Education Program
An Environmental Educator from EnviroCom Australia spoke to students about recycling and worm farms. The students participated in hands on activities to learn about recycling. Kindergartners 2 students were able to look at a worm farm and used magnifying glasses to inspect the worms. Years 3–6 made a worm farm using PEP bottle.
School Planning and Evaluation 2012—2014

School Evaluation Processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
- data collection
- observations
- surveys

School planning 2012—2014:
Progress in 2013
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 tracking student achievement using Literacy Continuum

Evidence of progress towards outcomes in 2013:
Our achievements include:
- 100% of Year 3 students achieving at or above national minimum standards in NAPLAN reading, writing, grammar and punctuation
- 100% Year 5 students achieving at or above proficiency in areas of literacy in NAPLAN
- Increase in the average progress in reading for matched students in Year 3-5 by 2.3%
- 100% of matched virtual Year 7 students achieved 100% greater than or equal to expected growth in NAPLAN 2013 in Reading.

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 K-10 Literacy Continuum to enhance teaching and learning experiences and consistent teacher judgement for reporting purposes.
- Continued implementation of Vineyard Assessment Map utilising standardised assessment results and rich assessment 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 as the needs of all students are met.
- Maximisation of targeted intervention strategies to support students that have been identified as requiring ongoing support.
- On-going monitoring and promotion of the Home Reading Program so that the number of children reading at home will be increased and reading results improved.
- 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 progress towards outcomes in 2013:

- 100% of Year 5 students achieving at or above national minimum standards in all Numeracy areas of NAPLAN
- 75% of K–2 students achieving at or above expected achievement when unitising arithmetical strategies
- 78% of 3–6 students achieving local measures in the numeracy aspect of place value

- Greater differentiation of programming to cater for individual student needs.
- The teaching of mathematics with a greater emphasis of ‘hands on’ experiences;

Strategies to achieve these outcomes in 2014

- Implementation of a mathematics scope and continuum K-6 based on the New NSW Mathematics Syllabus.
- Ongoing tracking and analysis of student progress and assessment tasks through the use of the K-10 Numeracy Continuum 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 rich assessment tasks to ensure that teachers are knowledgeable of the performance levels of all students K-6 in all aspects of mathematics.
- 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.
- 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.

Professional Learning

Professional learning is an integral part of each staff member’s professional development. All teachers participated in professional learning activities throughout 2013.


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

Parent/Caregiver, Student, and Teacher Satisfaction

‘Quality of School Life’

In 2013, the school sought the opinions of parents and students about ‘Quality of School Life’ at Vineyard Public School.

All teachers and students in Year 3–6 completed this survey, together with 45% of families enrolled.

Their key findings are presented below.

Parents

The parents’ responses relating to Quality of School Life identified the following findings:

81% of parents strongly agreed that:
- the school provides helpful information about their child’s progress
- teachers at the school provide a stimulating and challenging environment
• teachers care if their child is not doing as well as he/she can
• students are the school’s main focus
• the school regularly praises and rewards students when successful
• parents feel as though they can talk to their child’s teachers about his/her progress

73% of parents strongly agreed that:
• the school’s current aim is to improve the quality of learning and teaching
• the school is always looking for new ways to improve what it does they feel welcomed at the school
• the school takes their concerns seriously

Students
• 66% of students strongly agreed and 33% of students agreed that they were proud to be a student
• 87% of students strongly agreed and 13% of students agreed that their teacher takes and interest in helping them with their work
• 54% students strongly agreed and 46% of students agreed that they achieve a satisfactory standard of work
• 40% students strongly agreed and 40% of students agreed that the work that they do is interesting
• 80% students strongly agreed and 20% of students agreed that their teacher listens to what they say
• 26% students strongly agreed and 61% of students agreed that they like coming to school each day

‘School Culture’
In 2013, the school sought the opinions of parents and students about ‘School Culture’ at Vineyard Public School.

All teachers and students in Year 3–6 completed this survey, together with 33% of families enrolled.

The key findings are presented below.

Parents
The parents’ responses relating to school culture identified the following findings:

100% of parents indicated that they strongly agreed or agreed that:
• the school knows about the families and community which it serves
• the students are the main concern at Vineyard Public School
• the school encourages student to do their best

75% of parents strongly agreed that the school:
• is continually finding ways to improve what it does
• encourages students to achieve their best
• encourages everyone to learn
• caters for the learning needs of all students
• encourages new students and their families to be involved in school activities
• has a positive influence on school culture

Students
100% of students indicated that they strongly agreed or agreed that:
• the school knows about the families and community which it serves
• the students are the school’s main concern
• the school encourages students to achieve their best.

85% and of students indicated that they strongly agreed that:
• the school often praises and rewards student who are successful
• new students are made to feel welcome
• the school caters for the learning needs of all students

Future Directions
The results of all School Culture Surveys were very positive, particularly those gained from parents. We will need to address a small number of areas to ensure higher levels of parent satisfaction in regard to effective communication of the school community’s decisions and events.

Program Evaluations
Background
Mathematics is a significant Key Learning Area. Through the provision of effective teaching and learning programs in Mathematics Vineyard Public School seeks to ensure competence and proficiency in all strands of the Mathematics curriculum for all students from K-6.

All teachers and students in Year 3 -6 completed this survey, together with 16% of families enrolled.
Findings and Conclusions

Parents
The parents’ responses relating to the Mathematics survey identified the following findings.

100% of parents strongly agreed that:
- mathematics is an important subject
- their child enjoys hands on activities to learn mathematics
- the school has plenty of equipment to teach mathematics
- Mathletics benefits their child

Students
The students’ responses relating to the Mathematics survey identified the following findings.

86% of students strongly agreed that:
- their teacher helps them with mathematics
- they enjoy hands on activities to learn mathematics

80% of students strongly agreed that:
- learning mathematics is important
- their teacher uses a range of electronic learning to teach mathematics

74% of students strongly agreed that:
- enjoy learning mathematics
- they try hard in mathematics
- they enjoy using Mathletics
- the teacher makes it clear what they need to learn
- they like to work with others to solve problems
- the school has a range of resources and equipment to help them in mathematics

Teachers
The teachers’ responses relating to the Mathematics survey identified the following findings.

100% of teachers agreed that:
- they had the relevant knowledge and skills to teach mathematics
- their teaching and learning programs improves all students’ mathematic skills
- the school effectively supports high quality teaching and learning mathematics programs
- the school provides access to student and teacher resources to support mathematical thinking
- they regularly use hands on activities to teach mathematics

Future Directions
The results of mathematics surveys were generally positive. Students and parents provided positive feedback in relation to teaching and learning programs utilising hands on activities, interactive online programs and technology. The school will continue to provide professional learning and resources to staff to ensure explicit quality teaching and learning programs are implemented to meet the needs of the 21st century learner.

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