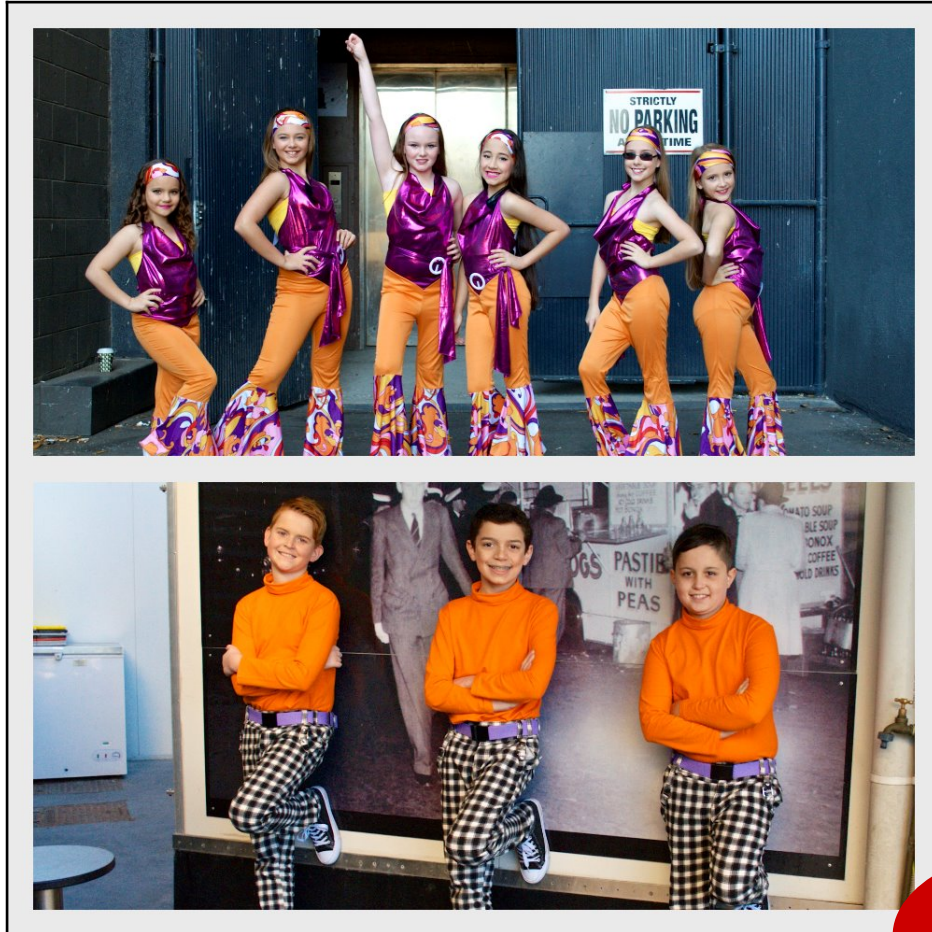


# Vardys Road Public School Annual Report



2016



4248

## Introduction

The Annual Report for **2016** is provided to the community of Vardy's Road Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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### Message from the Principal

The Vardy's Road Public School community has enjoyed a wonderful 2016 school year.

The wonderful students at Vardy's Road amaze me daily with their enthusiasm, creativity and desire to learn. It has been a privilege to be your Principal.

The dedicated and professional teaching, administrative and support staff and the parents and community members of Vardy's Road who so energetically devote their time and effort in support of school programs, make Vardy's Road Public School the very best it can be.

I am extraordinarily proud of the achievements reflected in this report. 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.

Amanda Connelly

Principal

### Message from the school community

During 2016, the Vardy's Road Public School P&C Association (P&C) once again delivered a successful event and fundraising program. This was made possible through the unerring commitment of a dedicated group of parents, the positive relationship enjoyed with the school executive and staff and the support of the Vardy's Road parent body. The centerpiece of the event program this year was our second Outdoor Movie Night. The night was a wonderful success which met the joint goals of continuing to foster the sense of community at Vardy's Road and recording a sizeable profit.

Other fundraising activities held throughout the year included Easter and Christmas raffles, a barbecue for students and stalls for Mother's Day and Father's Day. We welcomed new P&C members who helped in delivering these activities alongside existing members. Many other parents who were unable to attend meetings also became involved in these events. This engagement of volunteers helped strengthen the relationship with parents. The Student Representative Council was also engaged in various P&C endeavours.

Funds raised during 2016 were donated to the school for the air conditioning of the hall, audio equipment for the hall, resources for classrooms, teaching aids, equipment for gifted and talented groups, readers for K-2 and sports equipment. These purchases will directly benefit our children as they continue their learning experience at Vardy's Road. Other financial support has been provided throughout the year for the Year Six Farewell, teachers' stickers, student Easter eggs, event morning teas, a self-esteem course, a grief counselling course and the provision of home reader folders for Kindergarten.

The focus on parent communication has been maintained via the school newsletter, Facebook, a phone-based app and parent letters. New kindergarten families were provided with a briefing and information kit and were welcomed with the Tissue and Tears morning tea. P&C members provided baked items for both this event and the Open Day morning tea, a personal touch that was embraced by the school community. School uniform services were offered throughout the year and the new measures put in place during the past two years were consolidated during 2016. This included the new accounting system, new sports uniform and other new uniform items. Package deals continue to be refined. The P&C also engaged the local community during 2016. A number of businesses provided support in the form of sponsorship for the Outdoor Movie Night and the donation of goods and services for the Christmas raffle. We were happy to promote these businesses in appreciation for their generosity and support. Advocacy is a role the P&C fulfills proudly and we have pursued issues with the local council on behalf of families as they have arisen.

The 2017 event and fundraising program and budget have already been set in place. It is a reflection of the commitment of individual P&C members that volunteer coordinators have already been allocated to each event. The 2017 school year will see a new P&C executive team in place. The outgoing executive has put in place a robust corporate governance regime. These systems and processes along with the positive partnership forged with school staff and parents will ensure the P&C continues to work with the school community to enrich the Vardy's Road experience.

Jo Mularczyk

P&C President

## School background

### School vision statement

Vardy's Road Public School aims to produce creative and innovative students who are curious and connected to their positive learning environment. Students are compassionate and are appreciative of the diversity of Australian Culture. Students from Vardy's Road develop into productive and resilient citizens who act with moral and ethical integrity.

### School context

Vardy's Road Public School is located in the Kings Langley area. The school comprises 20 classes K–6, with an enrolment of 487 students.

A committed and dedicated teaching staff offer a range of extracurricular activities, including Dance Groups, Choirs, String Ensemble, Recorder Group, Drama Group, Gardening Club, enrichment groups for Mathematics and Visual Arts, Public Speaking and Debating teams as well as a variety of sporting opportunities.

Vardy's Road Public School is a Positive Behaviour for Learning school with a committed school community promoting quality education and high academic outcomes. Strong parent participation supports a staff with a mix of experienced and early career teachers.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework and school achievements, indicating the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning

In the domain of learning, our school has primarily focused on the domains of Learning Culture and Curriculum & Learning as these were identified as areas of sustaining and growing in 2015. Staff K–6 were involved in Professional Learning which enhanced our knowledge of Curriculum and how students learn. This improved the learning culture of our school for both staff and students. The school continues to place priority on wellbeing for our community. The Positive Behaviour for Learning (PBL) program continues to provide support and structure for students and staff to provide a safe and supportive learning environment for our students. Vardy's Road Public School offers significant extra-curricular learning opportunities which support student development. These are strongly aligned with the school's vision, values and priorities. Our focus for 2017 will be Assessment and Reporting and Student Performance Measures.

#### Teaching

In the domain of teaching, our focus has been on Reading, through the implementation of the Focus on Reading program. Teachers have undertaken professional learning to plot the learning needs of our students using the Literacy Continuum. Teachers have selected internal and external data collection tools such as classwork samples, school based assessments and NAPLAN to determine individual learning needs of students and to develop consistent teacher judgement of expectations. Stage teams have a planning day each term to collaboratively plan teaching and learning, and use this time to evaluate and revise programs and assessment strategies.

#### Leading

In the domain of leading, the school's focus continues to be on Leadership. A strong ethos of leadership capacity building is central to the school culture and enhances progress to achieving school excellence. Opportunities for purposeful leadership roles have resulted in a widespread commitment to distributed leadership for both staff and students. The school has also continued its focus on partnerships with parents and the community. Parent workshops were delivered in areas including Helping Your Child with Reading and Mathematics at Home. The school leadership team continues to revise the School Plan to ensure that it aligns to local and system priorities and ensures responsiveness to emerging needs.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Teaching and Learning

#### Purpose

To support all students become successful, creative and resilient learners. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

#### Overall summary of progress

In 2016 all staff engaged in Focus on Reading (FoR) Professional Learning Program. Three staff members were trained as FoR Facilitators and implemented the program across K–6. The FoR program set clear expectations against the English syllabus on what students should be able to do, with particular emphasis on reading comprehension. Teachers were trained in the explicit instruction of comprehension strategies and the literacy continuum. Teachers updated the PLAN software to monitor and track student progress to inform future teaching.

A parent reading workshop was held to inform parents about the FoR program and how they could support student learning in reading and comprehension at home. Parents were encouraged to volunteer as classroom helpers for reading programs and literacy activities.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year  | Funds Expended (Resources)                            |
|--|--|---|
| Students moving up clusters in the Literacy & Numeracy continuum.  | All students K–6 are tracked along the literacy continuum. Teachers use the literacy continuum to inform student grouping and the teaching of explicit reading lessons using the six comprehension strategies.   | \$5 880<br>Focus on Reading facilitator planning days |
| High level of student attainment of grade expectations displayed through the school/stage assessment schedules; 90% of Year 2 students reading at or above Benchmark Level 26. | Stage meetings were built into the Professional Learning calendar to write teaching and learning programs for classes, and where relevant, stages. Parts of these sessions were devoted to devising authentic assessment strategies that could accurately detail the progress of students.<br><br>61% of students exited Year 2 at or above level 26 in reading. | \$19 062.49<br>Teacher Professional Learning          |

#### Next Steps

- Implement phase two of the Focus on Reading program in 2018. Training for this will occur in 2017, with two facilitators attending professional learning for 8 days.
- Continue to build on teachers' knowledge on how data can be used to effectively group students in both literacy and numeracy.
- In 2017 the school focus will be on Numeracy through the implementation of the Mathematics Building Blocks for Numeracy (MBB4N) program.
- All newly appointed staff to the school will be trained in how to benchmark students' reading and as a result group students appropriately, by matching them to text.
- Continue to build on the learning support processes and strengthen the support for students with a range of learning needs.

## Strategic Direction 2

### Student Engagement and Achievements

#### Purpose

To create a positive school climate by developing learning environments that build on student's social and emotional wellbeing. To increase community support of all students through a school-wide focus on student equity, wellbeing and welfare programs.

#### Overall summary of progress

The continued school-wide focus on Positive Behaviour for Learning has enabled us to achieve significant progress in the Strategic Direction through a proactive approach to student well-being and the continuation of a very positive school culture. Positive Behaviour for Learning has ensured a consistent approach to teaching and learning of appropriate behaviour in the various school contexts. Students continue to engage positively with each other in the different playground areas and enjoy making their own decisions about which area to play each day. The luxury of space and large playing areas has facilitated a more harmonious environment during recess and lunch.

Learning Support Team processes continue to strengthen each year with the completion of Personalised Learning Plans for 100% of Aboriginal and Torres Strait Islander students and Individual Education Plans for Out of Home Care students and students with identified needs. These include: gifted and talented, learning difficulties, and integration funding. The school works closely with department resources and outside agencies to connect families with support structures to provide for the needs of their children.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year  | Funds Expended (Resources)  |
|--|--|---|
| Monitor and analyse PBL/Sentral data – 10% decrease in negative incidences recorded                          | Selected students have participated in Social Skills and Resilience programs through the School Chaplain. The whole school commitment to the Positive Behaviour for Learning (PBL) program has seen a decrease in negative incidents in both the playground and classroom. Behaviour communication systems such as white and green cards are used to strengthen the home/school partnership. | School Learning Support Officers (SLSOs) are employed to support students with behaviour needs. |
| 100% of eligible students receiving support through IEPs and PLPs demonstrate achievement of personal goals. | Personalised Learning Plans (PLPs) were completed for all Aboriginal and Torres Strait Islander students with parents and caregivers in attendance for the writing of these plans. Individual Education Plans (IEPs) were completed for students across the school with identified needs. Out of Home Care students have IEPs completed in consultation with their carer and case worker.    | <b>\$7 160.14</b><br>RAM Equity Loading for Aboriginal Background                               |

#### Next Steps

- In 2017 Vardy's Road Public School will employ a dedicated Learning and Support Teacher (LaST) to work with staff and students to support learning needs across the school. The Learning Support Team processes will be reviewed and improved/streamlined where appropriate.
- Teachers will consult with parents to update PLPs and IEPs at parent teachers interviews in Week 9 of Term 1, 2017.
- Engage the whole staff in data collection and tracking systems to better plan for ongoing student learning and growth. This step marries with Strategic Direction 1.
- In 2017 the whole staff will be trained in the online Smiling Mind program for implementation in all classrooms. Smiling Mind is designed to bring mindfulness into the classroom and to support students' mental health and wellbeing.

## Strategic Direction 3

### Quality Systems

#### Purpose

To build quality systems and organisational practices which enable effective communication and support of students and teachers in order to remain a high achieving school.

#### Overall summary of progress

School executive team and key staff members have engaged with new strategic planning processes and school evaluation using the School Excellence Framework. Professional Development Plans continue to be a productive way of managing staff professional learning needs and has encouraged staff to take ownership of their own professional learning. The staff is committed to the school's strategic directions and include these priorities in their goals when developing Professional Development Plans (PDPs). The National Professional Standards for teaching are referenced in each teacher's PDP appropriate to their level of accreditation.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year  | Funds Expended (Resources) |
|--|--|----------------------------|
| Teachers increase their knowledge and understanding, from 30% (2014) to 100% (2017), of DEC reforms and frameworks which are aligned to strategic directions and professional Development Plans. | All teachers are implementing NSW Syllabus documents as mandated by BOSTES. The new History syllabus is being taught through Integrated Topics in each stage, with a focus on the Key Inquiry questions. Three Early Career Teachers benefited from the <i>Great Teaching Inspired Learning</i> document which allowed them time with a teacher mentor and additional Relief from Face to Face hours to refine their practice. New staff at Vardy's Road participated in an Induction program and were supplied with a Staff Information Booklet. All staff members were mentored through the <i>Performance Development Framework</i> which included writing at least three goals for their Professional Development Plan and being observed twice throughout the year. | \$<br>GTIL                 |
| 100% of teachers demonstrate proficiency with an increased number of staff aspiring to be accredited at highly accomplished or lead teacher level.   | All staff members have an improved knowledge and understanding of the National Professional Standards for Teachers. All teaching staff are using the language of the standards to complete their Professional Development Plan. One staff member is seeking further support and information from BOSTES and colleagues in her pursuit of accreditation at Highly Accomplished Teacher.   | Nil Funding                |

#### Next Steps

- Ensure the continued successful implementation of the History syllabus and the creation of new units for odd and even years, ensuring that the Key Inquiry Questions are kept as the focus when writing Stage based integrated Topic units of work.
- Support pre-2004 teachers to gain their accreditation at proficient through the NSW Education Standards Authority (NESA), and maintain their professional learning hours.



| Key Initiatives                             | Impact achieved this year  | Resources (annual)  |
|---|--|---|
| <p><b>Aboriginal background loading</b></p> | <p>Thirteen students identify as Aboriginal or Torres Strait Islander. The school is committed to improving the educational outcomes of its Aboriginal students and a Personalised Learning Plan has been developed for each child.</p> <p>Students participate and are engaged in a variety of programs which improve the outcomes of all students. School based strategies monitor and support and regular attendance of students.</p>   | <p><b>\$7 160</b></p> <p>Personalised Learning Plans are developed in consultation with the classroom teacher, parent/carers and student.</p> <p>Student Learning and Support Officer (SLSO) funding.</p> |
| <p><b>English language proficiency</b></p>  | <p>The EAL/D teacher developed and delivered Professional Learning opportunities for all staff to enhance teachers' understanding of EAL/D learning and the ESL Scales. The EAL/D teacher worked at the school for three days a week supporting targeted students in classrooms to enhance their attainment of the English Language, as well as implementing targeted programs designed to support specific learning goals for particular EAL/D students. The EAL/D teacher works with parents in the community and has supported them through a parent information session on Home Reading.</p> <p>Within the school, 126 children have been identified as having a Language Background Other than English. Of the 126 students, 15 are in the beginner phases on the EAL/D Learning Progression, 17 are in the emerging phase, 42 are in the developing phase, 27 are at the consolidating phase and 25 do not require EAL/D teacher support. All students in the beginner phase have received EAL/D teacher support throughout the year. In addition, EAL/D support has been provided to 15 students in the emerging phase and 19 students in the developing phase of EALD learning.</p> <p>The majority of the EAL/D teacher's time and focused support is directed towards Early Stage 1, where there are 22 students identified as having a Language Background Other Than English. This group is comprised of 14 students in the beginner phase, four emerging and four who do not require additional support. Over the course of the year, the EAL/D teacher has implemented targeted support programs to assist these students across the curriculum.</p> <p>In Stage 1, 28 students received EAL/D support throughout the year. This support consisted of both in-classroom support of the classroom teacher's programs and small group withdrawal sessions specifically designed to target the learning needs of these particular students.</p> <p>Additionally, the EAL/D teacher has provided targeted intervention for three refugee</p> | <p><b>\$61 213</b> English Language Proficiency (Staffing)</p> <p><b>\$13 556</b> Flexible Funding</p>  |

|  |  |  |
|--|--|--|
| <p><b>English language proficiency</b></p>                 | <p>students and one student who is classified in the newly arrived category. These students receive regular support in the form of classroom assistance and individualised withdrawal programs according to their ongoing needs and development.</p>   | <p><b>\$61 213</b> English Language Proficiency (Staffing)</p> <p><b>\$13 556</b> Flexible Funding</p>                                     |
| <p><b>Low level adjustment for disability</b></p>          | <p>Level of students' participation and engagement in learning increased through individualised learning programs implemented by classroom teacher and SLSO in consultation with the Learning and Support Team and parents. Students are achieving individualised learning outcomes.</p> <p>All student required adjustments were catered for within class programs.</p> <p>Students are registered on the Nationally Consistent Collection of Data (NCCD) and all staff members are fully aware of differentiation and learning adjustments for individual students.</p>  | <p><b>\$24 316</b> Integration Funding Support</p>   |
| <p><b>Quality Teaching, Successful Students (QTSS)</b></p> | <p>The Quality Teaching, Successful Students initiative provides an additional staffing resource allocation to improve the quality of teaching in all primary classrooms.</p> <p>The initiative is being delivered to ensure that all primary students benefit from high quality teaching and learning practices that better meet the full range of student needs.</p> <p>As part of the Local Schools, Local decisions reform, principals in consultation with their executive decide the best use of the resources allocation.</p> <p>At Vardy's Road Public School the Quality Teaching Success Students (QTSS) allocation has been used to:</p> <ul style="list-style-type: none"> <li>• create <b>collaborative practices</b> in the school and/or across a number of schools to allow teachers to; jointly plan and observe each other's lessons, jointly develop units of work and assessment tasks and work together to assess and analyse student data.</li> <li>• establish <b>mentoring and coaching</b> practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. Assistant Principals were released from class duties 2 – 3 days a term to mentor and coach teachers within their stage.</li> <li>• provide <b>comprehensive and focused support for teachers</b> with accreditation processes and the new Performance and Development Framework. At Vardy's Road Public School, highly skilled teachers were released from class duties to mentor and support teachers with their accreditation as part of an Early Career Teacher Program.</li> </ul> | <p>Executive staff were released for 2–3 days per term, to work with teachers on professional learning for Personal Development Plans.</p> |

|  |  |  |
|--|--|--|
| <p><b>Socio-economic background</b></p>      | <p>The RAM equity loading for socio-economic background is calculated using information on parental level of school education, highest non-school qualification and occupation category drawn from data collected on enrolment forms and recorded in the Enrolment Registration Number (ERN) system.</p> <p>Increased community engagement with external agencies include, Family and Community Services (FACS) and the Home School Liaison Officer. The Learning and Support Team Coordinator also works with families to increase support to maximise students' academic, physical, social and emotional development. Student Learning and Support Officers (SLSOs) support all extra-curricular learning opportunities. Students are thriving and succeeding in all aspects of school life.</p>   | <p><b>\$29 871</b> Socio-economic Background funding</p>           |
| <p><b>Support for beginning teachers</b></p> | <p>The <i>Great Teaching, Inspired Learning Blueprint for Action</i> describes four conditions that schools should have in place to ensure beginning teachers receive high quality support to enhance their teaching skills. The Beginning Teacher Support Funding is equivalent to:</p> <p>Two hours per week release time for the permanent beginning teacher in their first year.</p> <p>One hour per week release time for an experienced teacher to provide mentoring support in their first year, and;</p> <p>One hour per week release time in the permanent beginning teacher's second year.</p> <p>Funding was used to support the beginning teachers in a variety of ways, including;</p> <ul style="list-style-type: none"> <li>• observing other teachers' lessons</li> <li>• engaging in professional discussion and personal reflection</li> <li>• assessing and evaluating student work</li> <li>• preparing lessons and resources</li> <li>• undertaking individualised programs of professional learning.</li> </ul> <p>Time each week is allocated for beginning teachers to meet with their mentor. Recent evaluation of the program has been very positive with beginning teachers feeling supported and welcomed.</p> <p>All beginning teachers; two permanently appointed and four employed in a temporary capacity attended six 2 hour professional learning sessions with the Blacktown Learning Community Network of Early Career Teachers.</p> <p>All beginning teachers had access to professional learning to support their Professional Development and Performance Plans. They were able to identify and</p> | <p><b>\$48 044.62</b></p> <p>GTIL – Beginning Teachers Funding</p> |

|  |  |   |
|--|--|---|
| <p><b>Support for beginning teachers</b></p>                         | <p>prioritise their professional learning needs based on the requirements of their roles and their current knowledge, understanding and skills.</p> <p>Beginning teachers had reduced grade and school responsibilities to support the development of their skills in the first year.</p> <p>Beginning teachers were provided additional mentoring sessions with ongoing feedback and support that is embedded in the collaborative practices of the school. This included classroom observations where they were provided with structured feedback.</p> | <p><b>\$48 044.62</b></p> <p>GTIL – Beginning Teachers Funding</p>                      |
| <p><b>Targeted student support for refugees and new arrivals</b></p> | <p>Schools receive resources to provide English as an additional language support for refugee students through the English as an Additional Language or Dialect (EAL/D) New Arrivals Program or the equity loading for English language proficiency.</p> <p>Improved teacher practice in differentiating teaching to support new arrival students through the team teaching of both the EAL/D and classroom teachers.</p> <p>Consistency in teacher judgement when reporting progress in English language proficiency to parents.</p>                    | <p>Targeted students were allocated time as part of the school's EAL/D entitlement.</p> |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 229        | 233  | 225  | 235  |
| Girls    | 216        | 233  | 234  | 241  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95.2 | 95.8 | 93.4 | 95.9 |
| 1         | 95   | 93.4 | 94.6 | 94.5 |
| 2         | 94.7 | 95.1 | 91   | 93.5 |
| 3         | 95.3 | 94.7 | 94.6 | 94.3 |
| 4         | 95.2 | 95.5 | 92.7 | 95.4 |
| 5         | 96.5 | 95.1 | 94.7 | 92.9 |
| 6         | 95.7 | 96.1 | 91.7 | 95.9 |
| All Years | 95.3 | 95.1 | 93.3 | 94.7 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95   | 95.2 | 94.4 | 94.4 |
| 1         | 94.5 | 94.7 | 93.8 | 93.9 |
| 2         | 94.7 | 94.9 | 94   | 94.1 |
| 3         | 94.8 | 95   | 94.1 | 94.2 |
| 4         | 94.7 | 94.9 | 94   | 93.9 |
| 5         | 94.5 | 94.8 | 94   | 93.9 |
| 6         | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94   | 94   |

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Assistant Principal(s)                | 4     |
| Classroom Teacher(s)                  | 17.64 |
| Teacher of Reading Recovery           | 0.42  |
| Learning and Support Teacher(s)       | 0.9   |
| Teacher Librarian                     | 1     |
| Teacher of ESL                        | 0.6   |
| School Administration & Support Staff | 3.58  |
| Other Positions                       | 0.17  |

\*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on the Aboriginal composition of their workforce. In 2016, no members of the workforce identify as being of Aboriginal or Torres Strait Islander descent.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 25         |

### Professional learning and teacher accreditation

All teaching staff participate in quality professional learning in line with the school's Strategic Directions and each teachers' Professional Development Plan. All staff undertake mandatory professional learning in Child Protection, Code of Conduct, Work Health and Safety, CPR and Anaphylaxis on an annual basis.

IN 2016, Vardy's Road Public School has six staff members with provisional accreditation seeking Proficient and two teachers achieved their proficient accreditation. One teacher has begun the process of seeking accreditation at Highly Accomplished.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0.00                    |
| <b>Revenue</b>                        | 694 999.12              |
| (2a) Appropriation                    | 610 216.65              |
| (2b) Sale of Goods and Services       | 4 400.00                |
| (2c) Grants and Contributions         | 78 804.64               |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 1 577.83                |
| <b>Expenses</b>                       | -255 040.10             |
| Recurrent Expenses                    | -254 689.88             |
| (3a) Employee Related                 | -107 149.82             |
| (3b) Operating Expenses               | -147 540.06             |
| Capital Expenses                      | -350.22                 |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | -350.22                 |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 439 959.02              |
| <b>Balance Carried Forward</b>        | 439 959.02              |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

|                       | 2016 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 3 148 161.89            |
| Base Per Capita       | 24 908.36               |
| Base Location         | 0.00                    |
| Other Base            | 3 123 253.53            |
| <b>Equity Total</b>   | 241 071.21              |
| Equity Aboriginal     | 9 550.39                |
| Equity Socio economic | 29 871.33               |
| Equity Language       | 74 768.70               |
| Equity Disability     | 126 880.79              |
| <b>Targeted Total</b> | 28 400.00               |
| <b>Other Total</b>    | 62 730.32               |
| <b>Grand Total</b>    | 3 480 363.41            |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

# School performance

## NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

| 2016 VRPS NAPLAN EVALUATION |  |   |  |
|-----------------------------|--|---|--|
|                             | Year 3   |   | Year 5   |
| Spelling                    | <ul style="list-style-type: none"> <li>BANDS: Less in Band 1</li> </ul>  | <ul style="list-style-type: none"> <li>BANDS 20% of students in lowest 2 Bands.</li> <li>TREND: Large drop – 11 points and now below State</li> </ul> | <ul style="list-style-type: none"> <li>BANDS Improved top Band Improved 2<sup>nd</sup> &amp; 3<sup>rd</sup> Band.</li> <li>TREND: Continued pattern &amp; narrowed gap.</li> <li>Growth Above average + 56% (at or below 44%)</li> </ul>         |
| Reading                     | <ul style="list-style-type: none"> <li>BANDS Less in Band 1</li> </ul>   | <ul style="list-style-type: none"> <li>BANDS 10% drop in top band</li> <li>TREND: 11 points drop in performance (now well below State)</li> </ul>     | <ul style="list-style-type: none"> <li>BANDS 1 &amp; 2 on par with State</li> <li>TREND: Still above like schools</li> <li>Growth Above average +61% (at or below 39%)</li> </ul>  |
| G & P                       |  | <ul style="list-style-type: none"> <li>Top 2 Bands down from 50% to 30%</li> <li>TREND: 26 point drop to well below State.</li> </ul>                 | <ul style="list-style-type: none"> <li>Top 2 Bands down from 40% to 24%</li> <li>Nearly ¼ of students in bottom 2 Bands.</li> <li>TREND: 20 point drop – lowest ever result.</li> <li>Growth Less than average +56% (at or below 44%)</li> </ul> |
| Numeracy                    | <ul style="list-style-type: none"> <li>BANDS No student in Band 1 (down from 9% in 2015)</li> <li>TREND: Some narrowing of gap with State</li> </ul> | <ul style="list-style-type: none"> <li>BANDS 26% in top 2 Bands to 23% this year.</li> <li>Nearly ½ grade performing in Band 3.</li> </ul>            | <ul style="list-style-type: none"> <li>BANDS Only 17% in top 2 Bands compared with 30% of State</li> <li>TREND: 10 points drop in performance (now well below State)</li> <li>Growth Less than average +40% (at or below 60%)</li> </ul>         |

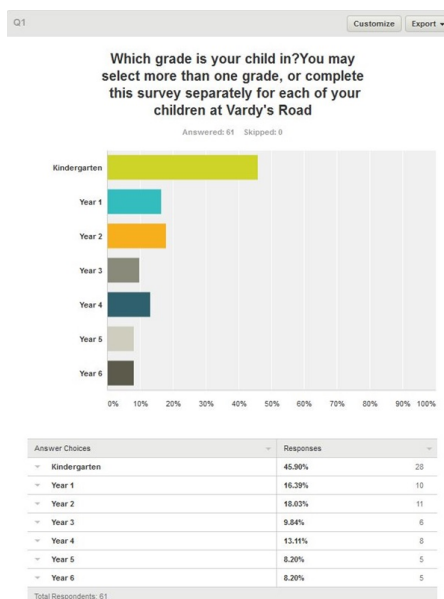
## Parent/caregiver, student, teacher satisfaction

At Vardy's Road Public School we value the contribution and opinions of all stakeholders. The staff and P&C participated in feedback sessions with the Principal and provided their opinions and suggestions about the programs and opportunities offered by the school. Overall feedback showed that staff and parents felt that:

- we should keep the many varied opportunities offered such as sports carnivals, performance programs, gifted and talented programs, gymnastics (biannually), lunchtime activity groups, incursions and excursions
- Students are not pigeon holed in a particular area and are given a wide range of opportunities from Public Speaking to Dance and Gardening – and all children are encouraged to have a go. I'm often pleasantly surprised to find out what my child has chosen when given options. Behaviour management is very positive and appears effective. Strategies involving music or a song to get the class attention are original parts of the day and a wonderful alternative to bell ringing.
- My daughter has had a fantastic first year at

Vardy's Road Public School, and a big part of that is her teacher. I can't thank her enough for all the hard work she has put into making sure the kids are learning and enjoying school. You're very lucky to have her as a member of your staff.

- Teachers are very approachable and always willing to listen to our concerns and questions.
- The teachers appear to go the extra mile to ensure students are having a positive experience at school and stay engaged. They are extremely creative. Just seeing the work that goes into a class assembly gives an indication of their dedication and passion. It is difficult to know what feedback my child is getting at times however. We don't know enough about what they're working on to ask the right questions. It would be great if there could be some regular communication for Kindergarten parents about what curriculum is being covered by each class at regular intervals. Information at parent evenings is fantastic but only a one off.
- All teachers I have been in contact with are amazing! Keep doing what you are doing! You are all amazing at what you do! THANK YOU!
- I have nothing but high praise for all staff at the school. If there are any concerns that I have I contact the relevant staff member & they are prompt in the answer & follow anything up, if it is needed. I am very impressed with the way all staff members go above & beyond their teaching duties to provide supervision for extra/after hours support for all the children of VRPS!
- There is clearly a positive culture in the school and a sense of striving for the best in all areas and continual improvement. This is an excellent school with high quality, effective teachers, leadership team and support staff.



## Policy requirements

### Aboriginal education

Vardy's Road Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they are able to achieve and excel in every aspect of their school life. In 2016 seventeen students identified as Aboriginal and/or Torres Strait Islander descent. Two of these students were awarded the Naga Mai Award for Encouragement and Outstanding Achievement in Sport.

The awards celebrate and recognise innovation, excellence and achievement in Aboriginal Education in NSW Public Schools, school communities and throughout the Department of Education. The Nanga Mai Awards contribute to the achievement of the Department's commitment to bridging the gap in the performance of Aboriginal students and that of the general student population. Vardy's Road promotes respect for the unique and ancient culture of Aboriginal people in the following ways:

- Integration of Aboriginal Perspectives across Key Learning Areas so that all students are able to develop knowledge and understanding about Australia's first people.
- During 2016, Norta Norta and Aboriginal Background funding was combined to enable Aboriginal and Torres Strait Islander students greater access to technology in their classrooms with the purchase of additional notebooks and laptops. Time was also provided to teachers to work with students and their parents and caregivers to write Personalised Learning Programs. Several students also worked with the School Chaplain in the art-based Esteem Designz program to support developing students' value, confidence, self-worth and feelings of efficacy at school.

### Multicultural and anti-racism education

Vardy's Road Public School has culturally inclusive school practices that are embedded across the school. Teaching and learning programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. With the implementation of new syllabus documents teachers participated in professional learning and included strategies for embedding multicultural and anti racism education into their teaching and learning programs.

A range of strategies have been incorporated in the school's communication with parents and caregivers and community members from culturally diverse backgrounds. These have included an increased use of interpreters, two community noticeboards and the employment of an additional day for the EAL/D teacher.

The school has a teacher who is appointed as an Anti-Racism Contact Officer. This Officer is the first contact in dealing with allegations of racism.

### Other school programs

### Dance

In 2016 the Junior Dance group included 24 students and was coordinated by Mrs O'Brien and Miss Anderson. They rehearsed diligently every Friday at lunch. The dance was titled 'Never Give Up' and was a jazz routine inspired by the 2016 Summer Olympics. The group successfully auditioned for the Blacktown Festival of Performing Arts held at Wyndham College.

The Senior Dance group had the opportunity to perform during Education Week at Westpoint Blacktown. The group also represented Vardy's Road at the Synergy Dance Festival, held at Penrith Panther's Evans Theatre.

The Senior Dance group was made up of 25 students from Years 5 & 6 who diligently practised once a week before school. One of our Year 6 students successfully auditioned for the NSW PULSE Junior Dance Ensemble, and as a member of this group performed at the 2016 School's Spectacular – *Dream Big*. Our talented dancer was part of an iconic cultural event showcasing students of varying ages, cultures and skills from metropolitan, rural and remote regions of NSW.

The aim of our dance groups is to encourage students to develop an enjoyment of creative expression and performance through movement.

### Drama

The Drama group is made up of 28 students from Years 3–6 who regularly practise once a week after school. This year 5 of our students successfully auditioned for the Western Sydney PULSE Junior Drama Ensemble where they performed at the Sydney Opera House, the Joan Sutherland Performing Arts Centre and at the Lights-Up Drama Festival.

Throughout the year our students have presented individual and group pieces at our whole school assemblies. Our group was inspired by Bell Shakespeare's performance of, "Bottom's Dream". This motivated our group to create and perform a version of "A Midsummer Night's Dream", which proved to be a most enjoyable and creative experience.

The aim of our Drama group is to teach our students basic acting techniques and theatre terminology. The drama games and exercises are designed to teach students how to work together in groups, think critically, use their imagination, discover new ideas, and improve their focus, self-confidence and social skills. Students are encouraged to work to the best of their ability to achieve group and individual success.

### Debate

The Vardy's Road Public School Debating Team, consisting of Year 5 and 6 students, had a brilliant year hosting and attending debates at local schools as part of the Blacktown District Debating Competition. This year was an extremely successful year and the team won 6 out of 7 of their debates. Students brainstormed, researched, constructed speeches and rebutted each



week over multiple lunchtimes. Working collaboratively, the Year 5 students benefited from the prior knowledge of the 2015 team to build their well-crafted persuasive arguments and quick rebuttals.

The team was recognised by the adjudicators as a strong team at all debates. Our debaters were praised for their preparation, confidence when speaking and thoughtful rebuttals. The team took feedback constructively and improved upon their skills at each debate. Towards the end of the year, a larger group of Year 5 and 6 debaters were chosen to compete in 2017. They worked collaboratively, taking advice and feedback from the success of the 2016 team, who assisted in training sessions.

## **Choir**

For the third consecutive year, our school was accepted into the Festival of Choral Music, a prestigious musical event which takes place over four nights at the Sydney Opera House each year. Early in Term 1, an Opera House Choir was formed comprising 30 students from Years 5 and 6. This talented group of singers has met every Monday at lunchtime to practise this year's challenging repertoire with an inspiring level of enthusiasm and devotion. They represented our school with great pride in a mass choir of over 700 students at the Endeavour Concert on Tuesday 1st November 2016.

Our Stage Two choir has also had a jam-packed year. This group, made up of 38 students from Years 3 and 4, was created to represent our school at the annual Blacktown Festival of Performing Arts held at Wyndham College at the end of August this year. Each Wednesday lunchtime, this passionate group gathered to fine tune the repertoire for this year's festival and, of course, to have a lot of fun along the way.

Throughout the year, both choirs have also performed during several school assemblies, including the ANZAC Assembly, Education Week and Presentation Day. The ultimate goal of the choirs at Vardy's Road Public School is to inspire and nourish a life long love of singing and music as well as to develop the skills needed to perform in an ensemble.