

Vardys Road Public School

Annual Report

2017



4248

Introduction

The Annual Report for **2017** is provided to the community of **Vardys 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.

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Principal

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Message from the Principal

In 2017, Vardys Road Public School continued to engage, inspire, challenge and support our students. Our philosophy of delivering innovative, purposeful and innovative programs in a caring and positive environment has underpinned all our endeavours this year.

Our school's focus on teaching and learning, student engagement and school wide systems saw the strengthening of the delivery and assessment of mathematics lessons, the authentic integration of technology and the introduction of a structured approach to inquiry based learning.

Assessment and student feedback strategies and student wellbeing and learning support systems were reviewed to ensure changing student needs were being addressed.

Teacher quality continues to be the school's forte with collaborative professional learning opportunities including lesson study, team teaching, coaching and mentoring programs being rolled out throughout the year.

Vardys Road Public School has maintained its community focus with increased parental involvement, the expansion of parent workshops and the ever increasing P and C membership.

In 2017 our school continued and expanded on its traditional extra curricula activities, with dance, choir, string, debating, drama and gardening being offered to many students with regional competitions, Sydney Opera House performances and musical festivals and showcase nights being the culmination of the hard work and dedication of both students and coordinating teachers.

Sport has also been a focus of the school, with gala days, PSSA competitions, school based sporting initiatives and the traditional sporting carnivals taking pride of place in the 2017 calendar.

In 2018 we will build upon these successes as we shift our focus towards whole school wellbeing initiatives, increasing student engagement programs and striving towards delivering a challenging and meaningful curriculum that incorporates quality explicit teaching and a structured approach to inquiry based learning.

I would like to thank the Vardys Road staff, students and community for allowing 2017 to be such a successful and productive year and one that has laid the foundation for our new aspirational and innovative three year plan.

School background

School vision statement

Vardys 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 Vardys Road develop into productive and resilient citizens who act with moral and ethical integrity.

School context

Vardys Road Public School is located in the Kings Langley area. The school comprises 20 classes, K–6 with an enrolment of 506 students. A committed and dedicated teaching staff offer a range of extracurricular activities, including dance groups, choir, string ensemble, recorder, ukulele and drumming groups. Enrichment classes for Mathematics, technology and writing, public speaking and debating teams as well as a variety of sporting opportunities provide further extension opportunities. Vardys 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, school achievements and 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.

The school used the School Excellence Framework to self–assess the school’s programs and policies and as a planning tool to determine school wide needs and in turn school wide directions.

The staff initially in strategic direction groups sought evidence to validate a group based understanding of where the school ranked in comparison to the School Excellence Framework in elements related to each strategic direction. Teachers discussed evidence that demonstrated significant impact on student improvement and growth, identified student, staff and community needs and then determined new and existing programs that would address those needs and form the foundation for the 2018–2020 School Plan.

The Executive then analysed the framework in more detail, discussed the evidence related to the different perspectives of strategic direction and stage teams and reached consensus on the School Excellence Framework self–assessment. These results affirmed the programs being planned by the strategic direction teams as well as guiding the executive in the detailed planning of interventions, actions plans and milestones to ensure Vardys Road Public School can continue to strive to be the best possible school it can be, ensuring every child aspires to be challenged, supported and engaged.

In the domain of Learning, the school’s efforts focused on quality student feedback, the setting of challenging learning goals, the detailed tracking of each student and the provision of suitable accommodations for every child. This was achieved through extensive professional learning and collaborative planning related to visible learning practices such as setting agreed upon success criteria and learning intentions for each lesson. Student tracking was strengthened with the implementation of online student profiles, and attendance, transition, learning support and behavioural tracking systems. This has resulted in a significant increase in student disabilities being identified as part of the National Consistent Collection of Data, with all these children having Personalised Programs written and reviewed. There has been an increase in curriculum differentiation and 100% of the teachers are using the common visible learning language to ensure every lesson has a clear purpose and the success criteria is known by every student.

The Learning and Support Team have also increased the number of children targeted for social, emotional and behavioural programs, teacher coaching has increased and a consistent schedule of assessment has been developed, leading to an increase in teacher capacity to cater for all learning disabilities. The school now boasts a robust response to intervention framework of learning and behavioural programs and every child knows where they are academically, where they are headed, how they will get there and how they are progressing. Future directions in the learning domain include improving parental reviews of personalised programs, a more universal approach to social emotional programs, the development of a collaborative problem solving approach to student behaviour and learning support referrals, and

the trialling of explicit teaching frameworks in both literacy and numeracy.

In the domain of teaching Vardys Road has focused on collaborative and differentiated professional learning, through coaching, mentoring and stage based professional inquiries and trials. Through such programs the staff have developed whole school frameworks for assessment, professional learning and a common understanding of how to trial and implement data informed and research based pedagogies. These approaches have had a significant impact on the teaching of mathematics, science and technology, inquiry based learning units and the explicit teaching of phonics. Coaching and mentoring programs have been the backbone of the school's beginning teaching programs and accreditation processes, while Learning Support coaching has built the capacity of all teachers to make necessary accommodations and adjustments in order to cater for all children strengths and disabilities. Evidence reflecting the success of these initiatives was clear in the Learning and Support Review process that indicated that the staff rated universal interventions, such as teacher coaching as the most important role of the Learning Support Team and marked such collaborative planning as a priority in 2018. These findings were mirrored in coaching and collaborative planning feedback, teacher surveys and professional inquiry evaluations. As a result the school has a comprehensive professional learning program and agreed upon systems for the trialling and implementation of new initiatives. In 2018 the school will expand and formalise stage based professional inquiries and formally link teacher professional goals to the professional learning calendar. Professional learning will also focus on Positive Behaviour for Learning systems for the classroom and the universal use of success criteria and the explicit teaching of phonics.

Our major focus areas in the domain of leading revolved around shared and distributed leadership with working parties, strategic direction groups and committees being formed, new leadership positions established and community based communication improved. This has allowed for the introduction of an aspiring leaders program, the establishing of four instructional leader roles, the development of a community liaison role, the strengthening of the performance and development processes and the expansion of social media such as Twitter and Facebook. As a result the school has established systems of career and succession planning, differentiated professional learning and data informed practice. Evidence of the impact of such initiatives has been found in the increase in differentiated and personalised teaching, the reduction in behaviour referrals for targeted students and a clearer plan for strategic direction based initiatives with a strong link to financial management, educational research and school based data. Teacher surveys showed Vardys Road was above the state average in the areas of leadership, learning culture and teacher collaboration. Leadership will continue to be strengthened in 2018 with the establishing of a finance committee, improving community links, by formalising the performance and development processes and expanding the aspiring leaders program.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 Vardys Road Public School focused on strengthening three areas under the strategic direction of teaching and learning. Staff professional learning concentrated on the teaching of mathematics, the development of a structured approach to inquiry based learning in Science and Technology and ensuring that the school's assessment procedures were accurately tracking students, identifying children in need of support and giving the students and parents accurate and meaningful feedback.

Teacher professional learning in mathematics focused on the use of accurate diagnostic assessments and tracking tools, utilising the Building Blocks for Numeracy program. Teachers adopted the use of a suite of diagnostic assessment tools and plotted each child along the numeracy continuum. Mathematics programs were then collaboratively differentiated and teachers were supported through coaching, team teaching, lesson observations and collaborative planning. Parents' involvement was encouraged through a parent information session and results were tracked throughout the year.

To support this program and the increased differentiation and personalised assessment procedures in mathematics, the assessment sub-committee led professional learning in visible learning assessment procedures, focussing on ensuring every lesson has a learning intention, clear success criteria and provides each student with meaningful feedback. To facilitate this process teachers participated in a series of workshops and coaching sessions on the setting of learning intentions and success criteria and commenced the integration of a growth mind set approach to curriculum differentiation and personalised feedback. As a result each teacher trialled the use of a universal approach to visible learning practices and the setting of challenging learning goals. The visible learning framework was communicated to parents through a parent information session and regular items in the newsletter and social media.

To ensure the curriculum was not only challenging, but also meaningful and engaging, the STEM (Science, Technology, Engineering and Mathematics) committee, trialled, reviewed and developed a structured approach to the teaching of inquiry based learning lessons. Through rigorous research analysis, team teaching, lesson observations, lesson study and lesson evaluations using the Quality Teaching Framework, Vardys Road developed a universal approach to investigative teaching with 100% of teachers now teaching engaging STEM units with the student outcomes and goals clearly communicated and student engagement significantly improved. The committee has also developed and implemented a new STEM scope and sequence, purchased, reviewed and implemented a new science and technology program; Primary Connections and collaboratively written units of work that authentically integrated technology, inquiry based learning techniques and a problem solving approach.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students moving up clusters in the Literacy & Numeracy continuum.	QTSS Funding supporting collaborative learning and coaching– \$36 770 Literacy and Numeracy Funds supporting learning Support interventions and programs– \$19 957 English resources– \$3200 Mathematics resources and professional learning– \$9000 Reading Recovery	<ul style="list-style-type: none">o K–3 and Years 3–5, value added data improvingo Years 5–7 value added consistently above state averageo Year 3 Mathematics seeing significant gains in comparison to previous year's NAPLAN resultso 100% of staff effectively differentiating using a suite of diagnostic assessment tools and providing authentic feedback to students with the universal use of learning goals and success criteriao STEM trial data showed pleasing improvements in the intellectual quality and the significance of the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students moving up clusters in the Literacy & Numeracy continuum.</p>	<p>Resources– \$500</p>	<p>teaching inquiry based learning in Science.</p> <p>PLAN data reflects a significant level of student growth in Numeracy with</p> <p>Out of the 62% of Year 1 students in T1 2017 that were at expected level, 47% are now achieving above expected level in 2018.</p> <p>Out of the 82% of Year 2 students in T1 2017 that were below expected level, 62% are now achieving at expected or above in 2018.</p> <p>In T1 2017 there were 20% of Year 3 students achieving above expected level, in T1 2018 there are now 67% of the same cohort of students achieving above expected.</p> <p>In T1 2017 there were 24% of Year 4 students achieving at expected level, in T1 2018 there are now 56% of the same cohort of students achieving expected level.</p> <p>The PLAN data related to reading tells a similar story with some of the data explained below</p> <ul style="list-style-type: none"> • Out of the 81% of Year 1 students in T1 2017 that were below expected level, 40% are now achieving at or above expected level in Year 2 in T1 2018. • In T1 2017 there were 7% of Year 2 students above expected level, in T1 2018 there are 32% of same cohort of students are now achieving above • In T1 2017 there were no Year 4 students achieving above expected, in T1 2018 15% of the same cohort of students are now achieving above expected level.
<p>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.</p>	<p>Learning and Support Programs– \$12902</p> <p>Learning and Support coaching– \$27 728</p> <p>Reading Recovery– \$53326</p> <p>English resources– \$5000</p>	<ul style="list-style-type: none"> o 74% of year 1 students are above National Minimum standards in reading, 63% in comprehension and 63% in writing and 77%, Year 4 students in reading o Year 3 reading results above statistically similar schools, with a significant improvement in the 2017 NAPLAN results and 74% of students above grade expectations in PLAN o 100% of teachers conducting personalised action research projects in the explicit teaching of reading comprehension o All teachers with targeted students in their class, coached on differentiation and the setting of achievable yet challenging goals o Instructional leaders coaching teachers and managing professional inquiries and trails in the explicit teaching of phonics, guided reading, mathematical problem solving and authentic differentiation.

Next Steps

While the school has seen moderate improvement in value added data , and pleasing growth in PLAN data, the need for the school to focus on reading, explicit teaching, the expanded use of success criteria, Gifted and Talented programs and authentic differentiation, have been confirmed with National Minimum Standard data in Years 5 and 7 being lower than expected, an over- representation of Year 5 and 7 students in the middle and lower bands of NAPLAN and below state average growth in Years 3 and 5.

Reading Benchmark data has shown that 59% of Year 2 students are at or above the benchmark level 26, falling short of the targeted 90%.

PLAN data shows that more students need to be reaching grade expectations and student survey results indicating a need to make work more challenging, meaningful and with clear expectations vindicating the directions the school has developed for the next three year plan.

In 2018, the teachers will participate in a comprehensive reading professional learning programs, Focus on Reading, that will develop reading comprehension and vocabulary. All the teaching staff will expand the use of success criteria and the newly appointed Instructional Leaders will focus their efforts during coaching and team teaching sessions on universal spelling and phonics programs and developing a structured framework for literacy and numeracy sessions, ensuring the explicit teaching of the necessary process , skills and content in these two Key Learning Areas.

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

In 2017, Vardys Road reviewed and strengthened many student wellbeing and student engagement systems. The Learning Support, Positive Behaviour for Learning, community engagement and the technology programs were all focus areas and saw many changes that aimed to improve student and community engagement.

The Positive Behaviour for Learning Committee following a Benchmark of Quality assessment, a wellbeing framework review and the annual Tell Them From Me Survey, reviewed its data collection and analysis procedures, purchased a Sentral Server, streamlined the collection and recording systems, created online student profiles and commenced the regular analysis of data, flagging students needing support and identifying patterns of behaviour needing to be addressed. The increase in data has better informed intervention allocation and with improved data communication, staff are fluent with the reasoning for behavioural intervention priorities and allocations. The school's award system was evaluated and teacher consistency improved, with a Sporting House competition commenced to address award inconsistencies and better reinforce behavioural focus areas. Wellbeing/social emotional programs such as mindfulness lessons, structured play and social skills interventions were trialled and expanded. Most importantly the Positive Behaviour for Learning Committee developed a collaborative problem solving approach, meeting regularly to identify and address emerging behavioural and social / emotional needs.

As part of a Learning Support Review and a self evaluation process using the Learning Support team framework, the Learning and Support team established significant enhancements to the Learning Support procedures to ensure that the team follows an evidence based, Response to Intervention model of support, congruent with the Every Student Every School (ESES) reform.

As a result the School Learning Support Officers' (SLSOs) and the Learning and Support Teacher's roles were significantly changed to ensure all interventions were coordinated and having a measured impact. The Learning and Support teacher focused on building the capacity of the teachers through regular teacher coaching and resource allocation and through the establishing of SLSO run interventions. Personal Learning Plans were supported with improved identification and teacher coaching and online case management allowed for a coordinated, inclusive and responsive approach. Regular tracking, improved links with the Gifted and Talented and PBL committees and improved identification and assessment processes have dramatically increased the number of students being targeted and supported. Revised referral systems, case management planning and improved communication have all contributed to a student-centred approach to student support with an increase in phonics and reading based interventions, comprehensive information dissemination and an evidence informed approach to disability adjustments and interventions.

The technology committee explored ways to authentically integrate technology and flexible learning spaces into everyday curriculum. Following a teacher survey and technology review, older technology was replaced with a suite of ipads and notebooks. Differentiated teacher professional learning bolstered teacher confidence and capacity to integrate into, and enhance the delivery of content in all Key Learning Areas. The technology committee worked with the STEM committee to modify and adapt the science and technology programs and start exploring the use of flexible learning spaces. Combined with the acquisition of 100 desktops and the implementation of improved fleet management systems, the technology programs have made significant gains in 2017.

Community engagement was also improved through the introduction of such social media platforms as Twitter and Facebook, parent support and information sessions and a unified approach with the P and C to increase parent participation in classroom and sporting events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Monitor and analyse PBL/Sentral data – 10% decrease in negative	Wellbeing initiatives– \$5000	Improved data collection processes have dramatically increased the number of behaviour

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
incidences recorded	<p>Positive Behaviour for Learning Resources– \$500</p> <p>Sentral Server for Welfare data collection and analysis– \$7000</p>	<p>referrals and improved the accuracy of behavioural intervention allocation. The increase however has skewed trend data. Some evidence of impact ascertained from the PBL data though includes the following</p> <ul style="list-style-type: none"> • Behaviour referral numbers in the morning session classroom lessons have plateaued between 2016 and 2018 • The incidence of extreme incidents or behaviour have decreased by 79% • Behaviour referrals from the lower playground and before school remain low • 100% of repeat behaviours are being addressed with a combination of universal and targeted interventions • Parental feedback concerning the communication card has been overwhelmingly positive • A 50% reduction in behavioural referrals for students in targeted behavioural interventions • Teacher consistency in the whole school award system has seen significant improvements.
100% of eligible students receiving support through IEPs and PLPs demonstrate achievement of personal goals.	Learning and Support coaching– \$46 398	<p>With improved identification and tracking systems there has been a dramatic increase in the number of students receiving personalised programs. However LST data reflects the success of comprehensive systems that set and review student personalised goals, as shown in the following</p> <ul style="list-style-type: none"> • Increase in students being supported through interventions • Coaching feedback has been overwhelmingly positive with the LST review showing teachers rated this universal capacity building approach flagged as being the most important and productive aspect of the Learning Support systems • 100% of students on PLPs have their goals reached, reviewed or adjusted appropriately • 100% of targeted students are tracked and supported with a three tiered approach to interventions • 85% of teachers see the foundations for the school's learning support systems are in place and that the universal interventions being ranked as the most important component of the LST agenda, reflecting a sound understanding of the Every Student, Every School reform.

Next Steps

While significant gains have been made in student wellbeing and student engagement, LST review, PBL referral and Tell Them From Me data shows Vardys Road still has room for improvement, with the LST review highlighting the need to improve communication between all stakeholders in the learning support caseload as well as ensuring the school's interventions are guided by comprehensive data. PBL data showed an increase in behavioural referrals from the field and lower playgrounds and a spike in the middle session of lesson delivery, while the Tell Them from Me survey showed that clear expectations, a sense of belonging and community engagement programs were all areas in need of further development.

In response to this feedback the school in 2018 will be focusing on strengthening the review process of the PLSPs and expand on the student tracking systems established in 2017. Behavioural and learning support data is increasingly being analysed and used to drive Positive Behaviour for Learning and LST initiatives, to address the need to improve teacher consistency in relation to behaviour management and have clearer behavioural expectations of the students. The school in 2018, as part of the Engagement Strategic Direction, will be expanding the role of our Community Liaison Officer and will establish community programs to include, involve and inform our very supportive school community. The Learning Support Team and the Positive Behaviour for Learning Committee will continue to play a crucial role in the school as over-arching committees that will use a collaborative problem solving approach to continually improve student behaviour and provide a data informed, evidence based and Response to Intervention modelled system of learning support.

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

2017 was the last year in a 3 year plan that was focusing on establishing comprehensive systems of teacher performance and development, teacher accreditation, financial management, school evaluation, strategic planning, learning support and collaborative professional learning. These systems were driven by the introduction of a suite of educational reforms over the last three years that aim to increase teacher accountability, school autonomy, student equity and teacher quality. To strengthen the school's systems of teacher performance and development, Vardys Road established a system of teacher accreditation, involving the collection of evidence against the teaching standards. To support this system the school also established an aspiring leaders program where teachers aiming for a leadership position are coached and mentored and assigned roles to build capacity as well as strengthen the schools succession planning systems.

The schools financial management systems, driven by the state-wide implementation of LMBR involved the creation of committees and strategic direction groups, whose role was to plan, enact, review and evaluate action plans linked to the three year plan and in turn the school wide budget. Teachers as a result have increased ownership of the school's strategic plans and in turn more autonomy in the running of the linked financial plans.

As part of the Every School, Every Student reform, the school has established a comprehensive data collection system underpinning the disability data collection program, the National Consistent Collection of Data (NCCD) with a significant increase in the number of children identified with disabilities and in turn eligible for support and/or personalised Learning Support Programs. The role of the Learning Support Teacher has also significantly changed with more time being allocated to universal interventions such as coaching, mentoring, data analysis and student tracking. The role of the School Learning Support Officers has also changed to manage programs and interventions with a specific aim, timeframe and method of evaluation. As a result more students are being impacted by the support the Learning Support Team is providing.

The Great Teaching, Inspired Learning reform highlighted the effect size of teacher quality on learning outcomes and promoted the importance of collaborative professional learning. In response to this document Vardys Road in 2017 expanded on the collaborative culture of the school, establishing systems of team teaching, peer observation, lesson study, coaching, mentoring, pilot programs and instructional leadership. As a result the capacity of the teachers to provide a responsive and personalised intervention for all their students' needs has been significantly increased with teachers highlighting in recent surveys the importance of these programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Financial coaching and Support– \$5000 Coaching/ mentoring– \$36 770 Lesson Study/ classroom observations– \$10000	Evidence that teachers are fluent in such reforms as Every Student, Every School (ESES), Great Teaching, Inspired Learning (GTIL), Local Schools, Local Decisions (LSLD), the Performance and Development (PAD) framework, the National Consistent Collection of Data (NCCD) and Quality teaching, Successful Students (QTSS) include the following data from LST reviews, Tell them From Me (TTFM) staff surveys and staff feedback. <ul style="list-style-type: none"> Level of teacher collaboration above state average in the TTFM results Learning culture and inclusivity were rated by Vardys Road teachers at an above state average level (TTFM)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		<ul style="list-style-type: none"> An above state average percentage of teachers as part of the GTIL reforms stated that they had challenging goals and had planned learning opportunities. A sound understanding of the ESES reform was reflected in LST review data which found teachers ranking foundational, quality teaching and universal systems as of upmost importance, while voting universal assessment systems and data collection as priority in future planning
100% of teachers demonstrate proficiency with an increased number of staff aspiring to be accredited at highly accomplished or lead teacher level.	Executive and Aspiring Leader coaching– \$3000 Beginning Teacher Funding– \$75 376	Staff have responded positively to the succession planning, teacher accreditation and aspiring leader programs with <ul style="list-style-type: none"> Coaching, lesson study and pilot program feedback has been overwhelmingly positive reflecting the success of the GTIL reforms Leadership programs have been utilised well with 90% of staff accessing CV workshops, coaching and/or mentoring programs The success of the distributed leadership approach to the aspiring leaders program led to above state average ratings in the area of leadership (TTFM)

Next Steps

While systems of collaboration, teacher capacity building and student centred teaching have always been fortes of the school, teacher survey and LST review data show that there are still areas of development to be addressed. Such reviews found that data informed practice, quality teacher feedback, universal assessment practices and intensive intervention support were all areas needing attention. These needs will be addressed in 2018 with increased PBL data analysis and a PBL review. Enhanced systems of teacher observation and supervision will better link the Professional Development Plan and teacher accreditation systems. A universal assessment schedule has been developed and will be implemented and trialed in 2018 and the Learning Support Team will continue to explore and integrate intensive individualised Intervention for learning and behavioural support.

To continue to foster the school's collaborative culture, the school will work towards increasing collaborative problem solving and professional inquiry opportunities. The establishing of four instructional leader roles will increase coaching and mentoring opportunities and continued expansion of the aspiring leaders program will strengthen the school's succession planning and leadership capacity.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal funding– \$7654	<p>Eleven students identify as Aboriginal or as a 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 and track every child progress in relation to learning support, behavioural management and the progress related to personal learning plans.</p> <p>The school's Aboriginal funding was utilised to support teachers in the writing and reviewing of the above personalised learning plans, to finance NAIDOC week performances and programs and to support aboriginal students needing financial assistance.</p>
English language proficiency	<p>\$40 630– 2 days EALD teacher</p> <p>\$25 645– EALD teacher support</p>	<p>In 2017 the EAL/D teacher supported students who were in the Beginning, Emerging and Developing stages of English Language Development. The programs implemented focused on individual student needs and occurred in classrooms in a co-teaching capacity and in withdrawal programs to target specific learning needs. The EAL/D teacher consulted with classroom teachers and support staff in order to meet EAL/D student needs across the curriculum.</p> <p>Within the school, 142 children have been identified as having a Language Background Other than English. Of the 142 students, 31 are in the beginner phases on the EAL/D Learning Progression, 25 are in the emerging phase, 39 are in the developing phase, 26 are at the consolidating phase and 21 do not require EAL/D teacher support.</p> <p>The majority of the EAL/D teacher's time and focused support is directed towards Early Stage 1, where there are 34 students identified as having a Language Background Other Than English. This group is comprised of 31 students in the beginner phase and 3 emerging and one student who does 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, 38 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>Low level adjustment for disability</p>	<p>Integration Funding– \$37 396</p> <p>Learning and Support Teacher– \$91 417</p> <p>Learning and Support programs– \$27 728</p> <p>School Administration Officer– 1 day / week– \$11 106</p> <p>SLSO support– \$5864</p>	<p>The Low Level Adjustment funding and Integration funding were used to support students needing learning support, personalised learning programs and learning adjustments to ensure every child can access the curriculum and reach individualised and challenging learning goals.</p> <p>To achieve this aim Vardys Road used the funding to finance School Learning Support Officers and a Learning Support Teacher, as well as a School Administration Officer.</p> <p>These staff members implemented and supported the learning support systems related personalised learning plans, learning support coaching and mentoring, targeted and intensive learning and behavioural interventions, student tracking assessment programs and transition initiatives.</p> <p>In class support, Check In Check Out programs, social / emotional programs and structured play activities were also funded from this budget area.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS Funding–\$36 770</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 Vardys Road Public School the Quality Teaching Success Students (QTSS) allocation has been used to:</p> <ul style="list-style-type: none"> • create collaborative practices 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. • establish mentoring and coaching 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. • provide comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework. At Vardys 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.

<p>Socio-economic background</p>	<p>\$72 238– Learning Support Programs and SLSO managed interventions</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>The school utilised the Socio – economic funding to fund extra learning support teacher programs and a full time SLSO, who managed both targeted and intensive interventions, social skills programs, diabetic support programs and targeted support for classes and students in need of extra learning support.</p> <p>The funding was also used to support students and families in need of financial support.</p>
<p>Support for beginning teachers</p>	<p>Beginning teacher Programs and coaching/ mentoring– \$75 376</p>	<p>The Beginning Teacher Funding was used to support the beginning teachers in a variety of ways, including;</p> <ul style="list-style-type: none"> • observing other teachers' lessons • engaging in professional discussion and personal reflection • assessing and evaluating student work • preparing lessons and resources • undertaking individualised programs of professional learning. <p>Time each week was allocated for beginning teachers to meet with their mentor. Beginning teachers worked with their mentor to develop goals for the year and work through the Great Teaching Inspired Learning modules available through the Strong Start, Great Teachers website.</p> <p>All beginning teachers had access to professional learning to support their Professional Development and Performance Plans. They were able to identify and prioritise their professional learning needs based on the requirements of their roles and their current knowledge, understanding and skills. Beginning teachers were also offered professional learning through the BLC Early Career Teacher network to complement the fortnightly induction meetings at Vardys Road.</p> <p>Beginning teachers had reduced grade and school responsibilities to support the development of their skills in the first year. 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>

Support for beginning teachers	Beginning teacher Programs and coaching/ mentoring– \$75 376	Several beginning teachers who are in their second year are on track to begin the accreditation process as Proficient teacher in 2018.
Targeted student support for refugees and new arrivals	Refugee Support– \$303 GTIL Nera– \$19 452	The EAL/D teacher has provided targeted interventions for our refugee students. These students receive regular support in the form of classroom assistance and individualised withdrawal programs according to their ongoing needs and development and have received financial assistance as required.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	233	225	235	244
Girls	233	234	241	260

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	93.4	95.9	94.8
1	93.4	94.6	94.5	93.7
2	95.1	91	93.5	94.3
3	94.7	94.6	94.3	93
4	95.5	92.7	95.4	94.4
5	95.1	94.7	92.9	92.7
6	96.1	91.7	95.9	92.4
All Years	95.1	93.3	94.7	93.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is monitored by the Assistant Principal each fortnight at a meeting held with the Home School Liaison Officer to address absences of concern in accordance with the School Attendance Policy and Student Attendance in Government Schools Procedures 2015. Students with absences of concern are addressed with phone call home, then by a note being sent home requesting for the absence to be explained within seven school days, followed by a letter or formal meeting at school. If the attendance continues to decline, the HSLO is consulted and a referral made. An Attendance Improvement Plan (AIP) meeting is held, where required, and any appropriate measures put into place to support the family to improve attendance. Records are kept on file.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.14
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on the Aboriginal composition of their workforce. In 2017, 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	39

Professional learning and teacher accreditation

Significant professional learning was undertaken by the staff at Vardys Road Public School in 2017.

Much of this teacher development focused around the school's strategic directions and preparing for the next three year plan, with many sessions being devoted to student wellbeing, inquiry based learning, STEM (Science Technology Engineering and Mathematics), the integration of technology, curriculum differentiation in mathematics, visible learning assessment practices and learning support methodologies.

Other professional learning areas of focus included CPR, child protection, anaphylaxis, asthma, Code of Conduct and Workplace Health and Safety. All of the above sessions were strengthened through coaching, mentoring, collaborative planning, stage based trials, targeted pilots and differentiated professional opportunities based on each teacher's professional goals as part of their Performance and Development Programs.

As of 2018 all teachers are accredited at the "Proficient" level. Systems have been established to ensure all teachers maintain accreditation at this level and provide opportunities for teachers to work towards higher levels of accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	439,959
Revenue	4,269,820
Appropriation	3,969,021
Sale of Goods and Services	10,804
Grants and Contributions	282,907
Gain and Loss	0
Other Revenue	0
Investment Income	7,087
Expenses	-4,122,758
Recurrent Expenses	-4,122,758
Employee Related	-3,676,111
Operating Expenses	-446,646
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	147,062
Balance Carried Forward	587,021

Vardys Road Public School's financial processes are in-line with the Department of Education expectations and policies. The finance committee oversees the budget and expenditure, meeting on a regular basis, with an independent financial consultant to manage the budget.

In 2018, Vardys Road Public School will be employing a number of Instructional Leaders. A large percentage of the balance carried forward will be expended on their salaries. 100% of our equity funds were expended or allocated for future programs in 2017. In 2018, a significant portion of the remaining funds carried forward will be used for coaching, mentoring, learning support, technology and flexible learning space programs.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,448,150
Base Per Capita	72,745
Base Location	0
Other Base	3,375,405
Equity Total	283,980
Equity Aboriginal	7,654
Equity Socio economic	72,238
Equity Language	66,274
Equity Disability	137,814
Targeted Total	37,699
Other Total	92,373
Grand Total	3,862,202

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

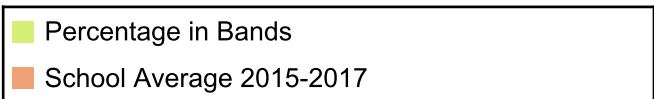
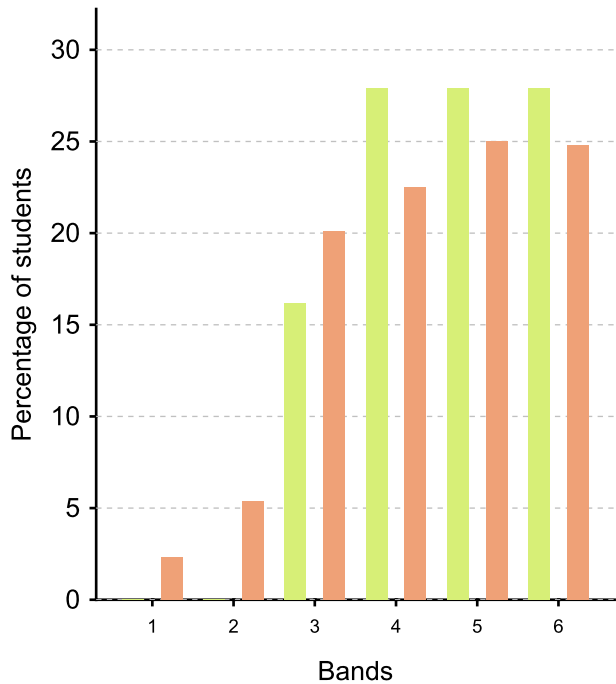
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The 2017 NAPLAN results in Literacy reflected pleasing improvements in the school's academic progress as is explained in the following summary

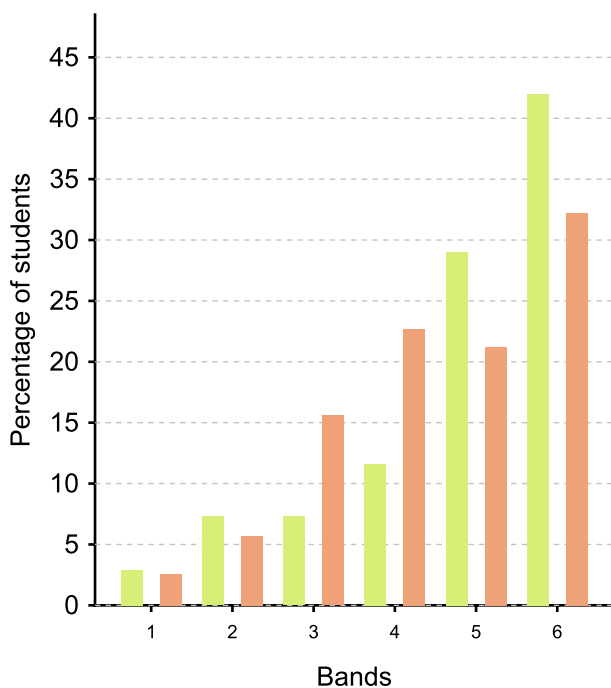
- K–3 growth, as measured by the value added from the Best start assessment in Kindergarten to the NAPLAN assessment in Year 3 has shown improvements in comparison to the 2016 data.
- Year 3 to 5 growth is also improving
- Year 5–7 growth was above state average
- Year 3 Reading results saw significant improvements, with results being much higher than in previous years and higher than statistically similar schools
- Year 3 Band data the school is underrepresented in the top two bands as compared to statistically similar schools
- Year 5 spelling results are very pleasing with 17.9% of students in Band 8, compared to 14.5% in statistically similar schools. Year 3 spelling results are higher with a third of our students in the top band

More detail on the school's 2017 NAPLAN results can be seen in the graphs below.

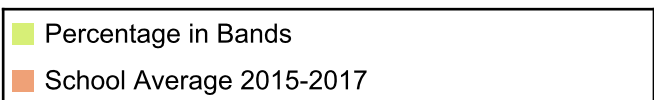
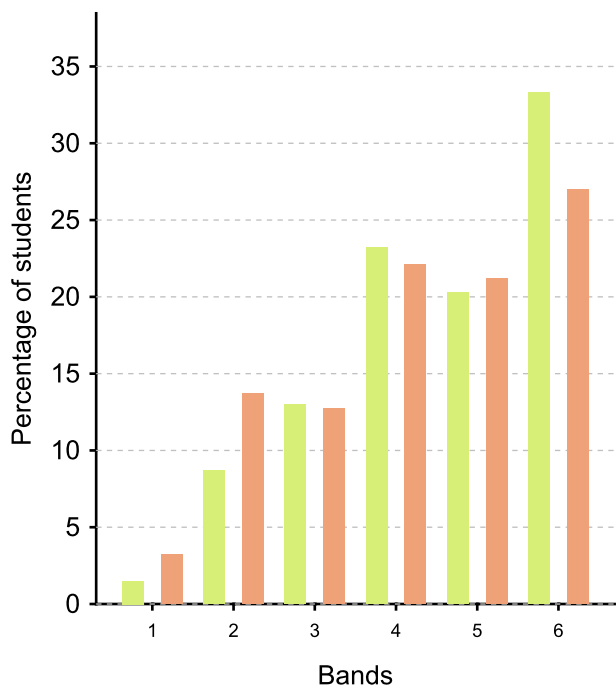
Percentage in bands:
Year 3 Reading



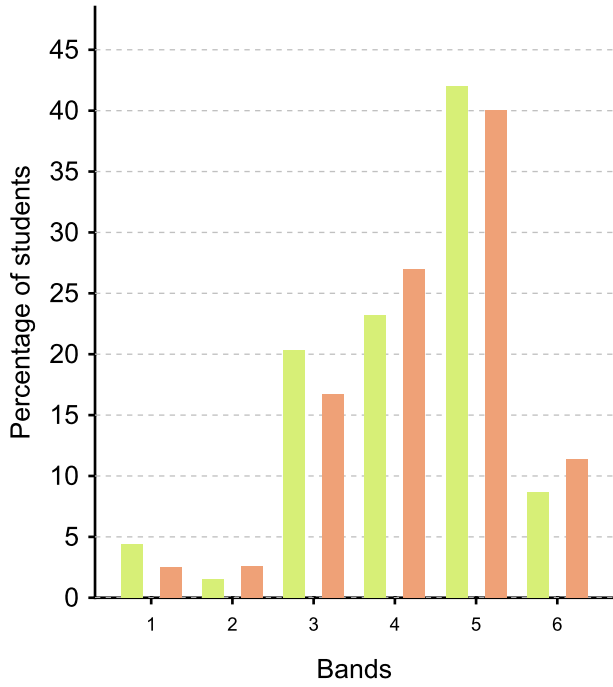
Percentage in bands:
Year 3 Grammar & Punctuation



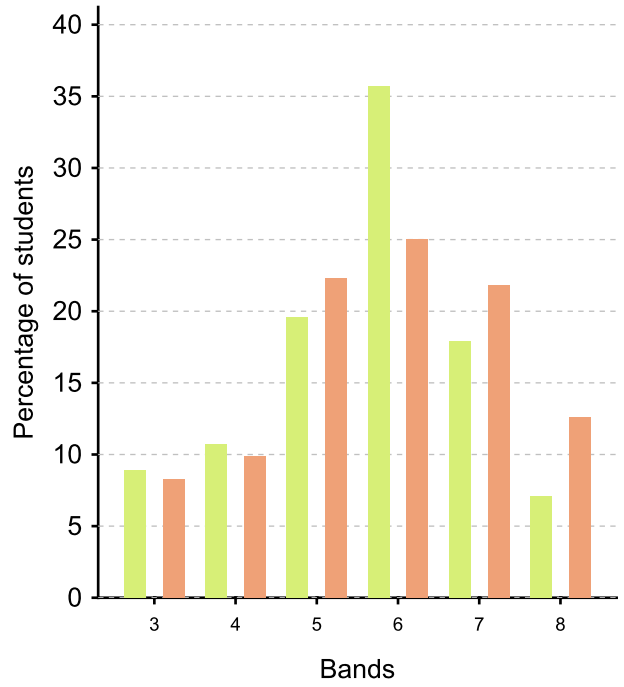
Percentage in bands:
Year 3 Spelling



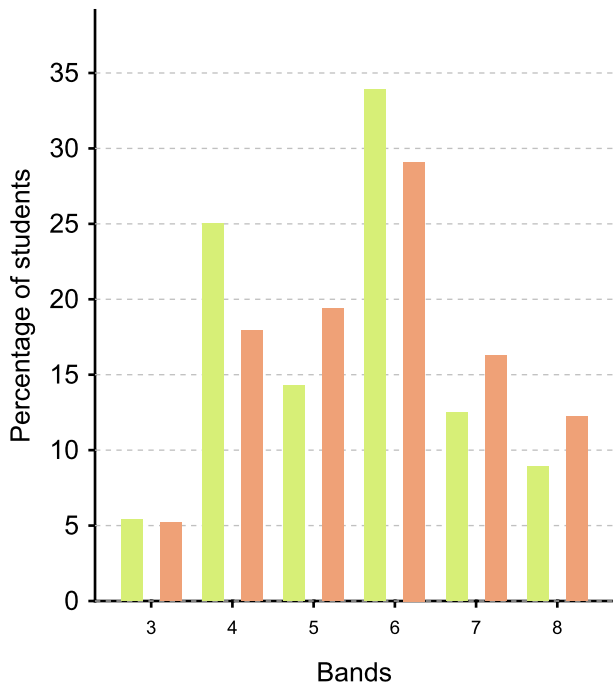
Percentage in bands:
Year 3 Writing



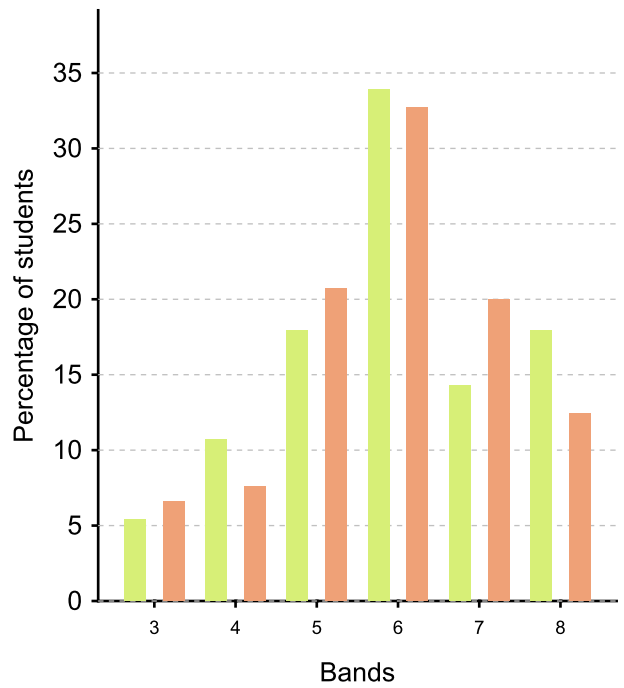
Percentage in bands:
Year 5 Reading



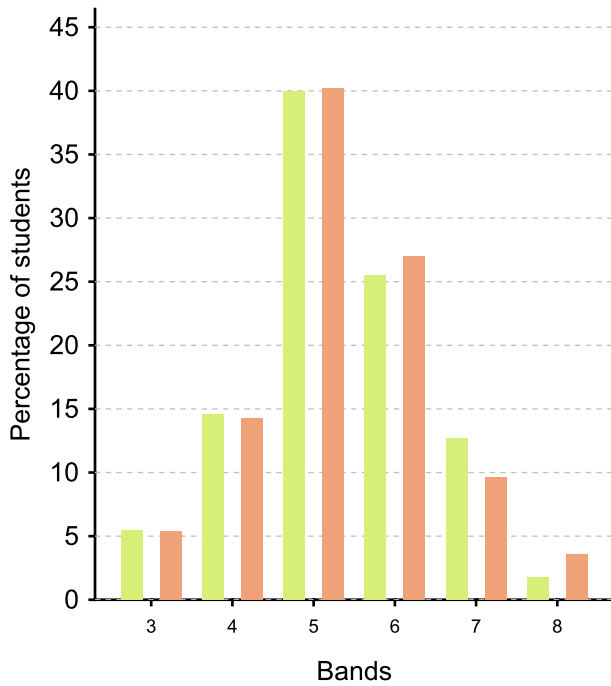
Percentage in bands:
Year 5 Grammar & Punctuation



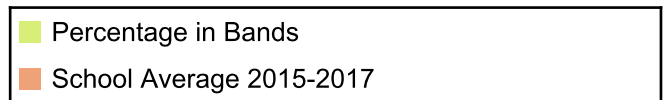
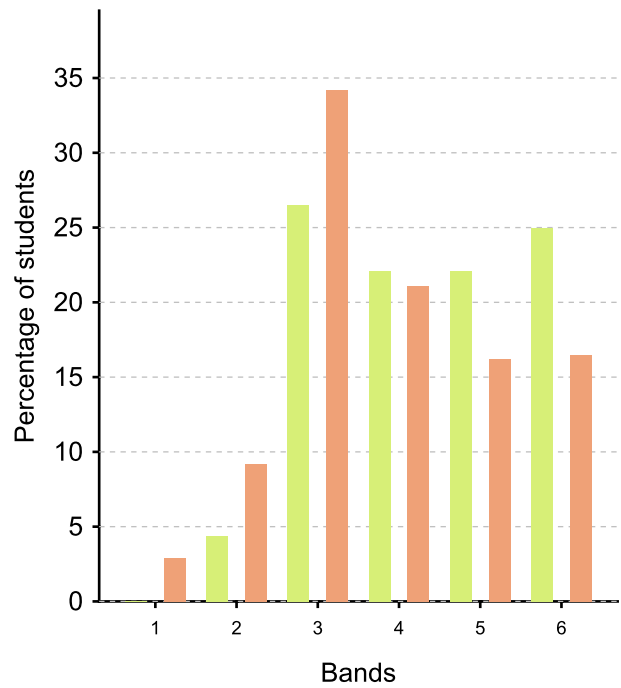
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy

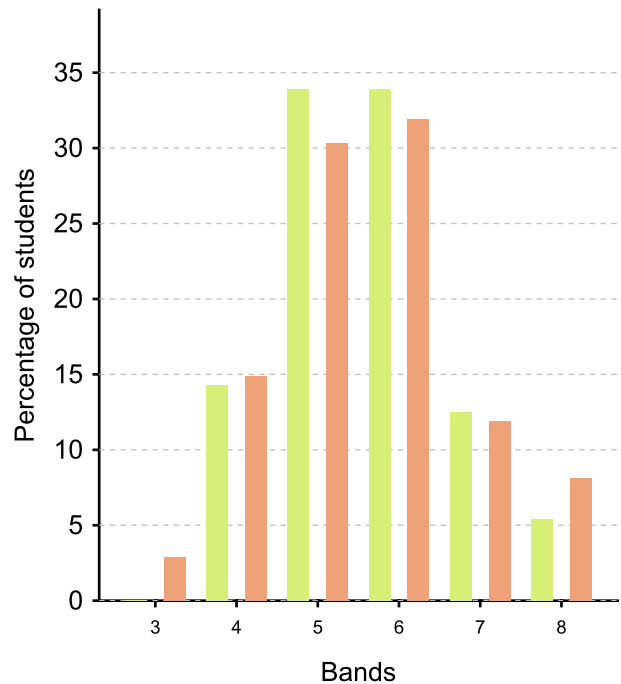


The 2017 NAPLAN results for Mathematics also showed pleasing improvements with

- Year 3 mathematical trend data reflecting very pleasing improvements, with the average numeracy score higher than the state average
- Year 7 mathematics (which is a reflection of the stage 3 teaching and learning), have seen slight improvements
- Year 3 Numeracy band data is significantly higher than the state average and statistically similar schools
- Year 5 band percentage data, suggested there was an over-representation of students in the middle bands and growth data shows that most student growth occurred with students in the lower to middle bands, vindicating the schools focus on success criteria and setting challenging learning goals with related quality feedback in 2018.

More detail on the school's 2017 NAPLAN results can be seen in the graphs below.

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In 2017, there were 2 Aboriginal students in Year 3 who completed some or all of the NAPLAN assessments. While the student's results were consistent with the school's internal assessments and Personal Learning Support Programs, the achievement of this cohort will not be reported here, due to the small numbers making the data statistically invalid.

Parent/caregiver, student, teacher satisfaction

In 2017, Vardys Road Public School, with the P and C worked to increase community consultation and engagement. As part of that process the school has surveyed the parents to gain feedback on school needs, guidance on future directions and opinions on current programs and practices.

The Tell Them from Me survey showed that parents were comfortable to seek information or feedback in regards to their child with 71% of parents having 2 or more meetings with their child's teacher and 82% attending two or more meetings in 2017. The parent rating for positive behaviour in the school was above state average and the community saw teachers as being encouraging and supportive.

The parent survey data however indicates there are some areas to develop further, with parents wanting to feel better informed and included. Parents would also like to see the school have higher student academic expectations.

These findings are consistent with the school's data analysis, and the 2018–2020 School Plan addresses these concerns with increased community engagement programs and more visible learning assessment practices that will provide students with challenging learning goals and both parents and students with meaningful feedback.

Parent consultation meetings and P and C sessions have also provided many suggestions for future directions and initiatives. Forty two recommendations for future directions were discussed at these meetings and forty one of those have been included in the school's three year plan.

Suggestions related to teaching and Learning included the setting of personalised and achievable learning goals, the use of modelled work samples, increasing communication related to student progress, reviewing homework procedures and increasing opportunities for parents to be helping in the classroom. All of these play a crucial part in the school's strategic directions of student engagement and student-centred teaching and learning.

In relation to student and community wellbeing the parents and carers suggested sensory learning support programs, more community and multicultural events, increased extra curricula opportunities and an expansion of social/ emotional support programs offered in the school. Many of these suggestions are already included in the action plans of the learning

support team and the wellbeing strategic direction group and have laid the foundation for much of the work in 2018.

Student engagement also ranked highly in parent feedback with sporting, gifted and talented, music and flexible learning programs all getting a mention and all being addressed in 2018 action plans.

Students in Years 4, 5 and 6 also participated in the Tell them From Me survey. Some of the results are as follows:

- The rates of bullying were below state average
- 87% of students felt they had a positive relationship with their peers compared to the state average of 85%
- 84% of students expressed that the students at Vardys Road Public School displayed positive behaviour, in comparison to the 83% state average.

Some areas of concern that were highlighted by students' feedback that will be addressed in the 2018 plan included

- Lower than state average levels of participation in sport and extra curricula activities
- Lower than expected levels of belonging
- Students stating that work needed to be more challenging, with increased rigour and purpose
- Answers to questions related to homework suggested that student engagement in homework needed to be addressed

Staff opinions were also sought. The results are summarised as follows

- The Vardys Road staff valued the collaborative culture of the school and its inspirational learning culture
- Staff felt the school was inclusive and valued the support provided through the schools distributed leadership
- The staff did however suggest increasing data informed practice and improving the level of parent involvement.

Policy requirements

Aboriginal education

The achievement levels of Aboriginal students are tracked regularly and, if required, interventions are put into place for students at risk. Every Aboriginal student has a personalised learning plan in place, in consultation with parents and child. These are reviewed regularly and reported upon in written reports. Cultural activities at school included an interactive dance and culture performance as part of NAIDOC week, while the Aboriginal curriculum perspective is integrated into all

Key learning Areas . Our school is an active participant in the local Aboriginal Education Consultative Group, while The Tell Them From Me student survey results indicated that 84% of Aboriginal students felt good about their culture when they are at school.

Multicultural and anti-racism education

Our school has one trained anti-racism officer. Incidents of racism are referred to the school's anti-racism officer, who act in alignment with the department's policy. Incidents of racism are low in our school. Our school recognises and celebrates cultural diversity. Our school celebrates Harmony Day, and includes parents in these celebrations. Multi culturalism is integrated into all Key Learning Areas to foster the students' understanding of cultural diversity, racism and active participation in a multicultural society.