Vardys Road Public School

2019 Annual Report

4248
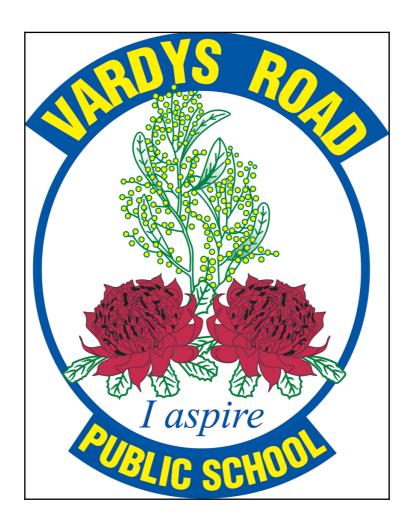
Vardys Road Public School 4248 (2019)

Introduction

The Annual Report for 2019 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.

School contact details

Vardys Road Public School
Vardys Rd
Seven Hills, 2147
www.vardysroad-p.schools.nsw.edu.au
vardysroad-p.school@det.nsw.edu.au
9624 3051

School background

Vardys Road Public School is an outstanding school that has student–centred staff, a supportive community and engaged students.

We strive to deliver innovative, purposeful, challenging and meaningful evidence–informed programs that enrich and inspire the students and inform and involve the community.

We pride ourselves on meeting the needs of all students in a caring and positive environment, where every child is known, respected, supported and challenged, so as to develop creative and critically thinking, life–long learners.

School context

Vardys Road Public School is located in the Kings Langley area. The school comprises 22 classes, K–6 with an enrolment of 550 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Student–centred Quality Teaching and Learning

Purpose

To improve student outcomes through the delivery of evidence informed practices, explicit teaching and authentic differentiation. The school will strive to provide comprehensive student tracking, ongoing assessment and quality feedback. This will foster academic rigour in a deep inquiry based curriculum and ensure that every child has purposeful and challenging goals.

Improvement Measures

100% of teachers engaging in collaborative, coaching and mentoring based PL programs

100% of teachers and students collaboratively engaged in the explicit teaching of and feedback on, aspirational and purposeful success criteria and learning goals

TTFM results show increased use of data analysis and evidence informed practice.

Reduction in the number of children identified for Tier 2 interventions

100% of teachers developing teaching programs that reflect research backed pedagogies and are congruent with the findings of the school based professional inquiries and pilot programs

Peer observation data stating that 100% of teachers are teaching literacy and numeracy blocks with a combination of explicit teaching and the integration of processes, skills and content from other KLAs

100% of students tracked on bump it up and data walls

Student surveys showing that student perspective on quality feedback has had a significant change

Overall summary of progress

Teacher, Student and Parent surveys have shown that the school is above state average levels in

- Aligning student goals with the skill requirements of the work
- Diagnostic assessment
- Setting high expectations
- Ensuring learning intentions are clear
- Differentiation strategies
- Building the capacity of teachers through coaching and collaborative planning
- Using assessment data to set the difficulty of future tasks
- Collective efficacy and collaborative problem–solving
- The preparation of personalised learning plans
- Explicit teaching and strategic questioning with 82% of students stating that the schools teaching and questioning techniques were affective
- Quality of instruction with 87% of students stating that goals were clear
- The rigour of lessons – 96% of students stated that expectations were clear
- Lesson engagement with 80% of students stating that there were expectations they could explain the content of the lesson
- Student perseverance

Summary

Much work has been conducted by the school to ensure that our students are both catered for and receive explicit and authentic feedback.

As a result, the school has improved

- Its visible learning practices
- Teacher collaborative professional learning
- Explicit teaching
- Its analysis of data to inform our teaching practice

- The universal teaching practice is in the classroom, allowing for a more targeted approach in relation to our Tier 2 programs
- Our professional inquiries and action research, in turn better informing our practices and collective efficacy
- Student tracking and the recording and sharing of class transition information

However, the above surveys have also shown that improvement is needed in the following areas

- Identifying skill deficits and ineffective learning strategies
- The setting and sharing of goals
- Aligning feedback with student learning goals
- Closely monitoring student progress
- Using observation lessons to provide systematic feedback to the teachers
- Formative assessment
- The use of student work samples and student data to inform teacher practice
- Establishing a learning climate that fosters an expectation of success
- Curriculum differentiation
- Increased transparency around assessment and reporting

As a result, the school will

- Conduct stage based professional learning on formative assessment
- Work collaboratively to write clear, specific and explicit learning intentions
- Develop systems that will ensure teachers are providing feedback linked to collaboratively written success criteria
- Conduct regular data reviews to inform future practice and track students' progress
- Collaboratively moderate student work samples to create differentiated learning intentions and success criteria

Progress towards achieving improvement measures

Process 1: Explicit Teaching

Draw on solid research to develop agreed upon frameworks of curriculum delivery to facilitate the explicit teaching of essential processes, skills and content.

Evaluation	Funds Expended (Resources)
The school did not continue with introducing the progressions. This will continue in 2020. Stages have completed Fountas and Pinnell benchmarking and results have been placed on Sentral. There has not been a whole school discussion formally about the classroom resources or spelling program. Stages 2 and 3 will continue using the recourses in 2020 . Two staff members have continued working on the Phonics school program for 2020. There were a number of Learning Walks that occurred across the term when possible. Two Executive members did an initial test and tweaked questions before other members of the team had a go. This provided excellent statistics and data for our milestone collection.	Professional Learning for collaborative learning– spiral teams observing and reporting back. 4x casual days ($1800) per Stage.

Process 2: Quality Feedback

Collaboratively develop hierarchies of success criteria and learning intentions to scaffold explicit student feedback and consistent assessment and reporting procedures.

Evaluation	Funds Expended (Resources)
Classroom Learning Walks were conducted to gain information about teaching practice. Data from the Learning Walks showed understanding and implementation of Visible Learning Strategies varied across the school. As part of Strategic Direction 1 in 2020, there will be a focus on enhancing the implementation of Visible Learning Strategies across the school. This will deepen the understanding and focuses on students beginning to articulate	Exec planning meetings. Explore funding options for 2020.

Progress towards achieving improvement measures	
the WALT, WILF and TIB. This will be planned as part of the Instructional Leadership program for 2020.	

Process 3: Assessment of and for Learning

Establish systems of ongoing, formative and summative assessment to strengthen student tracking, accurately measure student growth and impact, inform teaching practice and improve consistency of teacher judgement

Evaluation	Funds Expended (Resources)
Due to lack of casual teachers, this activity has been delayed. Conversations have been had throughout the year to keep staff aware of the status and to consider future possibilities. PLSP Template has been developed and loaded into Sentral, awaiting final approval and implementation.	$900 (2 people 1 day)

Process 4: Collaborative and Evaluative Professional Learning

Strengthen collaborative professional learning practices to maximise peer observation, collective teacher efficacy and the trialling and refinement of innovative teaching practices

Evaluation	Funds Expended (Resources)
Stage Teams reported positive experiences and learning from the Spirals of Inquiry Initiative for the year. They valued: • Time with their stage to discuss teaching practices and learn collaboratively • The opportunity to try different teaching strategies over a 6 month period • Being able to moderate data across the classes for consistent teacher judgement • The autonomy to be able to select a 'Hunch' or topic that was relevant to their current student need and teacher PL needs. Executive staff were pleased with the initial success of the program and have plans for enhancing the collaborative and evaluative practices in 2020, through more regular Team Meetings that cover a range of PL topics.	**Funding Sources:** • ($0.00)

Next Steps

While significant progress has been made in improving our explicit teaching of literacy and numeracy, we still need to focus on taking a more granular approach to our explicit teaching, ensure our assessment is ongoing and formative and that our assessment reflects our more differentiated approach to teaching.

Most importantly we need to ensure that our feedback is clear, authentic and purposeful.

These need to be addressed by doing the following in 2020

- Finalise the school phonics scope and sequence
- Deliver professional learning on the explicit teaching of comprehension practices and strategies
- Work collaboratively with the Blacktown learning community and our teachers and workshop the teaching of mathematical strategies
- Conduct professional learning with the teachers to further unpack reading success criteria using newly purchased reading benchmarking kits and the literacy and numeracy progressions.
- Strengthen our visible learning programs,
- Focus more on the intention of the lesson, key concepts, the Literacy and Numeracy block essential components and principles of instruction.
- Provide coaching for our teachers on the provision of authentic feedback
- Bring improved clarity to the teachers' understanding of the curriculum
- Link our assessment practices with the literacy and numeracy progressions,
- Review the school's assessment schedule

- Improve our reports to better reflect the differentiation of the curriculum for our learning support and EALD students

- Increase parent involvement in the assessment process through parent workshops and the use of Seesaw
- Utilise the leadership of our aspiring leaders to explore better ways to provide feedback
- Set challenging student goals and collaboratively plan agreed–upon success criteria
- Better utilise formative assessment to set new learning directions, to identify strategy based skill deficits and to set authentic goals
- Better utilise classroom observations, data reviews, student work sample's and teacher professional inquiries to improve our approach to goal setting, feedback provision and the embedding of good principles of instruction
- Utilise observational based assessments to assess student skills, processes and strategies

Strategic Direction 2

Wellbeing For All

Purpose

To establish student wellbeing systems underpinned by a growth mindset approach, where every child is known, cared for, supported and challenged. This will ensure that every teacher has the capacity to deliver a multi–levelled, system of support where the community is informed, supported and involved.

Improvement Measures

Benchmark of quality PBL assessment tool results exceeding a score of 90%

100% of teachers using data walls to track student growth

An increase of behavioural, GAT nominations and learning support referrals being addressed by universal interventions such as stage based collaborative problem solving

Reduction in repeat behaviour referral data

Increase in Tell Them From Me Survey results related to inclusivity, parents being informed and community members feeling welcome.

Overall summary of progress

Through regular data analysis sessions, stage–based data reviews and the Tell Them From Me surveys, the school has ascertained that significant progress has been made in the following areas

- Collective efficacy in addressing learning difficulties
- The writing of personalise learning plans
- The strengthening of our inclusive practices
- Teacher coaching and professional learning
- Teacher support and well–being
- The communication of clear behavioural expectations
- Behaviour management
- Student advocacy
- The development of a positive and safe learning culture
- Community engagement and parent workshop delivery
- The addressing of social emotional behavioural issues

As a result of these improvements our positive behaviour for learning programs have been strengthened, student tracking has improved, our gifted and talented programs have become more targeted and strategic, the school has a more consistent approach to addressing significant inappropriate behaviour and the community is both engaged and connected.

However, the surveys have also shown areas needing further improvement in curriculum differentiation, student monitoring, the communication of learning support procedures and ensuring the school maintains connection with all facets of our community.

The school as a result of these findings will need to strengthen

- Student and parent ownership of personalised learning plans
- The school's digital student tracking systems
- In class student support programs
- The teaching of task analysis and planning
- Student belonging strategies
- Student resilience
- The clarity around learning support and student welfare programs and procedures
- Its parent and community programs, by offering a larger variety of opportunities catering for a more diverse range of community needs.
- Programs addressing oppositional behaviour and conflict resolution
- Its data review processes to ensure a coordinated response to flagged problem behaviours

- Its systems of collaborative problem–solving at a stage base level
- The collaborative writing of behaviour plans
- The use of our school mascot to explicitly teach behaviour expectations

Progress towards achieving improvement measures

Process 1:   Learning Support

Strengthen and expand the school's learning support systems by expanding the school's universal systems of coaching, mentoring and curriculum differentiation, implementing more intensive learning and behavioural support interventions and better linking data analysis with the implementation of targeted interventions. By developing a universal approach to assessment, tracking, screening and identification and improving communication with all stakeholders, our learners will all be supported by a comprehensive learning support program.

Evaluation	Funds Expended (Resources)
In 2019 the Learning Support Team made significant improvements in their provision of three tiers of interventions, the schools learning support systems and the provision of accommodations for all our students' needs. In particular the Learning Support Team • Strengthened the schools mini lit and Mac lit interventions • Streamlined the learning support tracking, recording and referral procedures • Implemented a language screening Program in Early Stage One • Improved our Gifted and Talented programs and procedures • Provided an increased number of social emotional behavioural interventions • Significantly improved the integrity of our Personalised Learning Support plans, providing extensive coaching and professional learning opportunities • Trialled a number of online interventions • Adopted a case management approach, further individualising the support that our school provides. As a result, there was a pleasing reduction in unnecessary and inaccurate referrals, our learning support students were comprehensively tracked and their programs reviewed and all teachers were coached to ensure they had the capacity to cater for the needs of the students in their class.	$11900 • $3000– Casual teacher relief for collaborative planning • $8900– Resourcing

Process 2:   Community Engagement

Better involve, inform, engage and utilise the community through the expansion of the Community Liaison position, the development of community based programs and the positioning of the school as the hub of a vibrant community.

Evaluation	Funds Expended (Resources)
The Community Engagement committee continued to explore ways to inform, engage and connect with our community. With the assistance of our P and C and in liaison with our community, the school • Completed the construction of the community engagement area • Refurbished the nursing clinic, making a space perfect for parent workshops, community groups and small meetings • Increased the number of community workshops and morning teas • Funded the construction of a kitchen that will cater for our community group functions • Established a community garden • Forged a productive partnership with a local church group • Established a Fathering group, running an inaugural Fathering Information night and a very popular Father's Day breakfast and • Explored and trialled a parent fitness group As a result, we have a strong connection with the community and a steadily increase in our numbers at parent workshops and community functions.	$11000 • $3000– Casual teacher relief for collaborative planning • $8000– Resourcing, construction and catering

Progress towards achieving improvement measures

Process 3:   Positive Behaviour for Learning

Review and strengthen the student wellbeing systems, data analysis procedures and behavioural management practices to ensure a consistent, student centred approach to the school's universal, targeted and classroom behaviour systems and expectations.

Evaluation	Funds Expended (Resources)
In 2019 the PBL committee work tirelessly to improve the school's consistency in its delivery of behaviour management programs, fostered a data informed culture, strengthened its systems of student well–being, brought clarity to the positive behaviour programs and effectively addressed a steady increase in social emotional behavioural issues. To address these needs, the PBL committee • Strengthened links with our after–care service • Ran a series of staff well–being professional learning sessions • Established systems of comprehensive data analysis, • Established an increased number of positive behaviour for learning programs and awards backbone by a new mascot, Tilley the turtle • Devised a student well–being toolkit • Developed a behaviour management flow chart • Trialled and implemented a universal Life Skills program and • Commenced the explicit teaching of the school's behavioural expectations for children. As a result, the school has increased clarity and transparency around its behaviour management programs, are more strategic and targeted in their approach to addressing behavioural issues and have ensured our children are taught the school's behavioural expectations and are given the strategies necessary for socially appropriate behaviour.	$29300 • $3000– Casual teacher relief for collaborative planning • $26300– Resourcing, signage (Some funding on hold for future expenditure)

Next Steps

The well–being team have reached many goals in relation to learning support, community engagement and student welfare. Our ongoing efforts to address the ever–changing needs of our students in this area will include the following

- Ensuring that our personalised learning plans are authentic working documents by coaching teachers and improving our systems of sharing these plans with parents and other teachers, and through the delivery of professional learning and regular data reviews
- Continuing the strengthening of our gift and talented programs, in particular our identification and tracking of the students
- Further expanding our digital tracking systems
- The writing of a learning support guide book and flow chart
- Continuing our professional learning in trauma based strategies and programs
- Continuing to explore the construction of a sensory playground
- Expanding the use of Seesaw to improve parent understanding of the curriculum and student assessment
- Establish community engagement programs and increasing the number of parent workshops so   that we better utilise our community engagement area and newly constructed community engagement room
- Regularly informing parents of changes to help personalise learning plans and teaching parents how to utilise those agreed–upon strategies
- Constructing a mural that reflects the aspirations, expectations and values of our supportive community
- Explicitly teaching the students the schools expected behaviours through the use of our mascot, collaboratively written catchphrases, improved behaviour plans, and renewed signage
- Expanding our social emotional behaviour programs
- Improving our reflection room procedures through the use of scaffolds that will guide the teachers and students through a reflection process
- Conducting more classroom observations and walk–throughs to build the capacity of the teachers to explicitly teach behavioural strategies and to improve the consistency of how our student welfare programs are delivered

Strategic Direction 3

Student Engagement

Purpose

To foster a culture of high expectations for every student and encourage the development of the whole child through engagement in authentic learning experiences, by providing extra–curricular activities, meaningful open–ended student inquiries and ready access to purposeful technologies. These experiences will build both capacity and character, preparing our students to be life–long learners and citizens of the future.

Improvement Measures

An increase in student engagement scores in the Tell Them From Me Surveys and lesson observation data.

An increase in the authentic integration of technology into everyday classroom teaching using the SAMR evaluation of lesson planning and composition.

An increase in the levels of creativity, problem solving and open ended inquiry through STEM and lesson observation evaluations.

An increased prevalence of flexible furniture design and differentiated content delivery in teaching and learning programs.

Improved levels of engagement in and commitment to extra curricula activities as evidenced in extra curricula Expression of Interests and attendance records.

An improved understanding of the teaching of Fundamental movement skills as reflected in teacher professional learning evaluations.

Overall summary of progress

The Tell Them From Me surveys gauged student feedback in relation to the drivers of positive student engagement in schools. These surveys showed that the school continues to make steady improvements with student engagement.

The results showed that the teachers felt that they had support with student engagement, they knew how to link the lesson content to student prior knowledge and they were confident with the integration of technology.

The students thought that they were engaged, had been given opportunities to participate in sport and creative and performing arts and that learning activities in class were challenging and relevant. The parents who were surveyed were overwhelmingly positive about the school's initiatives related to the band, sport, creative and performing arts, science, STEM programs and the use of Seesaw to strengthen parent communication and engagement

The survey results, professional learning feedback data and the Strategic Direction Team evaluations also revealed that teachers needed increased support in

- Using technology to provide quality feedback, enhance lessons and provide further support for learning support students
- Increasing the relevance of lesson content and in turn student engagement
- Connecting parents to work content and assessment strategies

Student survey results showed that

- their engagement in homework, after an initial escalation has shown a significant decline
- That levels of student interest, motivation and effort were also reflecting a need to address these areas.

The parents flagged a need for increased consistency in homework, better communication of lesson content and improved equality of opportunities in relation to creative and performing arts and sport.

As a result of these findings the school will focus its energies in 2020 on

- the use of Seesaw and Google classroom to further integrate the use of technology into every day curriculum

- Strengthening coaching programs on visible learning

- Continuing to review its homework procedures

- Differentiating success criteria to ensure all children are challenged and engaged

Progress towards achieving improvement measures

Process 1:   Structured Inquiry Based Learning

Build the capacity of the teachers to consistently deliver a structured approach to inquiry based learning and integrating an investigative and explicit pedagogy into all Key Learning Areas.

Evaluation	Funds Expended (Resources)
In 2019, the Science and Technology committee, in collaboration with stage leaders and stage teams, improved the integration of STEM based learning and technology into the 5E structured approach to inquiry based learning. They also conducted extensive action research into the assessment of science and technology. As part of this journey they • In response to the new science and technology syllabus, the committee guided the writing of our Science and Technology units to explicitly teach technology and stem–based skills • Strengthened the resourcing of these new units • Conducted action research and pilot programs based on the assessment of the skills and processes that children need to adopt to successfully navigate the new units of learning. • Trialled new assessment criteria and rubrics and • Delivered a series of professional learning sessions to ensure all teachers are fluent in this style of teaching. As a result, the school has STEM units of learning that effectively engage the children with a structured approach to inquiry–based learning and have established a framework of assessment that focuses on student skills and processes. This has improved the consistency of teacher judgement related to the teaching of science and technology.	$10200– • $3000– Casual teacher relief for collaborative planning • $7200– Resourcing

Process 2:   Flexible Furniture and Authentic Integration of Technology

Embed professional inquiries and collaborative professional learning to authentically integrate technology and trial various learning modes, spaces and zones to engage and support student learning.

Evaluation	Funds Expended (Resources)
In 2019, the technology committee focused on the authentic integration of technology into every day classroom practice. Their efforts to achieve this centred around the purchase of software, the upgrade of equipment, the delivery of comprehensive professional learning and collaborative planning and extensive action research. In doing so, the committee • Updated our fleet of iPads and laptops • Trialled and purchased Bloxels • Piloted and purchased Epic • Extended the use of a Little Scribe • Improved its systems of technology storage • Constructed two outdoor technology classrooms • Delivered whole school and breakout group based professional learning mapping technology integration against the syllabus • Continued to replace our ageing fleet of interactive whiteboards • Collaboratively rewrote the schools Science and Technology programs to better integrate STEM and in particular, Technology into the schools 5E inquiry based learning model	$28000– Resourcing (Some funds on hold for future expenditure)

Progress towards achieving improvement measures

• Expanded the trial of Seesaw and
• Upgraded the sound system in the school hall.
• Finalised construction of the school's learning ampitheatre
• Established a system of Flexible furniture purchase applications to ensure all new purchases are increasing student engagement and improving teaching and learning
• Established the library as the school's Inquiry based hub
As a result, the teachers have an increased number of technology–based learning tools at their disposal to further engage the children and redefine and strengthen their learning activities.

Process 3: **PD/H/PE and Creative and Performing Arts**

Increase student engagement and participation through increasing student opportunities, implementing an investigative and critical approach to the teaching of the new PD/H/PE syllabus and strengthening the universal teaching of music.

Evaluation	Funds Expended (Resources)
The engagement team have focused their energies in 2019 on increasing student participation and offering a larger array of opportunities in sport and the creative and performing arts. Their endeavours this year focused on • Streamlining and consolidating our Creative and Performing Arts programs • Establishing two ukulele groups • Working towards establishing a concert band • Delivering professional learning and offering team teaching opportunities to build the capacity of the teachers to teach music in the classroom and inturn increase the participation of students in music based extra–curricula groups • Continued to strengthen our participation based approach to school carnivals, sporting events, sporting clinics and Physical Education lessons. As a result, the school has a truly three–tiered approach to Creative and Performing Arts and have significantly improved student participation and engagement in sport.	$7000 • $3000– Casual teacher relief for collaborative planning • $4000– Resourcing

Next Steps

The student engagement strategic direction team have significantly improved the schools integration of a structured approach to inquiry based learning and the teaching of science, sport and creative performing arts. While student engagement has improved, at the end of 2019 a steady plateauing affect was noticed. In response to this data, in 2020 we will

- Deliver professional learning on cognitive load and the 12 principles of instruction
- Continue to work on assessing and teaching student processes and skills in Science
- Expand our adoption of Seesaw to assist us in the observation based assessment of science skills and reporting those assessments to the parent body
- Expand our use of Google Classroom
- Overlay the school's 5E approach to inquiry based learning over our teaching of history and Geography
- Continue to strengthen our school sport program in an effort to further improve student engagement
- Provide more opportunities for teachers to be coached on the teaching of music
- Strengthen our three–tiered approach to Creative and Performing Arts
- Establish a school concert band, and better align our teaching of PDHPE with the new syllabus
- Utilise the SAMR model of technology integration to ensure that technology is better used to support the needs of our learning support students, to provide feedback to all our students and to challenge our children with tasks that have been authentically and creatively integrated into the curriculum.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$7985	Eleven 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. 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. As a result Tell Them From Me Survey results show that 76% of Aboriginal students feel good about their culture and 88% of the students feel that the teachers understand their culture. The school's Aboriginal funding was utilised to support teachers in the writing and reviewing of the students' personalised learning plans, to finance NAIDOC week performances and programs and to support aboriginal students needing financial assistance.
English language proficiency	Staffing Allocation– $42686 Flexible Funding–$43322	In 2019, Vardys Road had 151 students who came from a language background other than English (LBOTE). The English Additional Language/Dialect (EAL/D) teacher provided support to students who were at the beginning, emerging, developing and consolidating phases of English language proficiency. The majority of EAL/D support was directed to the 33 students who were in the beginning phase of English language learning. In addition EAL/D support was provided to 30 in the emerging phase, 40 students in the developing phase and 31 in the consolidating phase.The programs implemented focused on individual student needs and occurred in both classrooms and in withdrawal programs. The EAL/D teacher also worked closely with classroom teachers and support staff in order to meet EAL/D student needs across the curriculum. Individual EAL/D coaching was provided to many teachers to support them in delivering targeted programs to EAL/D students.
Low level adjustment for disability	Staffing Allocation– $96044 Flexible Funding– $46410	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. To achieve this aim Vardys Road used the funding to finance School Learning Support Officers and a Learning Support Teacher, as

Low level adjustment for disability	Staffing Allocation– $96044 Flexible Funding– $46410	well as a School Administration Officer. 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. In class support, Check In Check Out programs, social / emotional programs and structured play activities were also funded from this budget area.
Quality Teaching, Successful Students (QTSS)	$89748	The Quality Teaching, Successful Students initiative provides an additional staffing resource allocation to improve the quality of teaching in all primary classrooms. 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. As part of the Local Schools, Local decisions reform, principals in consultation with their executive decide the best use of the resources allocation. At Vardys Road Public School the Quality Teaching Success Students (QTSS) allocation has been used to: • 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 throughout the week to mentor and coach teachers within their stage. • Provide individualised and differentiated professional learning for all the teachers related to the professional learning goals as stated in the Professional Development Programs • Facilitate team teaching, demonstration lesson and peer observation and teacher feedback programs focusing on areas highlighted in the school's strategic plan. Areas covered included phonics instruction, guided reading instruction, differentiated teaching of mathematical strategies, music and the authentic integration of technology. • Support collaborative planning, assessment moderation and professional learning preparation • Release teachers managing Gifted and Talented withdrawal programs aimed at demonstrating best practice in Gifted and Talented Education and building on whole staff professional learning on catering for

Quality Teaching, Successful Students (QTSS)	$89748	gifted and talented students • Strengthen Learning Support coaching and mentoring programs building the capacity of teachers to provide learning accommodations and develop personalised learning programs • Facilitate teacher professional inquiries (Spirals of Inquiry), allowing teachers to collaboratively trial solutions to collectively decided upon student needs.
Socio–economic background	$83079	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. 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, and targeted support for classes and students in need of extra learning support. The funding was also used to support students and families in need of financial support.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($0.00)	In 2019, 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. Beginning teachers had reduced grade and school responsibilities to support the development of their skills in the first year, which allowed teachers to focus on improving their '8 Essential Classroom Practices'. Beginning teachers benefited from the 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. As a result of this structure support, all ECTs reported feeling supported and well equipped to fulfill their roles within the school. 2 Early Career teachers achieved accreditation as Proficient teachers through the support of the ECT program at Vardys Road Public School. In 2020, the ECT program will continue to be improved with aspiring leaders taking on roles within the induction program and providing additional mentoring for early career teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	235	244	251	272
Girls	241	260	260	272

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.9	94.8	95.3	93.6
1	94.5	93.7	95.2	91.3
2	93.5	94.3	94.7	93.3
3	94.3	93	94.7	93.2
4	95.4	94.4	93.7	94.2
5	92.9	92.7	93.7	93.3
6	95.9	92.4	92.4	91.2
All Years	94.7	93.8	94.3	93.1
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.75
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.4
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	844,132
Revenue	4,821,734
Appropriation	4,522,580
Sale of Goods and Services	19,525
Grants and contributions	273,927
Investment income	5,502
Other revenue	200
Expenses	-4,737,873
Employee related	-4,119,805
Operating expenses	-618,068
Surplus / deficit for the year	83,861

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	34,783
Equity Total	330,420
Equity - Aboriginal	7,985
Equity - Socio-economic	83,079
Equity - Language	86,009
Equity - Disability	153,347
Base Total	3,750,707
Base - Per Capita	119,900
Base - Location	0
Base - Other	3,630,807
Other Total	269,095
Grand Total	4,385,005

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Teacher Survey

In 2019 the school, with a P and C continued to work hard to foster a community–based culture to our school. Community programs such as parent morning teas, after–school clinics, the construction of a community engagement room, parent breakfasts, a number of parent workshops and the strengthening of the community well–being officer's role have allowed for a strong connection to be forged between the school and the community.

The annual parent survey conducted at the end of 2019 gave the school some useful feedback on how successful these programs have been and has given us some direction for 2020.

The survey showed that the school has made pleasing progress with our teaching and learning programs, our welfare initiatives and our efforts to improve student engagement.

In particular, the parents commended the school on
- Making lessons purposeful and the related learning intentions clear
- Developing a safe environment for the children
- Offering many community events
- Implementing structured play programs during play times at school
- Expanding the Creative and Performing Arts Programs and taking a participatory approach to sport
- Making sporting carnivals more engaging for the students
- Trialling the Seesaw program in an attempt to increase community engagement
- Improving the teaching of science
- The expansion of the STEM programs.

The surveys also highlighted areas that needed further development and focus such as
- Encouraging students to be challenged
- Ensuring assessments catered for all children and especially those with high abilities
- Setting higher expectations for the students
- Keeping content simple and relevant
- Increasing the clarity around assessment results
- Ensuring that the explicit teaching of phonics does not confuse already proficient spellers
- Providing workshops for social and emotional behavioural issues
- Ensuring that learning support and counselling service procedures are clear and transparent
- Improving the consistency of the schools award systems
- Ensuring that our community programs are targeting the needs of the parents in a more diverse range of community groups
- Offering more support for behavioural issues
- Ensuring that as much as possible regular casual teachers are employed to maintain consistency in the classroom
- Providing more opportunities with technology and STEM
- Reviewing homework procedures to increase consistency across the stages
- To expand the use of curriculum overviews to familiarise the parents with what is being taught at school
- Increasing the opportunities given to the students, in particular boys

In response to these findings the school will
- Review assessment procedures
- Strengthen the school's visible learning programs
- Improve the universal teaching of phonics
- Develop clear learning support team guidelines
- Revise the use of SLSO's
- Explore a larger variety of parenting groups
- Continue to review homework
- Further our technology programs and professional learning to ontinue to authentically integrate the use of technology into every day curriculum

Student survey

Students in years 4, 5 and 6, also participated in the Tell Them From Me surveys. The results highlighted the success of our student engagement programs and showed pleasing improvements in the areas of
- Explicit teaching

- Clear student goals
- Clear expectations
- Clear expectations of student engagement
- Student perseverance
- Behaviour management
- Student teacher relationships
- Student welfare programs
- Student advocacy
- Student pride
- Overall student engagement
- Student participation in sport
- A willingness for students to engage in challenging activities and the relevance of lesson content

While these results are a celebration of some of our student engagement initiatives as well as the schools focus on visible learning practices, the results also show the further work is needed in

- Student expectations of success
- Establishing a positive learning climate
- Student belonging
- Setting challenging learning tasks
- Extra–curricular participation
- Engagement in homework and
- The level of interest, motivation and effort on behalf of the students

Teacher Survey

Ongoing teacher surveys reflect a staff that are professional, collaborative, data informed, student centred and innovative in their approach, with pleasing improvements being seen in the areas of

- Setting clear expectations
- Collective efficacy
- Diagnostic assessments
- Differentiation strategies
- Accommodating variety of student needs
- Providing opportunities for learning support students
- Learning support coaching
- Behaviour management
- Student welfare systems and
- The integration of technology

While the results reflected a hard–working and committed staff, the teacher survey also highlighted areas needing an ongoing focus

- Identifying ineffective learning strategies
- Giving authentic student feedback
- Monitoring student progress
- Linking formative assessment with the setting of learning goals
- Using student data and work samples to inform future practice
- Helping students with planning and task analysis
- Engaging parents with personalised learning programs and strategies being used in the class and
- continuing to explore better ways to be integrating technology into every day curriculum, to provide students with feedback and to increase parent engagement in the class.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.