

Vardys Road Public School

Annual Report



2018



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Introduction

The Annual Report for 2018 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.

Ian Short

Principal

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Message from the Principal

In 2018 Vardys Road Public School continued to challenge, support and engage our students, focusing on the provision of quality explicit teaching, the delivery of authentic feedback to the students, strengthening our wellbeing programs and the integration of technology into a future focused curriculum.

Our school's focus on quality teaching and learning saw the strengthening of our curriculum delivery practices with students' learning intentions and content, skill and process based success criteria being made explicit in the teaching and learning cycle through the development of our visible learning practices.

Staff professional development targeted teaching approaches that explicitly taught student strategies related to reading comprehension, phonics, spelling, vocabulary development and mathematical computational strategies.

Student assessment, reporting and tracking systems were reviewed and revised and teacher quality and authentic explicit teaching and learning continued to be the school's forte with strong instructional leadership programs involving collaborative professional inquiries, team teaching, collaborative planning and strong coaching and mentoring programs.

In 2018 we also continued to expand our student wellbeing programs with the school's Positive Behaviour for Learning programs improving behavioural data analysis, leading to an increase in targeted behavioural and academic interventions. The Learning Support Team improved student tracking, learning difficulty identification, teacher coaching in learning disability accommodations, curriculum differentiation for our Gifted and Talented students and the provision of social and emotional learning programs.

Vardys Road also maintained its community based philosophy with the expansion of its community engagement programs, parent workshops and the strategic use of social media.

This year we also increased student engagement through the use of flexible learning spaces, the authentic integration of technology, the adoption of a structured inquiry based learning approach to science and the expansion of extra curricula activities being offered to our students.

In 2019 we will see the introduction of universal social emotional learning programs, improved gifted and talented education initiatives, language and behaviour management systems and the trialling of newly developed structures to Literacy and Numeracy sessions. The year will also see the implementation of new Science and Technology programs, community engagement projects and a strengthening of the school's instructional leadership based coaching.

I would like to thank the Vardys Road staff, students and community for allowing 2018 to be such a successful and productive year and one that has given the school a strong start to our aspirational and innovative three year plan.

Message from the school community

2018 has been a very rewarding year and the P and C have achieved great successes in the last twelve months.

Through the efforts of dedicated parent and carers, school staff and a number of supportive businesses the P&C ran a number of very successful events. These include: Mother's Day and Father's Day stalls, end of term BBQs, photo sessions, Easter and Christmas raffles and a school combined Colour Run. We continued to foster the growth of community with the bi-annual Movie Night which was a great event to kick start the year, a Chipmunks Playland social event and P&C members also provided home-baked goodies for morning teas aimed at welcoming and supporting parents and caregivers. We welcomed new P&C members who helped in delivering these activities alongside existing members. Many other parents who were unable to attend meetings also became involved in these events. This engagement of volunteers helped strengthen the relationship with parents.

Attendance at the P&C meetings twice a term has one major benefit. At each meeting the Principal offers a report on the progress of the school, issues that the school faces, a rundown of the extracurricular activities, awards, philosophy of the leadership, and numerous other items. Each of these reports has given the meeting attendees rarely seen glimpses of how the school community is built. On your behalf, I would like to thank Ian Short & Arpana Pillay for giving us these insights over the years – often done after hours and on a voluntary basis. Thank you for your dedication and commitment to keeping the involved parents of the school in the loop of the school's inner workings. I look forward to seeing this partnership continue to strengthen.

The P&C also continued to advocate, assist and liaise on the community's behalf. Taking up an issue with the Principal that a parent is uncomfortable raising themselves or assisting in the transition to a new school, or via communicating with local councils regarding various issues affecting our community.

In the past year we have seen rejuvenation of the uniform shop. Successes in the year past include: investment through the purchase of a new Point of Sale (POS) system and the implementation of online ordering: This type of set up will be a huge benefit in regards to reporting and transparency of funds raised. This service also provides greater access to school uniforms for all Vardys Road families; establishment of various policies to ensure consistency when processing returns, exchanges, refunds and second-hand stock; community engagement through our Facebook page and new website; and other resources that will support the ongoing growth of the uniform shop.

We have also seen more progress this year in the area of governance. We have reviewed and streamlined P&C business operations. This was achieved through the development and endorsement of the 'P&C Uniform' & P&C Fundraising & Events sub-committee by-laws and other policy documents. These documents which will play a critical role in the effective operation of the P&C.

We were successful in our applications for the following three grants:

- a Telstra Grant for 24 Digital kits;
- a Federal Government "Stronger Communities Program" grant for \$25,000 to repair the artificial grass area near the Kindergarten playground; and
- a State Government "Community Building Partnership" grant for \$20,000 towards to development of an outdoor classroom.

These grants are indicative of a very proactive and passionate parent/carer cohort, and of our desire to continue building a positive learning environment for our children.

To further understand the parent community's desires for the P&C, an online survey was conducted at the end of 2018. As a result we are looking at the number of fundraisers that are held in 2019 and are looking to focus mainly on building a strong sense of community within the School. We are working towards creating a solid platform for the parents/carers to be able to communicate effectively with the school and vice versa.

A P&C website (www.vrpspc.org.au) was created, which will be used as a hub events, and general P&C information. Facebook was also used to schedule events, as an extra way to diarise key dates, and to advise parents of last minute changes. I highly recommend parents continue to use these resources as they are an immediate and easy communication tool. We are also seeing huge success with Facebook student year group parent pages which are helping to facilitate communication between the school and students to their parents.

Funds raised during 2018 were donated to the school for the purchase of four gazebos to use at sporting events, contribution towards the development of the outdoor classroom and learning support resources. These purchases will directly benefit our children as they continue their learning experience at Vardys Road. Other financial support has been provided throughout the year for the Year Six Farewell, teachers' stamps, Easter eggs for all students, event morning teas, wellbeing resources and the provision of school uniform to the front office and of home reader folders for

kindergarten students. Our success as a P&C is not just measured in the funds we raise but also in the other ways we contribute, such as the strong positive community we build.

Lastly, I would like to officially thank our 2018 Executive/Office Bearers and our Coordinators. Without your time and efforts the P&C would cease to exist and would mean the end of valuable services like the School Uniform Shop that operate on a regular basis. A huge shout out also goes to everyone that has volunteered throughout the year as our events cannot happen without you, so THANK YOU!!

It has been an honour to be the President of the Vardys Road Parents & Citizens Association. I look forward to seeing 2019 continue the upward trend of success in our P&C.

Mrs Priscilla Frager

P and C President

School background

School vision statement

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

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, action 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. Curriculum provision and teaching and learning programs focused on using evidence based teaching practices. Instructional leaders implemented pilot programs in Phonics and Maths across K–6 with a focus on explicit teaching and responsiveness in meeting the needs of all students. Teachers were mentored in curriculum differentiation through the pilot programs and Focus on Reading Phase 2. There has been an increase in curriculum differentiation with most students being able to articulate their learning and understanding what they need to learn next to enable continuous improvement.

The Learning and Support Team have also increased the number of children targeted for social, emotional and

behavioural programs, teacher coaching has increased with all teachers having increased capacity to write, regularly monitor and review Personalised Learning Support Plans in consultation with the LST and parents/caregivers to cater for all specific learning needs. Professional learning in the area of Gifted and Talented was provided for staff to allow better identification of gifted and talented students and target specific programs to cater to student needs. 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 implementing a collaborative planning structure to improve teachers' ability to routinely use evidence of learning from a range of formative assessments, increasing the communication between the LST interventions and the classroom teacher to ensure transference of learned skills, and the implementation of a framework for the 'non-negotiables' for teaching English and Mathematics.

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's strengths and disabilities. The school monitors the accreditation status of all staff and has begun the implementation of support systems for teachers to achieve or maintain accreditation at Proficient. All teachers use the professional standards and PDPs to identify and monitor specific areas for development. This information is collated and shared amongst executive staff allowing the development of a comprehensive professional learning program based on the needs of the staff.

In 2019, the school will expand our ability to collaborate across stages through the implementation of Spirals of Inquiry to share curriculum knowledge, data and feedback to inform the development of evidence-based programs and lessons, which meet the needs of all students. Professional learning will also be provided to improve our school-wide approach to effective classroom management and increase teacher capacity to implement universal PBL structures.

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 continuation of the aspiring leaders program instructional leadership, the community liaison role, and 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. The leadership team continues to embed clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Leadership will continue to be strengthened in 2019 through the development of processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance, to develop effective management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

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. It has also helped us set innovative and student-centred directions and has guided the school towards a culture of high expectations, active engagement and an involved and engaged community.

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

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.

Overall summary of progress

In 2018 Vardys Road Public School focused on strengthening four areas under the strategic direction of teaching and learning. Staff professional learning concentrated on these areas.

- Explicit teaching in the areas of phonics and reading comprehension
- The provision of quality student feedback through the consistent use of success criteria and learning intentions
- Comprehensively tracking and monitoring student progress through the development of a benchmarking schedule
- Differentiating the mathematics curriculum, ensuring every child is learning the skills and strategies pertinent to their stage of the learning progression reached

Teacher professional learning on quality explicit teaching centred on the teaching of six key comprehension strategies and the explicit teaching of phonics and how these skills are embedded into the teaching of reading and writing.

Teachers integrated explicit teaching into their spelling, reading and writing sessions and developed an agreed upon structure to a literacy session.

To support this program, the school participated in the Focus on Reading program and then utilised a team of instructional leaders to mentor and coach each teacher through team teaching, professional enquiries, a series of trials and pilot programs, demonstration lessons and professional reading. Supported through extensive resources purchases, each stage then developed a literacy framework backed by extensive research and school based evidence.

To support this program and the increased curriculum differentiation and individualised instruction, the school adopted the use of Visible Learning and assessment techniques including the use of differentiated success criteria. The student reports were revised to better reflect the students' engagement with these success criteria and a schedule of ongoing and summative assessment was developed to ensure every teacher was aware of every child's areas of development, the strategies and skills needed and the feedback required to both support and challenge every child.

Mathematics was also a key focus area in this strategic direction with stage teams developing an increased fluency in the numeracy continuums and frameworks and formative assessment techniques. Teaching focused on the necessary skills and processes being learnt and in turn a differentiated, strategy based program and scope and sequence were developed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers engaging in collaborative, coaching and mentoring based PL programs	Teacher release– \$33400 Professional Learning– \$29035	Teacher satisfaction surveys, through the Tell Them From Me surveys have shown above state average levels in <ul style="list-style-type: none">• Teacher coaching• Teacher feedback• Teacher sharing of student assessment• Collaborative planning• Lesson observations• Learning culture• Leadership• Teacher collaboration
100% of teachers and students collaboratively engaged in the explicit teaching of and feedback	Teacher Release– \$2000 Teaching Resources–	Teacher survey results reflected improvements in <ul style="list-style-type: none">• The setting of clear expectations and learning goals

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
on, aspirational and purposeful success criteria and learning goals	\$1000	<ul style="list-style-type: none"> • The delivery of student feedback on the reaching of set goals • The linking of student feedback and learning goals <p>The surveys also showed that the teachers were</p> <ul style="list-style-type: none"> • Teaching the students how to seek feedback • Giving clearer feedback to students with learning difficulties • Setting more challenging, negotiated and visible goals • Bringing clarity to what the students were learning <p>However, the surveys identified the following areas as strategies needing further development</p> <ul style="list-style-type: none"> • The provision of regular written feedback • Giving feedback related to assessment tasks • The use of technology to provide feedback and track student progress <p>Strategic Direction evaluations showed that</p> <ul style="list-style-type: none"> • The linking of success criteria to the formal student reports brought clarity to student and parent feedback • 100% of teachers were using the common language of student feedback, learning intentions and success criteria • The inclusion of comprehensive success criteria in the planning of Science units had increased student focus and learning • The setting of learning goals had improved the level of curriculum and learning support differentiation as evidenced in the writing of student Personalised Learning Support Plans • The differentiation of student feedback in student reports had improved, with student learning goals linked to parent feedback • The use of both formative and summative assessment had improved • Lessons in Mathematics , English and Science had become more explicit
TTFM results show increased use of data analysis and evidence informed practice.	Teacher release– \$2500	<p>Teacher Surveys have shown Vardys Road teachers to be above state average in</p> <ul style="list-style-type: none"> • Data informed practice • Evidence driven teaching strategies. <p>While the Learning Support team and the Positive Behaviour for Learning Committee are constantly collecting and analysing referral data and determining future directions and measuring the impact of implemented interventions, the student welfare based assessment tool, the Benchmarks of Quality, found that improvements could be made in this area, with data analysis scoring 38% and in turn coming a priority for change in relation to the school's student welfare systems.</p>
Reduction in the number of children identified for Tier 2 interventions	Resources– \$10803	<p>Through exhaustive pilot programs and trials the school has developed and strengthened the universal interventions in the teaching and identification of students experiencing difficulties in phonics, emotional regulation, behaviour, reading and spelling. The Learning Support Team have also developed additional Tier 3 interventions and class based group programs that both support the children but also build the capacity of the teachers</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction in the number of children identified for Tier 2 interventions		<p>to cater for these children as part of their universal programs.</p> <p>This was evident in teacher and student surveys which showed the schools areas of strength included</p> <ul style="list-style-type: none"> • The writing of personalised programs • The delivery of targeted feedback to children with learning difficulties • The effective use of diagnostic testing • The fostering of an inclusive approach to curriculum delivery <p>As a result the numbers of students in all Tier 2 programs have reduced with student data and screening identifying fewer children needing targeted group programs. This is partly due to the school adopting the Response to Intervention model, establishing more intensive personalised interventions and catering for other student groups through quality teaching lessons. Universal interventions, however, still need strengthening, with the numbers in Tier 2 interventions still being excessive. This is partly attributable to improved identification, tracking and monitoring systems that are identifying more students needing support through the schools learning support systems and the expanding gifted and talented programs and nomination processes.</p>
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	Instructional Leadership– \$104 113	<p>Data derived from the phonics, literacy, spelling and reading pilot programs have found that classes involved with these trials saw significant improvements in</p> <ul style="list-style-type: none"> • student engagement • curriculum differentiation • explicit teaching and • transfer and application of taught concepts <p>With these findings informing our future practice, all teachers are now trialling the programs developed in the pilots, with full implementation scheduled for 2020.</p>
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 KLA's	Instructional Leadership– \$104 113 Teacher release– \$10500	<p>The trials and pilot programs aimed at determining an agreed upon structure to quality literacy and numeracy sessions have been completed and in 2019, every teacher will be trialing and evaluating these structures in readiness for a whole school adoption in 2020.</p>
100% of students tracked on bump it up and data walls	No cost incurred	<p>All students and teachers are engaging in learning intentions and success criteria. These statements are used by teachers to assess, moderate and differentiate learning programs and will become the basis for future data walls.</p>
Student surveys showing that student perspective on quality feedback has had a significant change	Teacher release– \$4500	<p>As a result of the above programs, student satisfaction, engagement and learning has improved with student surveys showing that while student confidence in attacking high skill/high challenge activities still needed further development, the students found that</p> <ul style="list-style-type: none"> • lessons had improved rigour • the learning climate was more positive

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student surveys showing that student perspective on quality feedback has had a significant change		<ul style="list-style-type: none">• expectations for success were higher and• levels of student perseverance were 50% higher

Next Steps

Much work and progress has been seen in the area of quality teaching and learning.

The schools numerous professional inquiries, trial and pilots have helped the English and Mathematics committees to contextualise research informed practices and develop programs that are successful for our students.

As a result

- teaching has become more explicit
- teachers and students are aware of the intent of lessons being delivered
- student expectations are higher
- learning difficulty and gifted and talented screening is exhaustive
- the school has adopted the Response to Intervention model ensuring all student abilities are catered for
- teacher collaboration continues to be high

However student and staff surveys and strategic direction evaluations are still finding a need to improve

- Classroom universals in behaviour management and literacy lessons
- Data analysis
- The inclusion of the writing of success criteria as a part of the planning process
- Student tracking and monitoring systems

As a result the school continues to develop the use of success criteria in student assessment and lesson delivery and is working hard to finalise the whole school trial of the new structure to daily Literacy and Mathematics blocks with the aim for full implementation by 2020.

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.

Overall summary of progress

In 2018, Vardys Road continued to strengthen its many student wellbeing and community engagement programs.

Learning Support, Positive Behaviour for Learning and community based programs were all focus areas that led to improvements in student tracking and monitoring, ensuring every child was challenged and supported and facilitating improvements in the ways the school kept parents and carers informed, involved and engaged.

The Positive Behaviour for Learning (PBL) Committee reviewed student welfare systems, expanding the role of the PBL committee, restructured its meetings, created systems of improved data analysis and led whole school professional learning on behaviour management. Staff developed a better understanding of Functional Behaviour Analysis and a class wellbeing toolkit was developed and implemented.

The committee improved links with the Out of School Hours Care Centre improving consistency and communication ensuring an improvement in the way behaviour issues were managed.

Social Emotional Learning programs were integrated into such initiatives as structured play, Drumbeat drumming groups and student gardening and external and internal coaching roles were created to establish a problem solving approach to student wellbeing management.

Following the 2017 Learning Support Review the Learning Support team made significant improvements to the Personalised Learning Support Program systems, establishing a two tier system of learning disability accommodation provision. The Learning Support Referral system was reviewed and improved and the school's adoption of a digital record keeping and tracking system culminated in a detailed record of student need, learning programs and disability accommodation.

The school purchased and implemented the MacLit and Mini Lit reading interventions, established a gardening group, purchased the Reinforced Reading Program, Reading Doctor software and Decodable texts to support the schools focus on phonemic awareness interventions.

The school's reading interventions were further supported through the implementation of Peer tutoring, the trialling of student data walls and improved student tracking and case management.

Student transitions between years and classes were improved through online data collection and by formalising student Check In and Check Out programs where students requiring extra support were given multiple opportunities each day to work with an assigned mentor.

As part of the Learning Support systems, the schools procedures related to Gifted and Talented student identification, parent and teacher nomination and learning program differentiation and personalisation were reviewed and strengthened through comprehensive staff professional Learning.

The Community Engagement Committee explored ways to inform, involve and connect with our supportive committee. Following a community engagement survey, school visits and staff professional learning, the committee introduced a series of morning teas and the establishment of a community engagement area culminating in the construction of a Yarning Circle and class amphitheatre. Parent communication was enhanced through a social media review, the exploration of a new website platform and an improved online newsletter and the introduction of a series of parent workshops to familiarise the community with changes in curriculum delivery.

The recruitment of a Community Wellbeing Officer (CWO) further strengthened the school's community engagement programs with the CWO running a series of afternoon teas, connecting with families in need of extra assistance, implementing family support programs and running social emotional student learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Benchmark of quality PBL assessment tool results exceeding a score of 90%	Resources– \$2000 Teacher release– \$2500	<p>The student welfare assessment tool, the Benchmarks of Quality, was utilised to evaluate the school's student welfare programs and develop future directions for the Wellbeing strategic direction committee. It found that the strengths of Vardys Road behaviour management systems included the school's</p> <ul style="list-style-type: none"> • strong Positive Behaviour for Learning team • effective behaviour management strategies • clear expectations and rules • Rewards system • Classroom behaviour management systems <p>Some areas identified as needing further development included</p> <ul style="list-style-type: none"> • Staff consistency • Behaviour data analysis • The explicit teaching of behavioural expectations <p>This data has been validated by internal action research data that showed there was a need for increased staff consistency in the way inappropriate behaviours are being addressed and the manner in which behavioural expectations are being taught in regular lessons.</p>
100% of teachers using data walls to track student growth	No cost incurred	<p>While school based evaluations show the way the school monitored students was at an above state average level and that students flagged through learning support were monitored and tracked, the consistent tracking of students against success criteria and the new learning progressions remains as areas for future development, building on the success of the Learning Support Team data walls used in the intervention room in 2018.</p>
An increase of behavioural, GAT nominations and learning support referrals being addressed by universal interventions such as stage based collaborative problem solving	Resources–\$14994 Teacher Release \$13900	<p>Teacher evaluations have consistently shown that the teachers at Vardys Road are</p> <ul style="list-style-type: none"> • Willing to work with school leadership to create a safe and orderly environment • Adept at sharing strategies and solutions to behavioural problems • student centred in their approach to student welfare • Fluent in making accommodations to cater for behavioural needs • Happy to differentiate to ensure all children are striving towards achievable goals • Clear in the way expectations are set • Creating ways to support students having trouble accessing the curriculum • Effective in the way they respond to behavioural issues <p>However survey results and behavioural referral data shows that extra support is needed with</p> <ul style="list-style-type: none"> • Building teacher capacity to deal with behavioural issues • Addressing disrespectful behaviour and rough play • Establishing social/ emotional interventions for children exhibiting unkind behaviour <p>Phonics based intervention evaluations shone a positive light on the success of Mini lit and MacqLit with Mac Lit students progressing on average 8 reading levels and Mini Lit participants improving 12</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase of behavioural, GAT nominations and learning support referrals being addressed by universal interventions such as stage based collaborative problem solving		<p>reading benchmark levels, with the most improvement seen in the pilot classes which focused on explicit and integrated reading and writing instruction.</p> <p>Feedback from Check In, Check Out Interventions and teacher coaching sessions has shown that the school's social emotional learning programs have also had a positive impact with targeted students having a significant reduction in behavioural referrals.</p>
Reduction in repeat behaviour referral data	<p>Resources – \$2000</p> <p>Teacher release– \$2500</p>	The school's improved behaviour tracking systems and a strengthening of some of the behavioural management procedures including teachers being coached on a functional behaviour model, resulted in a 61% reduction in behavioural referrals and 100% of students being flagged in behavioural data analysis being supported with a range of Tier 1, 2 and Tier 3 interventions.
Increase in Tell Them From Me Survey results related to inclusivity, parents being informed and community members feeling welcome.	<p>Resources– \$4000</p> <p>Teacher release– \$2000</p> <p>Community Engagement projects– \$23 619</p>	<p>While Tell Them from Me Survey data shows that</p> <ul style="list-style-type: none"> • Teachers work well with parents to solve problems • Student learning goals are shared with the parents • Teachers of students with special needs communicate well with their parents • The parent community understand the school's expectations and are receptive to being involved with their children's learning, <p>Some areas that are in need of further development include</p> <ul style="list-style-type: none"> • Parent review of student work • The regularity of teacher feedback related to student progress • Parent engagement in student learning • Parents being informed of child's progress in Social Emotional programs. <p>While our community engagement programs are reaping benefits, and the construction of a community engagement area and the employment of a community wellbeing officer has allowed for many community projects, more work is needed to strengthen the all-important 3 way partnership between the child, teacher and parent.</p>

Next Steps

Significant reform has been seen in this area with the community engagement programs gaining momentum and the Learning Support and student welfare system undergoing significant review and refinement. While the school's coaching programs, student tracking systems and the introduction of many interventions have improved behavioural outcomes, the need for increased staff consistency, the explicit teaching of expectations, the need for stage based student tracking and improved parent engagement is clear.

To address these issues, 2019 will see a relaunch of the Positive Behaviour for Learning systems, reinforced by a newly appointed mascot, Tilly the Turtle. A behaviour consultant, Carl Warren will build the capacity of the teachers to take a functional behaviour approach to behaviour management and the Community Wellbeing Officer will continue to strengthen the community engagement programs.

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.

Overall summary of progress

2018 was the first year of our new three year plan which focused on improving student challenge and student engagement. Student surveys showed that student engagement in some areas was below state average and a commitment to address this issue included a focus on

- The authentic integration of technology into everyday teaching
- The development of an inquiry based approach to the teaching of Science
- The innovative and flexible use of Learning spaces
- The expansion of the school's extra curricula activities, sporting and creative arts programs to increase participation, commitment and long term engagement

To strengthen the integration of technology into the teaching and learning programs, the technology committee explored, trialled, purchased and trained staff in the use of various literacy, learning support, problem solving and collaboration apps and software packages.

Staff were trained in the SAMR model of technology integration, which aimed at redefining and adapting traditional learning tasks to make them more purposeful, meaningful and engaging. To support this process the committee provided breakout professional learning sessions, team teaching opportunities and whole school staff training. Resources such as interactive panel screens, robotics and furniture were purchased, the technology room renovated and Science and Technology units of work were collaboratively planned, trialled and reviewed for their introduction in Term 2 2019.

Following on from the exhaustive trials, lesson study sessions and pilots in 2017, the Science, Technology, Engineering and Mathematics (STEM) working party developed an integrated and structured approach to Scientific investigations and built the capacity of the teachers to support this process in their classrooms. Release from Face to Face Science sessions were collapsed, units of work collaboratively written, resources purchased and the whole school trial of the inquiry based units commenced. Links to gardening, the newly constructed outdoor classroom and the new Science syllabus were all reinforced through comprehensive staff professional learning, culminating in an in-school STEM expo as well as a regional STEAM expo hosted at Vardys Road Public School, showcasing the integration of technology into mathematical and scientific problem solving.

2018 saw the fitting out of two new learning spaces. The library was redesigned and furnished with flexible furniture which facilitated increased collaborative work and an inquiry based learning approach. Two outdoor classrooms were constructed in the school's new community engagement area, with a yarning circle and student amphitheatre adding to the school's flexible learning spaces. Class based gardens have also been trialled with a few classes and a possible expansion of this pilot will be explored in 2019.

To further increase student engagement the school has expanded the number and range of extra curricula activities on offer. Music, drama, enrichment, sporting and Social Emotional groups were all offered increasing student opportunity, challenge and participation improving teacher student relationships and student behaviour, increasing student motivation and effort and helping to create a creative and safe learning climate.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in student engagement scores in the Tell Them From Me Surveys and	Professional Learning – \$19500	The Tell Them From me Surveys gauged student feedback in relation to the drivers of positive student engagement in schools. The findings

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
lesson observation data.	Technology resources– \$74500 STEM Resources– \$3000 Innovative Learning Spaces– \$43000 Creative and Performing Arts Programs– &19 885	<p>showed that while lesson relevance was an area needing some attention, the results were overwhelmingly positive and reflected the school's efforts in improving student engagement, participation and task commitment, with findings showing that</p> <ul style="list-style-type: none"> • The students were engaging with quality instruction • The strength of teacher– student relationships was at a high level • Lessons were inclusive of all abilities • The students were interested, motivated and fully engaged • Students were more positive about homework than in previous years • The students perceived their learning environments as positive and were making an improved effort with challenging work.
An increase in the authentic integration of technology into everyday classroom teaching using the SAMR evaluation of lesson planning and composition.	Technology Resources– \$74500	<p>Teacher, parent and student evaluations were conducted to determine the success of our technology programs and how effectively they were used for high order thinking tasks and were authentically integrated into the everyday curriculum. The assessments found that</p> <ul style="list-style-type: none"> • The students used technology effectively to connect ideas, analyse, organise and present research • The teachers utilised technology at a level above their state based colleagues <p>Professional learning evaluations found that the sessions were found to be useful and were well attended, with the new technologies redefining and enhancing Science, Mathematics and Literacy lessons. The teachers were readily using the resources, collaborated in the writing of innovate Science and Technology units, ensured the use of the technology was authentic and relevant and found that the children were well engaged.</p> <p>Trials were conducted with SeeSaw, Virtual Reality software and Robotics. Post evaluation, resources were purchased and wider trials commenced.</p> <p>Future directions identified through these evaluations included</p> <ul style="list-style-type: none"> • Improving the setting of technology skills based success criteria • Setting more challenging technology based learning goals • Using technology more effectively in relation to the provision of student feedback • Utilising technology to differentiate the curriculum.
An increase in the levels of creativity, problem solving and open ended inquiry through STEM and lesson observation evaluations.	Teacher release– \$6000 Resources– \$3000	<p>Following 18 months of action research into a structured approach to inquiry based learning in STEM based subjects, strategic direction evaluations found that</p> <ul style="list-style-type: none"> • The teaching of scientific procedure had vastly improved • 100% of the Science units utilised the 5E structure to scientific investigations as developed through lesson study and several pilot programs

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the levels of creativity, problem solving and open ended inquiry through STEM and lesson observation evaluations.		<ul style="list-style-type: none"> • The STEM units were collaboratively written and relevant to student needs and knowledge. It was found that the success criteria for the units however needed to be more differentiated to facilitate more accurate assessment of Stem Based skills and processes and the extension of the talented students.
An increased prevalence of flexible furniture design and differentiated content delivery in teaching and learning programs.	Teacher release– \$5000 Furniture– \$40000	Strategic direction evaluations and Tell Them from Me Surveys have shown that the school's work on building the capacity of teachers to deliver a differentiated and future focused curriculum has had a significant impact on student learning with <ul style="list-style-type: none"> • Teachers setting challenging goals and new and innovative learning opportunities • Teachers collaboratively planning, sharing and moderating learning goals • Students and teachers regularly discussing barriers to student learning • Teachers having high expectations • Assessments being used to inform teaching and as a diagnostic tool As a result of this culture, teachers were above state average in the areas of <ul style="list-style-type: none"> • Collaborative program monitoring • Providing opportunities to learn to address skill deficits • Differentiating through the use of worked samples • Using two or more strategies to teach a difficult concept There were however areas that were identified as areas needing further development such as <ul style="list-style-type: none"> • Using assessment to change lesson plans and programs and identify common skill deficits • The use of formative assessment and task analysis to inform the teaching of the lower performing students and set new learning goals • Providing written student feedback The school has also worked on developing a flexible use of its learning spaces, with the library, and the new community engagement area being enhanced with future focused furniture, a collaboration circle and sand stone amphitheatre, all successfully allowing for increased student and community engagement.
Improved levels of engagement in and commitment to extra curricula activities as evidenced in extra curricula Expression of Interests and attendance records.	Teacher training– \$5000 Resources–\$19885	In an attempt to improve student engagement and commitment, reviews of the school's extra curricula activities were carried out, followed by a series of trials and culminating in a strategic direction evaluation. As a result the school developed <ul style="list-style-type: none"> • An increased number of extra curricula groups that catered for different levels of participation, with many groups having a participatory based level as well as a performance group • The performing arts showcase, Verve continued to expand • An increased number of dance groups were offered with Year 1 and 2 and Stage 2 and 3 Dance groups being successfully formed. A Hip Hop Dance group could not be sustained due to declining student interest • An expanded drumming and choral program was

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of engagement in and commitment to extra curricula activities as evidenced in extra curricula Expression of Interests and attendance records.		<p>offered and developed</p> <ul style="list-style-type: none"> • A performance and beginner Ukelele group were formed and the gardening, public speaking and debating groups continued to cater for a growing number of interested students <p>While the recorder and string ensemble operated with decreasing numbers of participants, structured play activities such as yoga, mindfulness and games based programs supported children during play sessions teaching social and emotional regulation skills.</p> <p>As a result teachers have reported an increased level of participation, interest and commitment.</p>
An improved understanding of the teaching of Fundamental movement skills as reflected in teacher professional learning evaluations.	<p>Teacher release \$2500</p> <p>Resources– \$3000</p>	<p>Following a year of a new whole school sporting program, a shift towards participatory based sporting carnivals and an increase in sporting opportunities, there has been</p> <ul style="list-style-type: none"> • a rise in the number of participants in all 3 sporting carnivals • an improvement in the students Fundamental Movement and sporting skills • large numbers of students trialling for PSSA teams • an improvement in student commitment to competitive sport and training • an improvement in weekly PSSA results and annual zone based carnivals and as a result an increased number of students achieving state based representation.

Next Steps

As a result of a strategic focus by the PDHPE and CAPA committees and the Engagement Team, curriculum differentiation has improved while the school has developed and implemented a structured approach to inquiry based learning with learning expectations and lessons being clear and relevant. The integration of technology has been authentic and enthusiastically embraced by the teachers, community and students. The school's sporting and Creative and Performing arts programs have continued to grow and a sustainable number of extra curricula groups have been formed.

While significant gains have been made in regards to student engagement, future directions include the development of skills based success criteria for the school's technology programs and the use of technology to facilitate the provision of student feedback and curriculum differentiation. Action research into the use of online gifted and talented programs and an expansion of the school's inquiry based approach will continue the significant gains made in this area.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher coachng– \$2541 SLSO– \$3200	<p>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.</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 the 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	EALD teacher– \$104113 Community Wellbeing Officer– \$8167 SLSO support– \$7519	<p>In 2018, Vardys Road had 132 students who came from a Non English speaking background. The EAL/D teacher provided support to students who were at the beginning, emerging, developing and consolidating phases of English language learning. The majority of EALD support was directed to 14 students who were in the beginning phase of English language development. In addition EAL/D support was provided to 28 students in the developing phase, 27 in the emerging phase and 2 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.</p>
Low level adjustment for disability	Learning and Support Teacher– \$93702 Community Wellbeing Officer– \$24502 SLSO– \$21908	<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</p>

<p>Low level adjustment for disability</p>	<p>Learning and Support Teacher– \$93702</p> <p>Community Wellbeing Officer– \$24502</p> <p>SLSO– \$21908</p>	<p>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>Teacher Release for coaching and mentoring programs– \$89 225</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 throughout the week to mentor and coach teachers within their stage to • 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, 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 • Support 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 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
<p>Socio–economic background</p>	<p>SLSO Support– \$76 183</p>	<p>The RAM equity loading for socio–economic</p>

Socio-economic background	<p>Student Financial Assistance– \$2482</p> <p>Resources– \$989</p>	<p>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. The funding was also used to support students and families in need of financial support.</p>
Support for beginning teachers	<p>Teacher coaching and professional learning– \$41190</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 is allocated for beginning teachers to meet with their mentor. Beginning teachers work with their mentor to develop goals for the year and work through the Great Teaching Inspired Learning modules available through the <i>Strong Start, Great Teachers</i> 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.</p> <p>Beginning teachers were provided additional mentoring sessions with ongoing feedback and support that is embedded in the collaborative practices of the school. This included classroom observations where they were provided with structured feedback.</p> <p>In 2018, 6 Early Career teachers achieved accreditation as Proficient teachers through the support of the ECT program at Vardys Road Public School. In 2019, 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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	225	235	244	251
Girls	234	241	260	260

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4	95.9	94.8	95.3
1	94.6	94.5	93.7	95.2
2	91	93.5	94.3	94.7
3	94.6	94.3	93	94.7
4	92.7	95.4	94.4	93.7
5	94.7	92.9	92.7	93.7
6	91.7	95.9	92.4	92.4
All Years	93.3	94.7	93.8	94.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Each fortnight the Home School Liaison Officer (HSLO) meets with an Assistant Principal to discuss student attendance in accordance with the School Attendance Policy and Student Attendance in Government Schools Procedures 2015. Reports are generated that list all students with less than 85% attendance for further analysis.

Teachers with students with high unexplained absences make contact with the parents of the students and then enter the absence reason onto the schools online records. Teachers also contact parents when a student has not been present at school for more than 2 days without an explanation

Students with absences of concern, such as these students who have more than 5 unexplained absences in a two week period 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(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.5
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.8
School Administration and Support Staff	3.96

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on the Aboriginal composition of their workforce. In 2018, no members of the workforce identified 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	81
Postgraduate degree	19

Professional learning and teacher accreditation

Significant professional learning was undertaken by the staff at Vardys Road Public School in 2018.

Much of this teacher development focused around the school's strategic directions, with many sessions being devoted to student assessment, reading, student

welfare, technology, gifted and talented education, Science and inquiry based learning.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	587,021
Revenue	4,387,783
Appropriation	4,081,788
Sale of Goods and Services	8,973
Grants and Contributions	288,960
Gain and Loss	0
Other Revenue	0
Investment Income	8,061
Expenses	-4,130,672
Recurrent Expenses	-4,130,672
Employee Related	-3,697,070
Operating Expenses	-433,602
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	257,111
Balance Carried Forward	844,132

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.

The school's financial budget has been planned to ensure the delivery of the school's three year plan and as such funds have been allocated to the purchase of learning support resources, flexible learning space equipment, literacy and numeracy resources, a sensory playground, covered walkways and signage, due for purchase in 2019 and 2020.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,450,673
Base Per Capita	97,458
Base Location	0
Other Base	3,353,215
Equity Total	341,568
Equity Aboriginal	5,741
Equity Socio economic	75,917
Equity Language	119,799
Equity Disability	140,111
Targeted Total	20,139
Other Total	145,754
Grand Total	3,958,134

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and are discouraged during these transition years.

An evaluation of the online process found that

- * NAPLAN Online worked very well. Online testing was more engaging for students and gave them a greater opportunity to demonstrate what they knew.
- * The information gained from the assessment is more accurate and detailed.

2018 NAPLAN results

While student growth has made some pleasing improvements with K–3 and Year 3–5 growth improving and Years 5–7 growth being above state average, and improvements were seen in the areas of Year 3 spelling and Year 5 reading, the results in general highlighted the need for the school to continue their focus on explicit differentiated teaching, strengthening universal academic interventions, strengthening our Gifted and Talented programs and expanding the extensive learning support interventions. The following results validate the school's strategic directions of providing academic challenge, curriculum and behavioural support and improving student engagement.

- Trend results in writing spelling and reading also reflected lower achievement in comparison to 2017
- There has been a lifting of students from the lower bands to the middle bands as a result of the school's learning interventions

Year 3 and Year 5 numeracy results reflected an overall dip in trend results and an over representation of students in the lower bands with a group of students achieving at a very high level. The school continues to address these trends with comprehensive professional learning on explicit teaching of mathematical strategies, improved curriculum differentiation and the development of an agreed upon structure to a mathematics teaching session.

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. 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.

In accordance with the Premiers Priorities, the school continues to strive to move students into the top two bands with the above programs as well as moving towards improved congruence between aboriginal and non-aboriginal student results.

While Aboriginal student results are continuing to trend below their non-aboriginal peers, the small number of Aboriginal students make these results statistically invalid.

Parent/caregiver, student, teacher satisfaction

Parent Survey

In 2018, the school with the P and C continued to work hard to further strengthen our systems of community collaboration and community engagement to foster the school's community based culture. Community focused programs such as parent morning teas, after school sporting clinics, the construction of a community engagement area, parent breakfasts, a movie night, numerous parent workshops and forums and the expansion of the Community Wellbeing Officer's role all have galvanised the strong connection between the school and the community.

The Tell Them from Me surveys shed some light on the success of these programs and has given the school some focus on the directions we need to follow.

The surveys showed that

- The teachers worked well with parents to solve problems
- Learning goals were shared with parents and parents were informed of concerns
- Student expectations were clear
- Parent involvement in student learning was high
- Parents felt welcome entering the school
- The community was well informed of school activities
- The admin staff were supportive and welcoming

The surveys also highlighted areas that needed further development and focus such as

- Ensuring parent activities were at a time encouraging more community engagement

- Improving parent interest and support in regards to homework
- Improving the communication of ways teachers differentiate to challenge, extend and support our students
- Bring clarity to the school's high expectations of student behaviour and learning
- Improving the manner in which the school responds to student welfare issues
- Increasing the ways parents can engage in student learning and the provision of student feedback

In response to these findings the school has

- Scheduled all P and C meetings at night, with sub-committee meetings being held at times conducive to maximising member attendance.
- Increased the number of parent forums being offered
- Conducted a homework review
- Explored ways to involve parents in the provision of student feedback

Student Survey

Students in Years 4, 5 and 6 also participated in the Tell them From Me survey. The results highlighted the success of the school's student engagement initiatives with significant improvements evident in the areas of

- Student engagement in extra curricula activities
- Student / teacher relationships and student advocacy
- Interest in homework
- Student engagement with learning outcomes
- Student behaviour
- Interest and motivation
- Levels of student application
- Student perception on lesson content rigour
- Student expectation of success
- Class learning climate
- Perseverance

While these results are a celebration of our student engagement initiatives and vindicate the school's focus on visible learning practices, ongoing assessment, student engagement, student welfare, learning support and growth mindset culture, the results also showed that further work is needed in

- Student belonging (peer to peer)
- Student engagement in high skill/ high challenge activities
- Raising the level of student perseverance in boys

Teacher Survey

Ongoing teacher surveys reflected a staff that were collaborative, data informed, student focused, professional and had high expectations of themselves and a culture of distributed leadership, with the following areas being above state average

- Collaboration
- Leadership
- Inclusivity
- Data use and analysis
- Learning culture

While the following results were at a high level, the staff

highlighted these as areas needing ongoing focus

- Parent involvement
- The integration of technology
- The provision of student feedback related to clear success criteria

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 74% of Aboriginal students feel good about their culture when they are at school and 88% of Aboriginal students feel that the teachers understand their culture.

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. Multiculturalism is integrated into all Key Learning Areas to foster the students' understanding of cultural diversity, racism and active participation in a multicultural society.