

2020 Annual Report

Vardys Road Public School



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Introduction

The Annual Report for 2020 is provided to the community of Vardys Road Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

In 2020 Vardys Road Public School continued to challenge, support and engage our students, focusing on the provision of quality explicit teaching, the delivery of flexible and responsive teaching, the adoption of a case management approach to student welfare and the integration of technology into a future focused curriculum during a very difficult year.

Our school's focus on quality teaching and learning saw the strengthening of our explicit teaching of phonics, mathematics and reading comprehension.

Staff professional development focused on regular team meetings, significantly improving our clarity of learning intentions and formative assessment practices

Student assessment and tracking systems were strengthened through collaborative professional inquiries, team teaching, collaborative planning and strong coaching and mentoring programs.

In 2020 we also continued to expand our student wellbeing programs with the introduction of social emotional behavioural programs, expanding student tracking systems and implementing trauma-based behaviour programs, regular data reviews and improving our Personalised Learning Support Programs.

We ensured student engagement through the authentic integration of technology and the formalising of a structured inquiry-based learning approach to science.

Most of all 2020 was the year, when throughout the many months of quarantine and learning from home, Vardys Road maintained its community-based philosophy with the expansion of its community engagement programs, parent workshops, the strategic use of social media, the implementation of an online learning program and the expansion of our family support programs.

In 2021 we will see the introduction of explicit direct instruction and responsive assessment practices. We will be adopting a whole school approach to wellbeing and personalised learning and will establish systems of staff collaboration and community engagement.

I would like to thank the Vardys Road staff, students and community for working shoulder to shoulder to support a caring and collaborative community during some very difficult times.

The spirit of Vardys Road shone brightly in 2020 and I am sure that will be evident in the following report.

School vision

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 19 classes, K-6 with an enrolment of 500 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Learning

The results of the validation process indicated that in the domain of learning, our on-balance judgement is that Vardys Road Public School is **Sustaining and Growing**. As is demonstrated across all evidence sets, Vardys Road Public School has focussed on the cultivation of an evidence informed and student-centred learning culture, establishing three comprehensive tiers of wellbeing supports, and maximised student engagement by bringing clarity to an assessment driven and challenging curriculum.

The evidence highlights the commitment of the staff and our community to educational aspiration and ongoing performance improvement. Through authentic integrated formative assessment, individual student growth is monitored, planned and reported on and feedback to both the teachers and students is timely, clear and promotes guidance on further progress and achievement to fill gaps and provide supported and achievable challenge.

With the implementation of regular data reviews and the development of clear, co-written and collaboratively moderated learning intentions and success criteria, coupled with comprehensive learning support systems, Gifted and Talented programs and explicit and targeted point in time instruction, student growth is tracked, high expectations are set for every child and a learning environment has evolved that is differentiated and assessment driven, with clear expectations of skill development, meaningful content delivery and a clear understanding of the learning processes to embrace.

Vardys Road Public School has established the systems and practices to ensure that instruction is explicit, structured and tailored to student need. Work samples are used as evidence for learning to ensure student learning needs are met and future learning steps are informed.

Comprehensive transition programs, behaviour interventions, collaboratively written personalised learning plans, underpinned by the school's Positive Behaviour for Learning, Social Emotional Behavioural programs and our Community Wellbeing Officer's and community engagement initiatives, ensure that expectations are shared and explicitly taught in a learning environment where behavioural function is met and every student can be successful.

With the Learning and Support Team's systems of personalised and targeted support, combined with the school's authentic integration of technology and our structured approach to Inquiry Based Learning, Vardys Road has a learning culture that aspires to ensure every child strives, thrives and engages.

Teaching

In the domain of **Teaching**, our on balance judgement is that Vardys Road Public School is **Sustaining and Growing**. Across a range of evidence sets, the extensive range of artefacts demonstrate that our staff are committed to engaging with explicit systems for teacher collaboration and feedback, where a focus on teacher reflection and continual improvement has laid the foundation for an assessment driven and evidence informed approach to identifying student achievements and progress and evaluating teaching strategy effectiveness to ensure the most effective, evidence based strategy is being utilised to address collaboratively identified student needs.

Our main focus areas in the domain of teaching have been to build a culture of data informed, explicit teaching, a functional behavioural approach to behaviour management and student wellbeing and to embed systems of collaborative practice and feedback, through our comprehensive coaching and mentoring programs. As a result, every teacher has the support needed to engage every student in a meaningful and purposeful learning journey.

The Professional Teaching Standards have provided a framework for our systems of teacher collaboration, reflection and coaching with weekly data reviews, work sample moderation and collaborative and flexible programming, mapping out a clear teaching pathway before the next feedback session. Effective practice is modelled through teacher observations and lesson demonstrations while our instructional leaders identify and address areas in teacher development.

Through authentic Performance and Development systems and professional learning programs that provide a foundation for the school's targeted pilot programs, action research and professional inquiries, Vardys Road has a truly three-tiered approach to professional learning.

Team meets, lesson study, learning sprints, Spirals of Inquiry and action research were all vehicles to create an assessment driven and case management approach to curriculum delivery and student tracking. With this framework, the school focused on the explicit teaching of phonics, spelling and mathematical strategies, guaranteeing our teaching was more explicit, visible to the student and aligned with curriculum expectations. Through extensive Learning and Support Intervention, a data informed approach to our Positive Behaviour for Learning Programs and the authentic use of technology to redefine teaching strategies, Vardys Road maximised student engagement in a curriculum that is both inquiry based and explicit in the way the necessary skills and processes for these inquiries, are taught.

Leading

In the domain of Leading, our on balance judgement is that Vardys Road Public School is **Sustaining and Growing**. Across all elements of this domain, artefacts demonstrate a collaborative approach to school planning and continual improvement. The school plan is shared by all stakeholders and brings clarity to the school's vision and embeds the school's strategic directions in all programs and initiatives. School resources are strategically utilised and our administrative systems and structures are being continually evaluated to ensure transparency and trust in our efforts maximise teacher quality, continually improve student outcomes, drive school improvement and support a culture of high expectations and community engagement.

Our focus in this domain has been on establishing an instructional and distributed leadership model to sustain a culture of evidence based improvement and a focus on student growth. The school planning process has been embedded in all our systems and processes and provides a framework for all our initiatives and evaluations. Every staff member is fluent with their role in reaching our collective aims and milestones and continually improving our practice.

Systems of resource allocation and administrative processes have been given clarity and an increased level of transparency to cultivate a culture of relational trust and professional respect, opening the door to open and honest

efforts to make Vardys Road the best school it can possibly be.

Programs such as our aspiring leaders program, shared professional inquiries, strategic direction planning, combined with our extensive behaviour, Learning Support and curriculum coaching and mentoring programs our approach to leadership has allowed for a culture of collective efficacy.

All stakeholders now play a crucial role in a structured approach to school improvement.

All aspects of the school are continually evaluated, improved and modified to meet ever changing student need. Teachers are supported through comprehensive professional learning and clarity has been brought to school routines and procedures by our cyclical approach to policy review, consultation and development.

These expectations and culture have ensured authenticity of this external validation process. All staff were and continue to be involved with our evaluative processes, embedding evidence-based evaluation practices into our cycle of planning, reflecting and continually improving.

Next Steps

The external validation process has been an authentic process and a logical extension of our routine evaluative processes. The writing of the submission has facilitated open and honest dialogue around our current systems and practices against the expectations of the School Excellence Framework.

The process has therefore highlighted some elements of the School Excellence Framework that our school can prioritise for improvement.

To maximise student growth, Vardys Road Public School will be strengthening their delivery of explicit instruction and will through regular data reviews and team meets systematically track student growth. Instructional Leader coaching will focus on student feedback, while stage teams will be overlaying a structured Inquiry Based Learning model on such Key Learning Areas as mathematics and HSIE. The school's case management approach will be bolstered by improved data management and the school will endeavour to work collaboratively with other schools on shared professional inquiries.

Our ongoing evaluations, combined with the current situational analysis in preparation for the next Strategic Implementation Plan, will ensure that Vardys Road's collective evaluative mindset continues and we strive to continually improve our school to meet the ever-changing needs of the students, community and staff. This was the premise of the external validation process and will always be our over-arching goal; to make Vardys Road the best school it can be.

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

In the Strategic Direction of Teaching and Learning the school carried out a variety of evaluations to measure the impact of the work carried out in this area. Following are the findings of these evaluations.

Online Check-In Assessment results.

- The 2020 Check-In data has verified that the school's focus on explicit teaching has had some impact and remains as an area of need, with Year 5 reading data being above state average (498.7 v 497.6 respectively), but lower than the SSSG schools. Numeracy however, was lower than both comparison cohorts. There was also a corresponding over representation of students in the lower two bands in numeracy and an under representation in the top two bands in both literacy and numeracy.
- The Year 3 data was much stronger being above SSSG and State averages in both SSSG and State comparisons. Item analysis showed a deficit in inferential comprehension skills and concepts.

Tell Them From Me Results

- The cross-referencing of high expectations and curricula success data showed most students in the past two years perceived that expectations were high, staff advocated for them and that they were academically successful, with 82% of students in 2018 and 92% of students in 2019 stating that such expectations were being met. This was incongruent with 2020 data where the school slipped below state averages.
- Correlation data between student belonging and teacher expectation, while high, is showing a decline in student belonging. The correlation data was above state average and had parity with SSSG data in 2018, but has slipped below state average, largely because of student belonging data slipping from 77% to 61% in the last two years.
- This is validated with the analysis of curriculum relevance data (7.4 - below the state norm of 7.9) and the students' perception of outcome value (92% in contrast to the 96% state norm). Other data that also suggests that the school needs to refocus on instructional quality and student wellbeing includes the following

Staff feedback included suggestions to improve:

- parental involvement
- the use of data in student goal setting
- the use of technology in the provision of student feedback

- teacher expectation
- professional learning re student disabilities- 18% of teachers flagged this as an issue
- differentiation
- assessment
- curriculum clarity
- student feedback
- staff feedback and lesson observations.

Internal Data

- Internal data collection through phonics screening, running records, SENA testing and standardised spelling assessments have shown a significant improvement.

External Validation and School Plan Evaluations

Through a comprehensive External Validation process and an ongoing review of the school plan, the findings have suggested the following areas of focus:

- more PL re SENAs and Running records
- continuing IL/Collaborative PL, team meets, planning
- Visible Learning
- increased explicit writing in ES1
- consistent assessment practices with clear criteria across the stages
- ongoing review of phonics
- walkthroughs and Quality Teaching Rounds
- Inquiry Based Learning overlay for other KLA's
- increased mathematics intervention in Stage 2 and Stage 3
- explicit teaching
- decodable readers and home readers
- unpacking the essential components of instruction.

Parent Feedback

The school as part of ongoing evaluations and the External Validation process conducted a variety of parent forums and surveys. Feedback from parent forums supported the school's work related to feedback, GAT initiatives and home learning and were congruent with the school's chosen future directions.

Educational Research Review

Reviews and evaluations were conducted with the staff and executive using the What Works Best Research (CESE) and Lyn Sharrat's research as lenses through which to view the findings. The following were the review's suggested future directions:

- alignment of school's Scope and sequences
- teach Meets focussing on how to improve instruction and a continued focus on Visible Learning
- parent informed of student goals
- Quality Teaching Rounds
- inquiry and explicit teaching- finding the correct combination
- differentiation
- daily reviews
- pre and post tests
- open ended assessments.

Ongoing teacher collaborative inquiries have found success in

- Collaborative assessment moderation
- Improved student tracking
- Flexible collaborative programming
- Formative assessment techniques
- Regular stage team meetings

Analysis and Future Directions

The above findings were analysed by the staff and the executive team. Below are the findings of this analysis

Online Check In results

The Check-in data was reassuring, yet due to the number of participating schools, this data needs to be used with caution. The data at face value validates the school's reading comprehension programs, yet once again highlights the needs for a focus on:

- differentiation
- numeracy/ TEN in Stages 2 and 3

- ongoing interventions for the older students
- the explicit teaching of inferential comprehension skills.

Tell Them From Me Survey Results

The expectation/ curriculum success ratio data highlights the success of our IL and visible Learning programs, but also strengthens our resolve on making our instruction more explicit and to ensure we are setting challenging student goals.

The correlation data between student belonging and teacher expectation, when aligned with student relationship scores (88% compared with 85% State averages), suggest that the decline in belonging data is related to academic purpose.

As a result, the school will ensure instruction focuses on high levels of mastery and that learning intentions are challenging, differentiated and clear.

The curriculum relevance data findings could have a causal relationship with student expectation of success with results slipping from a peak of 96% in 2019 to being 6 points below state average in 2020. Coupled with this data, student perception of behavioural rules and expectations is also low being 6 points behind state average.

This data would suggest that teacher expectation need to be higher, and greater clarity needs to be brought to behavioural and academic success criteria.

The data also highlights the need to link homework to Explicit Instruction in the room

The areas identified as areas of focus in the above data all are congruent with the external and internal data analysis findings with a need for:

- explicit instruction
- data driven tracking
- assessment consistency.

Internal Data

The school's internal data has validated the school's focus on explicit teaching , showing pleasing improvements in instructional consistency and a reduction in student skill deficits.

Educational Research Review

These findings have identified 6 overarching areas of focus for the next four years

- Curriculum alignment
- Teacher feedback
- Explicit instruction
- Teacher consistency
- Capacity building of all stakeholders
- Collaboration

Our results have shown that our evidence informed practices are having the desired impact and that strengthening these programs will address the ongoing inconsistencies and areas of need.

As a result of the ongoing teacher collaborative inquiries, Vardys Road will be:

- using Plan 2 more formally to monitor student progress
- seek to increase differentiated instruction and track student progress over time
- work towards becoming more flexible and responsive to their formative assessment practices
- launch our Personalised Report for students on PLSPs and increase the level of feedback and engagement with parents.
- providing professional learning on the purpose of formative and summative assessment
- develop teacher capacity for Data literacy to analyse and interpret data
- taking a more structured approach to teacher observation and expand coaching support systems
- increasing its focus on:
 - Thinking tools
 - Language rich lessons
 - Think alouds
 - Problem solving
 - Summative and formative assessment/ working beyond SC in Team meets
 - Differentiation
 - Challenging goal setting.

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)
<p>In 2020 the Teaching and Learning committee focused on improving a teaching of phonics, reading, writing and mathematics. The structure of our English teaching block was reviewed, assessment strengthened, programs explored and resources purchased.</p> <p>To achieve this the committee - developed a consistent approach to programming phonics - conducted professional learning in reading comprehension - Implemented the TEN mathematics program - reviewed the teaching of phonics and the use of the English block structure - strengthened the use of reading assessments - Improved the use of progressions in the teaching of mathematics - explored the use of the direct instruction program, Initialit - Purchased a series of decodable readers As a result our teaching was more explicit and stages had increased alignment of their practices. The schools assessment processes were more consistent with collaboratively developed instruction being more responsive and explicit. Trials of the Initialit program have in the early stages appeared to have relative success.</p>	Teacher Relief- Casuals- \$10000

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)
<p>In 2020 significant gains were seen in the areas of responsive teaching, flexible programming and consistency of teacher judgement. To achieve this the school, through the support of our instructional leader and using the conduit of weekly team meetings, we focused on:</p> <p>- visible learning- feedback-learning intentions- learning progressions- student tracking- flexible programming- assessment moderation- learning walls.</p> <p>As a result, stages were successfully tracking, flagging and assessing students, addressing school deficits and as students became more assessment literate the teachers co-developed differentiated and responsive instruction techniques.</p>	Instructional Leader-\$112118 Learning Walls- \$28000 Database-\$3000

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)
<p>In 2020 much work was undertaken ensuring the impactful use and communication of student data, the use of work samples to increase the consistency of teacher judgement and the embedding of authentic assessment tasks. This was achieved by ensuring the effective use of</p> <p>- transition data- moderation tasks- co-developed assessment tasks- a reviewed assessment schedule- numerous work samples.</p> <p>As a result of this focus, teaching became more responsive, programming</p>	Instructional Leader- \$112118

Progress towards achieving improvement measures

more flexible and students were taught from their identified area of need.

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)
<p>To increase teacher collaboration, the school initiated regular meetings, ongoing professional inquiries, differentiated professional learning and an increase in peer observation. Through the hard work of the Deputy Principal and our Instructional Leader, the school increased:</p> <p>- classroom observations- classroom walk-throughs- the use of instructional leader logs- teacher coaching -team meetings - collaborative inquiries - pilots and trials - demonstration lessons and- differentiated and personalised professional learning.</p> <p>As a result, the teaching staff saw an increase in collaborative practice, levels of relational trust and a significant, sustainable and embedded change in teacher practice. However more work needs to be done to increase collaboration between teams as opposed to within teams.</p>	QTSS Funding- \$101290

Next Steps

As a result of an exhaustive situational analysis and ongoing evaluations, the focus for Teaching and Learning in 2021 will be to maximise student growth and attainment and foster a high expectations culture. This will be achieved by addressing the following

Effective Classroom Practice

- Through professional inquiries develop system of Explicit Direct Instruction incorporating high levels of mastery, checking for understanding practices, engagement norms and quality feedback to address student growth and belonging issues.
- Overlay the schools Inquiry Based Learning framework onto other KLAs.
- Develop a consistent approach to the explicit teaching of phonics and address a possible over-reliance on context-based cues.
- Continue to explicit teach inferential comprehension skills.
- Explicitly teach the necessary language for each lesson and unit ensuring oral language is driving written work.
- Continue to strengthen the school's GAT/HPGE programs.
- Increase the levels of curriculum differentiation focusing on processes, skills and products.
- Explore daily and weekly reviews.
- Expand the TEN (Targeted Early Numeracy) program into Stages 2 and 3.
- Embed problem solving and investigative tasks into all KLAs to increase lesson relevance and purpose.
- Continue to review homework, possibly linking it to explicit lessons and parental feedback through such apps as Seesaw.
- Periodically embed Quality Teaching rounds into Team meets.
- Continue to strengthen the authenticity of the integration of technology into the curriculum, using the SAMR model in planning and exploring changing modification of technology in the computer room and library.
- Ensuring curriculum alignment across the stages through a review of the school's scope and sequences and assessment practices.
- Incorporate the use of thinking tools into explicit direct instruction lessons, linking these tools to those use in Seven Hills High School.

Assessment Informed Instruction

- Link assessment practices to quality feedback every lesson.
- Utilise team meets to track student growth and drive flexible programming.
- Use EDI (Explicit Direct Instruction) data (Checking for Understanding) to drive data walls and student tracking.
- Ensure that most data collection can be used that lesson through the development of quality formative assessment practices linked with 2 summative assessments per year.
- Foster a culture of challenging goal setting to develop assessment capable learners.
- Link seesaw to student goals.
- Use team meets for the development and moderation of work samples linked with agreed upon success criteria to

increase consistency of teacher judgement.

- Explore the use of pre and post testing, open ended assessments and observational assessments.
- Seek more consistency and alignment in the use of the school's assessment schedules.
- Finalise the inclusion of EALD and PLSP reports.

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

In the Strategic Direction of Wellbeing the school carried out a variety of evaluations to measure the impact of the work carried out in this area.

Following are the findings of these evaluations.

Attendance

- Attendance rates have remained consistently high with overall attendance currently sitting at 92.9 %, above the state average of 88.1% and the network average of 88.5%. The SSSG average of 91.2% also trails the school's attendance rates.
- The percentage of students with at or above 90% attendance rates is 77.8%, once again above state averages (59.7%), network (57.9%) and SSSG (71.8%)

Tell Them From Me Survey Results

While student Tell Them From Me results have shown positive levels of advocacy, teacher/ student relationship and high teacher expectation, levels of student belonging, relevance, interest, motivation and student effort have fallen in recent surveys.

Levels of student advocacy have been traditionally high, peaking at 94% in 2019. 2020 data was marginally lower than state average but remained at a pleasing level. Positive student/ teacher relationship scores also remained fairly high being only 2 points behind state averages.

The need for the explicit teaching of social/emotional/behavioural skills is further strengthened through the unpacking of the following behavioural data.

- Rates of bullying - 29% (State norm- 36%)
- Student perception that behaviour is positive in the school- 85% (state norm- 83%)

This data suggests that the behaviour management systems are working however, the school's directions of increasing teacher and parent capacity to explicitly teach behavioural expectations, while increasing student expectation and belonging in the classroom are clear mandates for Vardys Rd for the next 4 years.

Staff feedback cited the following as area of focus in the new plan

- PBL
- LST
- Student rewards
- Structured play

The above areas of focus suggest a need for

- Increased parental engagement
- PBL and LST reviews

External Validation and School Plan Evaluation

Evaluations of the school plan showed that there was a need to continue and strengthen the following programs:

- Community Wellbeing Officer
- GAT coaching
- Parent workshops
- Student tracking
- Review PBL matrix
- Data informed practice
- Parents morning teas but with a specific purpose
- the strengthening of PLSPs
- Behaviour coaching
- A focus on FBA in behaviour plans
- Formal PBL lessons
- GAT
- Phonics screening

Parent Feedback

2020 has seen an improvement in all areas of parent feedback including student safety, inclusivity, child support, student welfare and informing parents.

Educational Research Review

When comparing the school's practices with current educational research the following suggested directions were highlighted:

- strengthening the Occupational and Speech Therapist programs
- improving the link between behaviour and instruction
- PLSP coaching
- strengthening programs addressing Belonging, such as UR Strong/ Peer Support
- expanding the use of Circle time
- strengthening the school's Behaviour Management plans
- introducing regular PBL lessons.

Ongoing pilots and trials have found success in the following initiatives:

- student tracking, data reviews and team meets
- parent engagement programs and online parent workshops
- the school's case management approach
- wellbeing coaching and co- teaching.

Analysis and Future Directions

The above findings were analysed by the staff and the executive team. Below are the findings of this analysis

Attendance

While late arrivals and a number of Tier 3 students are areas of concern, the school's attendance remains high.

Tell Them From Me Survey Results

This data highlights a need to focus the school's professional inquiries on instructional consistency and bringing increased clarity to teacher expectation, success criteria, curriculum relevance and student engagement as the below data will explain.

Levels of belonging will be addressed through ensuring our instruction is explicit and is aimed at specific goals and purpose to add relevance to the curriculum and to raise the levels of mastery to allow teachers to increase the levels of student effort.

The high levels of advocacy are driven by the student-centred staff culture and the school's functional behaviour approach to behaviour management.

Staff feedback related to student welfare has brought clarity to the school's future directions of improving our case management approach and adopting a universal model of student wellbeing practices

As a result of several ongoing wellbeing program trials:

- the school's case management approach will be bolstered by improved data management
- the school will further develop effective partnerships with parents in the setting of high expectations and parent engagement
- parent workshops will be increased
- the school will strengthen
- Case management- linking data walls and Team Meets
- EALD co-teaching
- SLSO planning
- Student Tracking/ flagging
- The identification of students with low growth in Team meets.

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)
<p>The Learning Support Team in 2020 worked to build the capacity of teachers to make appropriate accommodations for students needing behavioural or academic support. The learning support systems were reviewed and teacher coaching was increased This was achieved by:</p> <ul style="list-style-type: none"> - delivering professional learning on how to write personalised learning support plans- providing coaching for teachers in behaviour management and behaviour management plan writing- improve the communication of personalised learning support plans with parents and carers- implement a digital data tracking system- establish regular data reviews- develop a learning support team guide book- build a capacity of teachers to deal with trauma based behaviour - strengthen the exist in gift and talented programs. <p>As a result the school has seen improved clarity on the setting of challenging and achievable student goals, agreed-upon behaviour management techniques, learning support systems and student progress, tracking and referral procedures.</p>	<p>Data Base- \$3000</p>

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)
<p>During a very challenging year, the school's connection with a community was strong, productive, supportive and very well received.</p> <p>This was achieved through:</p> <ul style="list-style-type: none"> - parent workshops- a trial of the app seesaw- community support programs- the delivery of hamper and Food deliveries- the connection of families to support services- improving student welfare tracking systems- strengthening communication with families- considerably expanding the schools online learning programs <p>As a result, the parents and school worked shoulder to shoulder to increase</p>	<p>Seesaw app- \$3000</p> <p>Technology- \$80000</p>

Progress towards achieving improvement measures

transparency around the curriculum and provide much-needed community support. The community spirit is as a result at an all-time high.

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)
<p>In 2020 the Positive Behaviour for Learning committee strengthened the school's universal student welfare systems and established programs that supported the explicit teaching of social and emotional behavioural skills. This was achieved through</p> <ul style="list-style-type: none">- teachers explicitly teaching school values expectations- establishing staff welfare programs- trialling a life skills program - purchasing signage for the classrooms- promoting the school's mascot- developing reflection room frameworks- explicitly teaching social emotional regulation skills. <p>As a result the school has strengthened its student welfare systems and has a consistent approach to behaviour management programs.</p> <p>Structured inquiry based learning</p> <p>The school has continued to strengthen its structured approach to inquiry based learning. This was achieved through:</p> <ul style="list-style-type: none">- professional learning being delivered on cognitive load- collaboratively planning science units- aligning science units with agreed-upon scope and sequence- improving the resourcing of these developed units. <p>As a result the school is now ready to overlay this approach to other key learning areas to address ongoing curriculum relevance and student engagement issues.</p>	<p>Life Skills Program- \$6000</p> <p>Mascot- \$3500</p>

Next Steps

The school's 2020 situational analysis found a need to improve student belonging and develop a whole school approach to student wellbeing.

To ensure all students have a sense of belonging and are known, valued and cared for and have the skills and strategies to allow for successful engagement in their learning, the school will work on the following area.

Personalised Learning

- Increase EALD and LST coaching.
- Expand the early and ongoing interventions utilising the COVID intensive support funding to establish systems of internal screening, flagging, tracking and universal accommodation provision.
- Linking wellbeing practices to curriculum delivery.
- Increase parent engagement with PLSPs.
- Explore the establishing of a LST Hub.
- Embedding a functional behaviour approach to behaviour coaching and plans ensuring students are receiving explicit and descriptive feedback as part of these plans.
- Embed SLSO planning into stage planning time.
- Strengthen and formalise the OT and Language programs.
- Strengthen the school's case management approach to better track the students and embed data walls into every day practice.
- Review PBL matrix and incorporate behavioural success criteria and link to (and possibly review) reward systems.

Wellbeing Practices

- Embed trauma related behaviour management practices into every day practice.
- Ensure explicit PBL / SEB lessons are being taught at least an hour per week.

- Ensure data is driving PBL initiatives and the LST framework is the foundation of LST systems.
- Adopt a three tiered approach to student wellbeing, incorporating the FORGE wellbeing assessment and daily Check In / Check Outs and incorporating UR Strong, extra curricula activities and structured play.

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

In the Strategic Direction of Engagement, the school carried out a variety of evaluations to measure the impact of the work carried out in this area.

Following are the findings of these evaluations.

External Validation and School Plan Evaluation

Evaluations of the school plan suggested:

- sporting skills being taught by classroom teachers as well as RFF
- using seesaw as an assessment tool
- modifying the computer room
- increasing CAPA diversity
- technology coaching
- purchasing laptops K-2.

External Validation evaluations and collaborative inquiries have found that:

- student growth and engagement have been increased by explicit instruction
- a structured approach to inquiry based learning has increased student engagement
- online learning can increase student engagement and supplement and redefine traditional tasks.

Analysis and Future Directions

External Validation and School Plan Evaluation

Analysis of these findings suggest that the strategic direction of Engagement will be encompassed through two other Strategic directions; Growth and Attainment and Wellbeing. The third Strategic Direction replacing Engagement, will be Leadership which will focus on capacity building for all our stakeholders. All of the findings of the School plan evaluation are able to be incorporated into these three strategic directions.

Parent Feedback

Feedback from parent forums praised the tone of the school, student care, interventions and the extra curricula programs.

As a result of the 2020 external validation and ongoing professional inquiries, the school will be:

- exploring ways to operationalise explicit instruction techniques by overlaying a structured Inquiry Based Learning model on such Key Learning Areas as HSIE and PDHPE
- building the capacity of the teachers to authentically integrate technology into structured inquiry tasks.

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)
<p>The school has continued to strengthen its structured approach to inquiry based learning. This was achieved through:</p> <ul style="list-style-type: none"> - professional learning being delivered on cognitive load- collaboratively planning science units - aligning science units with agreed-upon scope and sequence - improving the resourcing of these developed units. <p>As a result the school is now ready to overlay this approach to other key learning areas to address ongoing curriculum relevance and student engagement issues.</p>	<p>4 casual days @ \$2, 000</p> <p>Science resources- \$5000</p>

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)
<p>During a year dominated by online learning, the school worked to strengthen its technology programs and bring increased clarity to curriculum learning intentions and making learning more visible through its universal learning walls. This was achieved through the:</p> <ul style="list-style-type: none"> - ongoing updating of technology resources and the bolstering of laptop and iPad numbers- the purchase of carpet tiles to construct visible learning walls in each room- the development of online learning programs using Google classroom and seesaw- the authentic integration of technology into an increasingly flexible program- the renewal of staff laptops. <p>As a result the schools online learning programs were successful, the students were confident in being assessment literate learners and the community was better engaged with the curriculum.</p>	<p>10 staff laptops to be purchased \$15 000</p> <p>Learning Walls- \$28000</p>

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)
<p>This area was significantly impacted by the pandemic, with all creative and performing arts and sporting programs cancelled. As a result the school has seen a significant decline in student engagement in these areas. The school will work hard to rebuild the participation and performance based culture it had worked so hard to achieve in the last three years.</p>	

Next Steps

Student engagement has shifted from a focus extra curricula, technology, inquiry and sporting initiatives to:

- Explicit teaching
- Effective feedback
- Mastery learning
- Curriculum relevance
- Parent engagement.

As a result, student engagement will be embedded in 2021 in the strategic directions of Growth and Attainment and Wellbeing, however will be underpinned by a focus on community collaboration. In an attempt to improve community engagement, the school will:

- re-establish the playgroup and explore early Kindergarten transition programs throughout the year
- establish multicultural/ indigenous community groups working towards agreed upon projects eg antiracism video, PLSP pathways
- increase parental engagement with the curriculum
- re- launch the parent portal and link to student goals and growth
- utilise social media to track students' progress towards student goals
- link parents with seesaw to seek parental engagement and goal setting
- bolster parent workshop program and link to teacher PL reviews, newsletters and information pamphlets
- seek collaboration with other schools with their professional inquiries.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8950	<p>Our indigenous students represent 0.5% of our student population and is currently steady.</p> <p>Aboriginality NAPLAN results are currently consistent with other cohorts. Strengthening our community indigenous programs will be part of the partnerships strategic direction.</p> <p>The school's Aboriginal funding was utilised to support teachers in the writing and reviewing of the students' personalised learning plans and to support Aboriginal students needing financial assistance.</p>
English language proficiency	\$43754- staffing \$41 759- flexible	<p>LBOTE students represent 24.3% of the student cohort. 11.3% of students are at beginning or emerging levels of the EALD phases. These ratios are slowly increasing.</p> <p>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 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> <p>The school will explore strengthening its EALD programs, with increased professional learning and coaching.</p>
Low level adjustment for disability	\$98446- staffing \$55051- flexible	<p>Low-level disability data continues to increase and in turn our Learning Support Systems continue to be strengthened.</p> <p>The Low Level Adjustment funding and Integration funding were used to support students needing learning support, personalised learning programs and learning adjustments to ensure every child can access the curriculum and reach individualised and challenging learning goals. 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. 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</p>

Quality Teaching, Successful Students (QTSS)	\$101290	<p>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.</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 * 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 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 and weekly Team Meets, allowing teachers to collaboratively trial solutions to collectively decided upon student needs.
Socio-economic background	\$96929	<p>The school's FOEI is 81 and is falling.</p> <p>The RAM equity loading for socio-economic</p>

Socio-economic background	\$96929	<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, 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	\$0	No Early Career Teaching funding was received this year

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	244	251	272	279
Girls	260	260	272	257

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	95.3	93.6	93.7
1	93.7	95.2	91.3	92.4
2	94.3	94.7	93.3	92.4
3	93	94.7	93.2	92.4
4	94.4	93.7	94.2	93
5	92.7	93.7	93.3	93.3
6	92.4	92.4	91.2	94.2
All Years	93.8	94.3	93.1	93
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.83
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.6
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	927,993
Revenue	4,979,990
Appropriation	4,715,861
Sale of Goods and Services	13,929
Grants and contributions	248,586
Investment income	1,515
Other revenue	100
Expenses	-5,044,519
Employee related	-4,466,640
Operating expenses	-577,879
Surplus / deficit for the year	-64,529
Closing Balance	863,464

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.

	2020 Approved SBA (\$)
Targeted Total	43,265
Equity Total	366,766
Equity - Aboriginal	8,950
Equity - Socio-economic	96,929
Equity - Language	107,389
Equity - Disability	153,497
Base Total	3,944,955
Base - Per Capita	130,834
Base - Location	0
Base - Other	3,814,121
Other Total	256,389
Grand Total	4,611,375

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Staff Surveys

Ongoing Teachers surveys and the annual Tell Them From Me Surveys identified the following areas as strengths of the school or areas that have improved.

- Communication
- Accountability
- Inclusion
- Engagement
- Job satisfaction- static
- Flexibility
- Understanding of role
- Confidence in decisions being made
- Continuous improvement
- Stress- static but low
- Issues showing need for increased focus
- Timely action
- Objective clarity
- Increased collaboration between teams

These findings reflect the school's positive culture and distributed leadership. The areas flagged as needing further review will be addressed through added transparency of the underlying systems and ongoing communication of the school's systems and values.

Parent Surveys

Through a number of parent forums, P and C Feedback sessions, fathers' group meetings and Community surveys, we have sought feedback on the school's data analysis and draft future directions.

Much of the advisory feedback focused on communication consistency, keeping the parents informed of academic and behavioural progress and parent workshops. An expansion of the structured play was suggested and much discussion revolved around the use of social media to connect the community with the curriculum.

The parent surveys further unpacked these over-arching themes and validated the school's focus on Community engagement and multi-media based communication, with:

- 71% of parents having no involvement with the school
- 63% have 1 or less meetings with the child's teacher
- 88% of parents not involved in the room
- 49% of parents do not aspire for their children to attend university
- 50% of parents seeing a need for more curriculum differentiation.

The preferred forms of communication are

- Newsletters
- Texts
- Emails and social media

The preferred platforms for feedback related to student progress were

- Meetings
- Emails
- Phone messages

The school's open and welcoming approach with the community has paid dividends during a very difficult year. The community is largely appreciative of the school's approach and programs.

Areas to develop are underpinned by a need to continually strengthen communication and increase parental engagement with the curriculum; both of which will be addressed through targeted community engagement programs and the targeted use of parent workshops and social media to connect parents and carers with the curriculum.

Student Surveys

Year 4 -6 students are surveyed twice a year using the Tell Them From Me platform.

- Student interest and motivation- 66% (State norms- 78%)
- Student perception that the learning environment is effective- School score- 8 (state average- 8.2)
- Explicit teaching scores being higher in Stage 3 students than Stage 2 students
- Student effort- 86% (lower than the state average of 88%)

- Students positive about homework 26% (State average 63%).

As mentioned previously in this report, while student Tell Them From Me results have shown positive levels of advocacy, teacher/ student relationship and high teacher expectation, levels of student belonging, relevance, interest, motivation and student effort have fallen in recent surveys.

Levels of student advocacy have been traditionally high, peaking at 94% in 2019. 2020 data was marginally lower than state average but remained at a pleasing level. Positive student/ teacher relationship scores also remained fairly high being only 2 points behind state averages.

In response to these findings, the school will be focusing on:

- formalising and aligning the school's explicit instruction classroom norms
- increase student clarity of lesson purpose and goals
- increase student engagement in lessons through the implementation of agreed upon engagement norms.

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.