

2021 Annual Report

Vardys Road Public School



4248

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Vardys Road Public School

Vardys Rd

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School vision

Together we grow, together we belong.

Vardys Road, staff, students and parents *grow* as individuals and as a community by being collaborative, supportive and responsive. We aspire to use deep knowledge, effective feedback and innovative evidence based practices to reach and expand our potential.

We value wellbeing for all and promote a strong sense of *belonging* that allows families to engage with the curriculum and students to achieve their learning goals.

Together, we focus on creating a welcoming environment with shared beliefs and productive informed partnerships across the school.

School context

Vardys Road Public School is located in Western Sydney, between Kings Langley, Seven Hills and Lalor Park, with an enrolment of 501. The school culture is that of growth, well-being and partnership, with students, staff, parents, carers and the community aspiring to ensure that together we grow, together we belong.

Our school is supported by a diverse and engaged community. 24.3% of our student cohort have a language background other than English with 11.3% of our students needing a level of EALD support. 0.5% of our student population are indigenous and our students come from a wide range of socio-economic backgrounds.

Over many years, the school has developed a culture of participation and opportunity with the school offering many extra curricular programs in sport, creative and performing arts, High Potential and Gifted initiatives and Technology.

Over the last six months through an exhaustive external validation process and a consultative situation or analysis, all stakeholders, including our students, parents, carers, learning community and local AECG have been consulted and in turn have contributed to the development of the schools future directions. Through this process, we have identified a need to ensure that every child grows every year, through the provision of differentiated and explicit instruction and quality point in time feedback. Continual monitoring of student growth will ensure that our assessment practices will track student progress, flag skill deficits and inform our teaching practices with clear success criteria and agreed upon learning intentions.

To ensure that every child is known valued and cared for, the school will take a three tiered approach to learning and behavioural interventions and monitor students progress through a comprehensive case management approach. Together with parents and carers the teachers will identify areas of need and provide strategic and responsive support. A strengthening of our universal well-being practices and our systems of learning support and behaviour management will both support the students, accommodate their needs and build their capacity. These systems will be underpinned by systems of effective collaboration and strong partnership ensuring a culture of collective efficacy and distributed leadership. The school will strive to engage the community with the curriculum, to forge strong and productive partnerships with parents and to explore and enhance links with other schools to share and strengthen our collective work addressing the needs of a shared, proud and connected community.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment of learning goals in all key learning areas. The school will foster academic rigor in a challenging yet supportive environment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Assessment Informed Instruction

Resources allocated to this strategic direction

Socio-economic background: \$28,997.00

Low level adjustment for disability: \$4,000.00

Professional learning: \$18,315.00

6101: \$95,500.00

QTSS release: \$71,000.00

Beginning teacher support: \$58,000.00

Summary of progress

Despite the sustained lock down periods, the school successfully conducted a number of professional inquiries on reading instruction, daily reviews, Explicit Direct Instruction and mathematical strategies.

With the lengthy periods of learning from home, the staff authentically integrated technology into their learning programs.

The focus on quality instruction delivery also allowed the school to evaluate and explore reading assessments, responsive programming and observation based formative assessment.

As a result the school improved its systems of student tracking, case management and assessment scheduling. The strategic direction team set the foundations for the new Assistant Principal Curriculum and Instruction role, brought clarity to reading instruction and laid the foundations for a universal core teaching and learning program.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Show an improvement of 4% of students achieving the top two bands in NAPLAN Numeracy. Staff will become more fluent using Learning Progressions to support extending student's and tracking this through PLAN2 (additive strategies).	There was a reduction of 4% of students achieving the top two bands, prompting the development of improved case management, data tracking and an integrated approach to instructional leadership and learning support.
Show an improvement of 3% of students achieving the top two bands in NAPLAN Reading. Staff will become more fluent using Learning Progressions to support extending student's learning and tracking this through PLAN2 (creating texts).	There was a 2% increase in the number of students achieving the top two bands in reading . While marginally behind the progress measure, the improvement reflects the focus on explicit instruction and the evaluation of our reading practices. The traditional variability of NAPLAN results seems to have been addressed, with student results making steady progress, reflecting the increased impact of the school's explicit instruction
Show an improvement of 4% of students achieving at or above	The percentage of students achieving at or above expected growth in reading has increased 8.22% from 2019 to 2021, above our anticipated

<p>expected growth in NAPLAN Reading. Check in Assessment data is used to identify students who need support. Staff will use this data to program and monitor progress through PLAN2.</p>	<p>target. This result reflects the significant impact of our explicit teaching of phonics and reading skills.</p>
<p>Show an improvement of 6% of students achieving at or above expected growth in NAPLAN Numeracy. Check in Assessment data is used to identify students who need support. Staff will use this data to program and monitor progress through PLAN2.</p> <p>Staff will become more fluent tracking this through PLAN2.</p>	<p>There has been an increase of 1.72% of children achieving at or above expected growth in Numeracy. While not reaching our intended target, this reflects a need to track growth better and a need to improve case management processes around these tracking systems.</p>
<p>Baseline data is gathered on the number and range of explicit teaching strategies and engagement norms used in all classrooms. Teachers self reflect on their pedagogy and begin to incorporate new explicit teaching strategies to increase student outcomes.</p>	<p>All teaching staff are authentically embedding explicit teaching and daily review practices. Engagement norms are evident in every classroom and most lessons and provide a common language and framework for collective reflection and evaluative practices.</p>
<p>All teachers use PLAN 2 (Creating Texts/Phonics/Spelling, Quantifying Numbers/Additive Strategies) and other formative assessment tools to monitor student progress and plan for differentiated learning in specific areas.</p> <p>Teachers collaboratively use success criteria, learning intentions and learning walls to develop consistency of teacher judgement and improve student results.</p>	<p>Pleasing improvements are evident in the use of PLAN 2, being linked to explicit direct instruction, formative assessment practices and classroom learning walls.</p> <p>Students in walk-throughs have demonstrated a clear understanding of learning intentions, success criteria and these assessment criteria have become an important part of lesson task analysis and collaborative practice.</p>

Strategic Direction 2: Wellbeing

Purpose

To improve student wellbeing systems to ensure all students have a sense of belonging and are known, valued and cared for. The school aims to provide students with a variety of skills and strategies to allow for successful engagement in their learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Wellbeing Practices

Resources allocated to this strategic direction

Integration funding support: \$140,306.00
English language proficiency: \$125,397.50
Low level adjustment for disability: \$151,957.00
Literacy and numeracy intervention: \$90,843.00
6101: \$152,783.00
Literacy and numeracy: \$10,050.00
Socio-economic background: \$70,129.00
Professional learning: \$5,000.00
Aboriginal background: \$5,000.00

Summary of progress

Despite many interruptions and staffing complications, the Learning Support Team and the Strategic Direction committee focused on improving the school's case management practices and Learning Support systems. The case management process saw significant improvements and the personal Learning Support Plans were centralised and refined to maximise ease of use. Behaviour plans were made goal focused and were linked to the function of the behaviour and interventions and SLSO support were given improved clarity and direction.

With the school seeing many complexities related to social and emotional behaviour, as the students returned to school from extended learning from home programs, the Learning Support Team built the capacity of the teachers to run morning routine programs, based on the Berry Street Education Program for trauma related behaviour. Social skills programs such as UR Strong were implemented and students' wellbeing was tracked against a "Ready to Learn " scale. Classroom universal practices such as routines and engagement norms were strengthened and Explicit Direct Instruction practices aimed at reducing cognitive load and maximising student involvement were embedded into everyday practice.

The Positive Behaviour for Learning Committee also returned to its collaborative problem solving approach to behaviour management.

As a result students' skill deficits were effectively addressed, the capacity of the students to regulate their emotions was improved and link between instruction quality and behaviour management was established

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Forge Wellbeing surveys and Tell them From Me data show an increase in students feelings of belonging.	<p>While the use of Forge was not continued universally, students' wellbeing was tracked and managed at a classroom level.</p> <p>This resulted in positive anecdotal observations of class cohesion and tone, however, this was not reflected in the Tell Them From me Data, where the level of student belonging dropped from 61% in 2020 to 57% in 2021.</p> <p>This will be a catalyst for improved student welfare tracking , so as to allow</p>

Forge Wellbeing surveys and Tell them From Me data show an increase in students feelings of belonging.	data collection at a more granular level with increased frequency.
<p>Annual review of LST systems and interventions shows improvements in tracking, screening and RTI.</p> <p>PLSP data reviews and parent engagement with PLSP process show students are progressing towards identified goals and the school procedures ensure integrity of the PLSPs.</p>	<p>Case management practices were improved allowing an increase of students being flagged, with the Learning Support team responding to such referrals with an approach more congruent to a response to intervention methodology. Parent and staff surveys demonstrate an improved school response to learning difficulties.</p> <p>The PLSP documents were refined allowing teachers to focus on differentiated and targeted goals.</p> <p>Future directions include linking case management to stage based data walls and to refine learning goals to ensure they address the skill deficits linked with the data generated from the case management meetings.</p>
Students on Level 2 PLSP are tracked on PLAN 2 to assess the skills and understanding of additive strategies and creating texts. This formative assessment data is used to inform the development of smart goals and targeted interventions.	While Tier 2 and ILSP students were tracked on PLAN 2, along with their learning goals, more coaching is needed to ensure this is universal practice linked with the class learning walls and reflected in the lessons' success criteria.
There is evidence of explicit teaching of PBL expectations in teacher programs. Wellbeing practices are taught weekly during PBL hour and school wide universals are consistently applied.	<p>Every class post lockdown adopted and embedded trauma based practice with explicit social emotional lessons and morning transition routines which act as a positive primer for students' readiness to learn as well as promoting belong and connection within the class.</p> <p>Focus behaviours linked with regularly analysed behavioural data are explicitly taught at stage assemblies and in class.</p> <p>The school needs to extend these programs to build the capacity of the children to regulate their emotions when they identify their own dysregulation.</p>
All teachers promote and monitor regular attendance. Teachers follow attendance procedures and liaise with their AP and the Attendance Supervisor to identify students with poor attendance for follow up.	<p>The school's attendance policy is implemented with integrity with ongoing absences being flagged, parents contacted, supervisors informed, Learning Support notified and tiered responses made. Chronic absences are managed through the case management processes, ably supported by the Home School Liaison Officer, our family support programs and structured with attendance improvement plans as required.</p> <p>This has led to an improvement in student attendance with the percentage of students with at, or above 90% attendance, increasing from 77.5% in 2020 to 82.33% in 2021; an increase of 4.78%.</p>

Purpose

To enhance school systems to allow for effective collaboration, shared vision and strong partnerships within the school community. The school aims to increase parent engagement with the learning process to improve educational outcomes for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Staff Collaboration
- Community Collaboration

Resources allocated to this strategic direction

School support allocation (principal support): \$27,872.00

QTSS release: \$31,812.00

Beginning teacher support: \$4,800.00

6101: \$19,000.00

Professional learning: \$8,800.00

Socio-economic background: \$7,663.50

Aboriginal background: \$10,899.00

Summary of progress

Social distancing, staffing shortages, extended lockdowns and staff cohorting made staff collaboration difficult, yet professional learning focused on improving practices related to student welfare and explicit instruction.

Working parties continued to trial explicit teaching practices and social emotional programs. Reading instruction was improved through a number of professional inquiries and staff expertise was utilised strategically.

Community collaboration was ramped up via social media, regular videos, learning community based sharing processes and scaffolded with a trial of the seesaw.

The result of the above was a community who felt informed and supported and a staff who have found creative ways to collaborate and stay informed.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
As a whole staff, there will be an improved understanding of the school vision and strategic directions. This will be demonstrated through engagement in PL, PDP observations and anecdotal feedback from staff and executive.	The staff PDPs reflect an shared understanding of the Strategic plan. All staff are a part of a strategic direction team, and all have demonstrated an evaluative culture through the systematic collection of data. Teachers willingly reflected on their goals and collected evidence to reflect on and discuss professional growth.
Scope and Sequences across all KLAS and Stages are aligned and there is increased consistency in approach across the stages.	While the interrupted school year significantly impacted the work on curriculum alignment, such as agreed upon scope and sequences, the team's assessment schedule review and development of a trial core programming format reflects a concerted approach to addressing an identified lack of congruency in assessment and content delivery.
Parent understanding of the curriculum and what their child is learning in class has developed through increased communication and parent engagement	As a result of the online learning programs, the see saw trial, an increased focus on the use of social media and linking student feedback to the learning walls, instructional videos and collaboratively written learning intentions/ success criteria, the community engaged well with their

<p>in school curriculum events.</p> <p>The school investigates ways to strengthen links with preschools and high schools.</p>	<p>children's curriculum. Tell Them from Me parent surveys however reflect a lack of long term parental engagement with academic progress.</p> <p>Parent workshops, and interactive social media programs need to be explored to address this deficit in community engagement. Preschool partnership programs have been explored and some High School transition programs were salvaged from a very interrupted year.</p>
<p>The school participates in the Practice Changing Practice program and maximises networking opportunities with other schools to share knowledge and improve school systems.</p> <p>The school begins to investigate partnerships with community groups that are focused on improving wellbeing and learning outcomes for students.</p>	<p>While the formal learning community based action research programs were cancelled due to the COVID restrictions, the network of schools actively shared programs, plans and resources. Links were made with the school's indigenous members of the community and the partnerships made with allied health professionals such as occupational therapists and speech therapists were significantly strengthened, while the schools family support services supported many struggling families.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$140,306.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Vardys Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning Support Officer support and related Tier 2 and Tier 3 interventions • employment of staff to provide additional support for students who have high-level learning needs • Goal based support linked to the students' PLSPs ,learning goals and identified skill deficits. <p>The allocation of this funding has resulted in: These interventions have built the capacity of these targeted students to access the curriculum and independently complete differentiated work tasks. Integration review data suggests that the identified children had reached their learning goals consistently and common agreed upon directions were established with parents and teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Student Personalised Learning Plans need to be more responsive to student need, be driven through formative assessment practices, and case management and and reflect a strong understanding of task analysis and sub skills.</p>
<p>Socio-economic background</p> <p>\$106,789.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Vardys Road Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Personalised Learning • Wellbeing Practices • Community Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchase of computer software • additional staffing to implement in class behavioural support to support identified students with additional needs • Employment of a School Wellbeing Officer • The engagement of such allied health professionals as Occupational therapist and speech therapist • Financial support for paediatric assessments of targeted students • The purchase of teaching resources and student awards <p>The allocation of this funding has resulted in: The implementation of functional behaviour based plans. The expansion of our family support programs Parents provided access to a formal diagnosis for their children Online learning supported and enhanced Teacher capacity to provide the necessary accommodations built. Students provided access to allied health services</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$106,789.50</p>	<p>funding will be: Strengthen and expand our Behaviour Plans Link instructional coaching opportunities for teachers to our OT and speech therapist programs</p>
<p>Aboriginal background</p> <p>\$15,899.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Vardys Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Teacher coaching with PLSP development • The collaborative design and painting of an indigenous mural <p>The allocation of this funding has resulted in: Increased indigenous community member engagement Teacher capacity to improve student engagement and develop goal based learning programs built</p> <p>After evaluation, the next steps to support our students with this funding will be: Improve student engagement with more community based indigenous projects Ensure personalised plans are truly collaborative in their planning and are regularly evaluated and reset.</p>
<p>English language proficiency</p> <p>\$125,397.50</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Vardys Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: The targeted support of our EALD students Increased differentiation of the curriculum in the classroom An improved understanding of the EALD progressions</p> <p>After evaluation, the next steps to support our students with this funding will be: To improve the school's EALD coaching programs Embed the EALD progressions into each stage's collaborative planning sessions</p>
<p>Low level adjustment for disability</p> <p>\$155,957.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Vardys Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Low level adjustment for disability</p> <p>\$155,957.00</p>	<ul style="list-style-type: none"> • Personalised Learning • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: Improved student tracking and case management systems. Tier 2 and 3 interventions being delivered with integrity The development of authentic Personalised Learning Support and behavioural plans The implementation of whole school wellbeing practices and the explicit teaching of social and emotional behavioural skills</p> <p>After evaluation, the next steps to support our students with this funding will be: To improve the link between case management, the APCI role, student tracking and teacher instructional coaching Embed more diagnostic assessments to better determine the specific skill deficits and/or learning difficulties of targeted students Strengthen the school's behaviour plans Ensure that collaborative problem solving discussions in case management meetings focus on student growth and the adjustments to curriculum delivery for targeted groups of students as identified on stage based data walls</p>
<p>Literacy and numeracy</p> <p>\$10,050.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Vardys Road Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: Improved curriculum differentiation Targeted group learning Support interventions Targeted in-class support and teacher instructional coaching The implementation of individualised learning programs</p> <p>After evaluation, the next steps to support our students with this funding will be: To ensure that teacher professional learning focuses on the embedding of explicit instruction into the delivery of the new curriculum. To track students on data walls to flag lagging student growth and provide appropriate targeted support and universal interventions.</p>
<p>QTSS release</p> <p>\$102,812.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Vardys Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment Informed Instruction • Staff Collaboration

<p>QTSS release</p> <p>\$102,812.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Improved clarity in the learning intentions and success criteria related to English curriculum delivery. Improved moderation of tasks and in turn consistency in teacher judgement Student tracking being better linked to student growth, learning and curriculum differentiation Significantly improved teacher collaboration and collective efficacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Creatively utilise weekly stage meetings to facilitate a collaborative problem solving approach student tracking and responsive programming Ensure that the student tracking systems are driving case management discussions focused on student growth.</p>
<p>Literacy and numeracy intervention</p> <p>\$90,843.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Vardys Road Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in: The targeted group interventions being better aligned to quality universal practice Identified students receiving intensive support</p> <p>After evaluation, the next steps to support our students with this funding will be: To improve the school's Response to Intervention model by embedding improved reading assessments and identifying and addressing lagging reading sub-skills To improve the tracking of these reading skills and embed this data into ongoing case management practices</p>
<p>COVID ILSP</p> <p>\$130,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing/releasing teaching staff to support the administration of the

<p>COVID ILSP</p> <p>\$130,000.00</p>	<p>program</p> <p>The allocation of this funding has resulted in: Improved student tracking of targeted children Targeted interventions being implemented in and out of the classroom A better understanding of the Learning progressions</p> <p>After evaluation, the next steps to support our students with this funding will be: To integrate this support into the classes of identified students Link interventions with instructional coaching programs</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	251	272	279	250
Girls	260	272	257	246

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	93.6	93.7	92.5
1	95.2	91.3	92.4	93.7
2	94.7	93.3	92.4	94.5
3	94.7	93.2	92.4	93.6
4	93.7	94.2	93	93
5	93.7	93.3	93.3	93.2
6	92.4	91.2	94.2	93
All Years	94.3	93.1	93	93.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	16.52
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	3.78

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	863,464
Revenue	4,878,859
Appropriation	4,695,426
Sale of Goods and Services	11,949
Grants and contributions	170,950
Investment income	534
Expenses	-4,770,061
Employee related	-4,304,449
Operating expenses	-465,611
Surplus / deficit for the year	108,799
Closing Balance	972,263

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.

	2021 SBAR Adjustments (\$)
Targeted Total	140,306
Equity Total	383,618
Equity - Aboriginal	10,899
Equity - Socio-economic	94,411
Equity - Language	122,351
Equity - Disability	155,958
Base Total	3,468,581
Base - Per Capita	132,133
Base - Location	0
Base - Other	3,336,448
Other Total	274,139
Grand Total	4,266,643

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.

Parent/caregiver, student, teacher satisfaction

Student Feedback

In the Tell Them from Me student surveys, the items below were at or above the state average

- Behaviour standards and programs
- Effective teaching
- Bullying programs
- Pride in the school
- Retrieval practice programs
- The library programs

Areas which were identified as needing further development included

- Increasing opportunities for extra curricula programs
- Sense of belonging
- Clarity of learning outcomes
- Homework engagement
- Student effort
- Task relevance
- Goal setting
- Student advocacy
- Effective classroom environments
- The quality of the toilets

As a result of these findings the school will build on its programs by

- Expanding its morning routine programs
- Supporting the authentic use of learning walls, data walls and goal setting
- Expand the use of Explicit Direct Instruction to improve task relevance, learning intention clarity and student engagement as well as improving classroom management

Staff Feedback

In the Staff Survey, the below findings were generated

Average to above average findings

- Welcoming climate
- Monitoring of student progress
- Safe and orderly environment
- Student and staff support
- Explicit Direct Instruction
- Curriculum clarity
- Behaviour management
- High expectations
- Formative assessment
- Responsive teaching
- Linking lesson content to prior knowledge
- Student and staff wellbeing

Findings suggesting areas needing further work

- Parent involvement
- Student inclusion
- Effective teaching practices
- Data informed practice
- Learning Culture
- Staff collaboration
- Clear goal setting based on ongoing assessment
- Student feedback
- Understanding of cognitive load
- Lesson observations
- Explicit Instruction
- Sharing of resources
- Confidence in teaching indigenous students
- Teacher feedback
- Ensuring students find the work relevant
- Using work samples
- Addressing learning needs
- Parents reviewing and engaged with student work

- Learning goals being shared with parents

As a result of these findings, we will explore

- Ways to engage parents in the students' work and learning outcomes
- The use of data walls to collectively reflect on student data derived from an agreed upon assessment schedule
- Peer observation and whole school, walk-throughs to improve staff collaboration

Parent Survey

Late last year, our community was surveyed to help determine what is working well, what needs to be improved and future directions for our school community.

A summary of these finding can be found below

Aspects of the School that were above the state average

- The schools welcoming culture
- The community being well informed
- The school's culture of inclusion
- Student safety and positive behaviour management
- The school's ability to support learning
- The quality of the teachers

Areas needing increased focus

- Sporting and Creative and Performing Arts opportunities
- Students and parents being informed of academic and social / emotional progress
- Parent engagement with the curriculum
- Teacher expectations
- Dealing with behaviour issues in a timely manner

In response to these findings Vardys Road will continue to

- Re-introduce more creative and sporting opportunities
- Explore ways to keep parents informed of their child's academic progress
- Ensure personalised learning plans are working documents representing ongoing parental reviews and goal setting.
- Make our instructional practices explicit and responsive to student need

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.