

2022 Annual Report

Vardys Road Public School



4248

Introduction

The Annual Report for 2022 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 455, with 17 mainstream classes and 1 Support class. 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.

The school has a strong focus on evidence-based practice and authentic explicit instruction, with a reflective and evaluative culture driving high impact and collaborative professional learning practices

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

To ensure that every child is known, valued and cared for, the school takes a three-tiered approach to learning and behavioural interventions and monitors students' progress through a comprehensive case management approach. Together with parents and carers the teachers identify areas of need and provide strategic and responsive support. Strong universal well-being practices and comprehensive systems of learning support and behaviour management support the students, accommodate their needs and build their capacity. These systems are underpinned by effective collaboration and strong partnership ensuring a culture of collective efficacy and distributed leadership. The school strives 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	2022 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

6101: \$61,717.77

Professional learning: \$27,583.00

QTSS release: \$95,499.36

AP Curriculum & Instruction: \$150,571.00

Summary of progress

Effective classroom practice systems at Vardys continue to develop the capacity of our teachers to deliver quality teaching and learning. Explicit Direct Instruction teaching strategies, including checking for understanding and giving quality feedback to students, were evident in focus units with the implementation of the Explicit Direct Instruction checklist underway for 2023. Systems for core programming with a focus on differentiated teaching and learning were established with a focus on preparing for the new K-2 English and Mathematics Syllabuses.

Assessment Informed Instruction saw the expansion of daily reviews in English and Mathematics using the concepts of spaced and interleaved retrieval practices and checking for understanding. The reading working party developed a matrix of reading skills to use for assessment for and of learning that reflects the move away from reading levels and aligns with the new syllabus expectations. A thorough review of the school Assessment Schedule was conducted which highlighted areas of improvement to work on for 2023. Data walls were implemented to facilitate assessment informed instruction and support teaching in identifying next steps for students using authentic assessment.

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 6% of students achieving the top two bands in NAPLAN Numeracy.	In 2022 Vardys Road had 32% of students achieving in the Top 2 Bands in Reading. This is an uplift of 3% from the 2021 result of 29%.
Show an improvement of 5% of students achieving the top two bands in NAPLAN Reading.	In 2022 Vardys Road had 53% of students achieving in the Top 2 Bands in Numeracy. This is a uplift of 8% from the 2021 result of 45%.
Show an improvement of 7% of students achieving at or above expected growth in NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Show an improvement of 12% of students achieving at or above expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
There will be an increase of Explicit Teaching strategies used by all teachers with a particular focus on	Observations conducted by APCI and exec team showed increase in the use of Explicit teaching strategies. These strategies were shared with stage teams and used as focus points to further enhance teaching strategies.

literacy and numeracy. Teachers will track student progress using identified learning progressions on PLAN2.	Daily reviews, pre & post assessments showed students progressing towards individual learning goals.
<p>School wide assessment practices are aligned through the K-6 Assessment & Benchmarking Schedule, which includes regular monitoring and data entry in PLAN2.</p> <p>Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.</p>	School wide assessment practices were reviewed with collaborative discussion and planning for authentic assessment and consistency across K-6. This highlighted a need to dive deeper into data triangulation with teachers using formative, summative and external assessments to provide a complete profile of student achievement.

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

Socio-economic background: \$89,593.78

English language proficiency: \$103,428.00

6101: \$2,935.06

Per capita: \$45,360.00

Low level adjustment for disability: \$158,462.79

Integration funding support: \$104,038.36

Summary of progress

Personalised Learning in 2022 focused on Individual learning needs through the transferring of Personalised Learning and Support Plans (PLSPs) and Behaviour Support Plans (BSPs) to the digital format through the Sentral Wellbeing system. Teachers modify elements of the routine to suit the needs of their students. Case Management Facilitators worked closely with teachers to identify students requiring additional support and collaboratively seek proactive teaching strategies to support them. Vardys Road expanded partnerships with external providers in OT and Speech to deliver OT and language screeners and ongoing programs in K-2.

Wellbeing practices - Teachers implemented the 'Morning Groove' universal morning routine from the Berry Street Education Model, which saw improvement in morning transition into the classroom and provided students and teachers an opportunity to check in on their wellbeing. Wellbeing journals were also successfully introduced, with teachers and students reporting that the activities were a productive way to focus on social emotional health. The Structured Play social skills program was refined to target specific skills with students identified for the program and well supported when integrating into the playground.

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
Tell Them From Me Survey data will show improvements in student wellbeing by 5% overall. There will be an increase in the sense of belonging indicated by students and relevance.	Tell Them From Me (TTFM) Data shows a steady improvement in student wellbeing with students' sense of belonging increasing by 2.93% and students' expectations for success increasing by 2.09%. Relevance (students find classroom instruction relevant to their everyday lives) was measured through the TTFM survey at 7.1 at the end of 2022, which is a decrease of 0.1 from the end of 2021.
The school's case management approach has shown an improvement in tracking and monitoring of student needs between the classroom, LST and home. Evaluations of student achievement in targeted interventions show improvements in the selection of the	The school held regular case management meetings throughout the year to discuss students referred through the learning support team. This allowed for tracking of student needs, progress and support structures. Moving forward, creating more opportunities for class teachers to be involved in the case management process would be advantageous.

type of interventions for specific students based on analysis of assessment data.	
The monitoring and tracking of personalised learning will be improved at a systemic and classroom level with all students on Personalised Learning and Support Plan (PLSP) being tracked through PLAN2 and PLSP monitoring.	PLSP tracking is an ongoing goal. In 2022, teachers moved to using digital PLSPs through Sentral Wellbeing and updated individual learning goals after consulting with parents/carers.
<p>Positive Behaviour for Learning (PBL) data shows an improvement in student engagement through a reduction in off task classroom behaviour.</p> <p>Evaluation of class and whole school wellbeing programs indicate a positive response from students with an observable improvement in students use self regulation strategies, monitored through Personalised Learning Support Plans and playground PBL data.</p>	<p>PBL data comparison from 2021 to 2022 shows that teachers have improved their data entry of student behaviour. The data shows that the number of individual off task behaviour in the morning session saw a 15% reduction from 2021 to 2022.</p> <p>Class and whole school wellbeing programs including the morning groove and Wellbeing Journals have had a positive impact on individual student wellbeing and self-regulation strategies as observed through PLSP monitoring and conferencing with parents.</p>
Improve student attendance rates to show an increase of 4% of the number of students who are attending school greater than 90% of the time.	In 2022, Vardys Road had 52.5% of students attending school 90% or more of the time. This is consistent with the NSW DoE state average for above 90% attendance for 2022. The overall attendance rate for the school was 88.6% compared to the NSW DoE state average which was 85.1%.

Strategic Direction 3: Partnerships

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

6101: \$125,359.66

Per capita: \$85,225.62

Aboriginal background: \$11,275.00

Summary of progress

2022 was a year for re-establishing staff culture after an interrupted 2021. Staff collaboration protocols were reviewed and a relieving APCI was appointed to support professional learning, peer observations and coaching. Case Management facilitators, the reading working party, the PBL committee and the Learning support team demonstrated the value of Distributed and empowered leadership and played a crucial role in decision making across the school. Professional inquiries were conducted on a stage basis focused on the science of reading and the New K-2 English and Mathematics syllabus.

Community collaboration was strengthened in 2022 but focusing on the positives to come from the COVID interruptions such as increased digital communication, appreciation for school based events and for opportunities to connect with each other through zoom and face to face. Partnerships with parents saw an increase in engagement with the Sentral Parent Portal and a revitalised P & C. Staff participated in workshops and events across the Blacktown Learning Community including.

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
Staff collaboration as part of Strategic Direction Teams has improved with procedures in places for implementation and evaluation of initiatives leading to whole school improvement.	Staff are aware of the SIP and the strategic direction teams, however the focus for 2022 needed to be in the classroom and around the Stage teams rather than the strategic direction teams themselves. Moving forward, procedures for implementation and evaluation of initiatives will need reviewing to align with staff and school changes.
Staff collaboration and collective efficacy has increased through professional inquiries and evidenced through consistency of programming and assessments.	Tell Them From Me Teacher survey results from 2021 to 2022 show a increase in overall collaboration score from 7.6 (2021) to 7.8 (2022). On the question 'I work with other teachers in developing cross-curricular or common learning opportunities' the score this year was 7.7 compared to 6.8 in 2021. The overall sense of collective efficacy is steadily improving as collaborative planning and K-6 programming and assessments are reviewed.
Parent engagement with the Sentral Parent Portal and Seesaw has increased with positive impacts on student wellbeing and achievement reported from both staff and parents.	Engagement with the Sentral Parent Portal improved greatly in 2022 with a 80% increase in the number of parents registered for the parent portal and a 38% increase in the number of registered parents actually logging in and using the portal. Parents reported that the system was particularly useful for attendance - sending in absence notifications, and for keeping up to date

<p>Transition programs between preschool and Kindergarten, Year 6 and Year 7 have developed with increased opportunities for students to transition and parents to support students through the process.</p>	<p>with school events and daily happenings.</p> <p>Transition programs continued for P-K and 6-7 with the school embracing additional opportunities to include the local preschools in school events and involve our Year 6 students in high school run events. Year 6 also participated in a successful "High School Week" program at school to further prepare them for Year 7.</p>
<p>Collaboration between stage teams, strategic direction teams and local schools has increased demonstrating the development of a strong learning community.</p>	<p>Staff participated in workshops and events across the Blacktown Learning Community including; APC&I networks, Curriculum Reform Communities, and BLC LINKS, bringing valuable networking knowledge and resources back to Vardys Road.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$104,038.36</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"> • additional staffing to assist students with additional learning needs • Personalised Learning Planning and tracking • Student goal planning and tracking <p>The allocation of this funding has resulted in the following impact: The targeted students had clear goals, which allowed for transparent and aligned support programs and the clear tracking of progress.</p> <p>After evaluation, the next steps to support our students will be: In 2023, students will be tracked with the learning progressions and authentic formative assessment practices during weekly data talks</p>
<p>Socio-economic background</p> <p>\$89,593.78</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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Language, OT and other Tier 2 supports • Resourcing the school's Breakfast Club • Community Wellbeing Officer program <p>The allocation of this funding has resulted in the following impact: The funding has increased the sense of belonging and ensured access to the curriculum for every child. The breakfast club has facilitated supportive morning transition programs as well as some student leadership opportunities. The community wellbeing program has improved community engagement and provided another layer of support for the school's social emotional programs. The language and Occupational Therapy programs have built the capacity of the teachers to flag and track student skill deficits as well as providing another Tier 2 intervention, while the student assistance program has ensured all children have access to uniforms, excursions and allied health assessments.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will improve SLSO and student goal planning procedures, improve the transparency of some of the learning Support procedures and strengthen our case management procedures. The OT and language programs will be better linked to student data conversations and student tracking will be formalised.</p>
<p>Aboriginal background</p> <p>\$11,275.00</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>Aboriginal background</p> <p>\$11,275.00</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"> • The strengthening of Community wellbeing programs including the painting of an indigenous mural <p>The allocation of this funding has resulted in the following impact: The community engagement programs linked with the painting of the indigenous mural, strengthened community ties while also facilitating links with Aboriginal elders and facilitating student connection with their culture.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will improve our links with the AECG as well as work with the staff and the community to write our own acknowledgement of country, in turn improving school and community culture and reinforcing the importance of connection with country.</p>
<p>English language proficiency</p> <p>\$103,428.00</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"> • Targeted and intensive language support <p>The allocation of this funding has resulted in the following impact: While the English Language Proficiency funding supported our EALD students through improved reporting and student tracking, professional learning programs that built the capacity of the teachers to use the EALD progressions to differentiate the curriculum and authentic Tier 2 and Tier 3 interventions, the program was significantly impacted by staffing shortages.</p> <p>After evaluation, the next steps to support our students will be: The EALD program will be supported through improved links with our case management processes, with EALD staff working with the Assistant Principal Curriculum Instruction programs and supporting weekly data conversations to ensure the needs of EALD students are embedded in the planning phase of curriculum development.</p>
<p>Low level adjustment for disability</p> <p>\$158,462.79</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> <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"> • Learning Support coordination • SLSO student support <p>The allocation of this funding has resulted in the following impact: The Learning Support programs were linked successfully with the school's curriculum development and reform. As a result our data collection processes and assessment schedules were significantly improved and student tracking has become further embedded in our regular stage team conversations.</p>

<p>Low level adjustment for disability</p> <p>\$158,462.79</p>	<p>After evaluation, the next steps to support our students will be: In 2023, the Learning Support programs will further strengthen our case management processes and ensure all interventions are driven by clear and shared student goals.</p>
<p>Professional learning</p> <p>\$27,583.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • External consultants, school visits and networking opportunities • Team collaboration and planning meetings • External specialist courses <p>The allocation of this funding has resulted in the following impact: Despite significant staffing issues, this funding allowed for robust curriculum planning and reform with our programming becoming better aligned and more reflective of evidence based instruction.</p> <p>After evaluation, the next steps to support our students will be: In 2023, our focus on curriculum reform will be supported through weekly observations, regular team meets a strong instructional leadership model and agreed upon assessment schedules.</p>
<p>QTSS release</p> <p>\$95,499.36</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Executive teacher support • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Core Program development <p>The allocation of this funding has resulted in the following impact: The QTSS funds have allowed for authentic staff collaboration and curriculum development. Significant pedagogical shifts with explicit instruction, vocabulary programs and the teaching of reading have been possible because of this funding.</p> <p>After evaluation, the next steps to support our students will be: In 2023, our teacher capacity building processes will be strengthened with all teachers being trained as instructional coaches, regularly observing their peers and providing meaningful feedback. This will lead towards an agreed upon, structured and aligned core curriculum.</p>
<p>COVID ILSP</p> <p>\$104,038.36</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$104,038.36</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 • development of resources and planning of small group tuition • Support for students impacted by COVID related issues <p>The allocation of this funding has resulted in the following impact: While this funding supported many of our Tier 2 students and assisted in strengthening the schools explicit instruction practices, the program was significantly impacted by staffing shortages.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the COVID ILSP program will be embedded in teacher data conversations and case management processes. Student progress will be comprehensively tracked and student growth communicated and recorded.</p>
<p>Per capita</p> <p>\$130,585.62</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 • Community Collaboration <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Ground and property maintenance • Telephone and technology upgrades <p>The allocation of this funding has resulted in the following impact: This funding has allowed the school to upgrade its facilities, improve teacher communication and support its community programs.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to improve its assets to ensure our children can actively and safely engage in the playground and classroom. The school will improve student walkways and its community garden spaces to ensure our grounds are truly inclusive.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</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 <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The APCI aligned the school's curriculum and assessment practices through improved case management and the building of teachers' capacity to deliver truly explicit instruction. <p>The allocation of this funding has resulted in the following impact: The APCI program has significantly improved the delivery of our instruction and better aligned our assessment practices and case management.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the APCI will strengthen peer observations and feedback, continue the development of a core and shared program and improve student tracking and data analysis.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	272	279	250	231
Girls	272	257	246	218

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	93.7	92.5	90.4
1	91.3	92.4	93.7	89.5
2	93.3	92.4	94.5	88.1
3	93.2	92.4	93.6	89.2
4	94.2	93.0	93.0	89.5
5	93.3	93.3	93.2	88.8
6	91.2	94.2	93.0	89.9
All Years	93.1	93.0	93.4	89.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5
Classroom Teacher(s)	16.47
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.4
School Administration and Support Staff	4.58

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	737,578
Revenue	5,028,762
Appropriation	4,626,292
Sale of Goods and Services	7,757
Grants and contributions	390,381
Investment income	4,132
Other revenue	200
Expenses	-4,887,357
Employee related	-3,910,646
Operating expenses	-976,711
Surplus / deficit for the year	141,405
Closing Balance	878,983

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.

	2022 SBAR Adjustments (\$)
Targeted Total	104,495
Equity Total	358,993
Equity - Aboriginal	11,275
Equity - Socio-economic	85,409
Equity - Language	103,925
Equity - Disability	158,384
Base Total	3,550,110
Base - Per Capita	125,329
Base - Location	0
Base - Other	3,424,780
Other Total	387,315
Grand Total	4,400,912

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.