



# Vardy's Road Public School

## Annual Report 2015





## INTRODUCTION

The Annual Report for 2015 is provided to the community of Vardy's Road Public School as an account of the school's operations and achievements throughout the year.

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



## MESSAGE FROM THE PRINCIPAL

The Vardy's Road Public School community has enjoyed a wonderful 2015 school year. We achieved a great many things this year such as the opening of our Adventure Playground, an exciting initiative for all students K-6; a significant increase in the number of iPads and Notebooks into classrooms and the continuation of a diverse range of extra-curricular activities offered to all students K-6.

The wonderful students at Vardy's Road amaze me daily with their enthusiasm, creativity and desire to learn. It is a privilege to be your Principal.

Our dedicated and professional teaching, administrative and support staff and the parents and community members of Vardy's Road who so energetically devote their time and effort in support of our programs, make our school the very best it can be.

I am extraordinarily proud of the achievements reflected in this report. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Amanda Connelly**  
**Principal**



During 2015 the Vardy's Road Public School P&C Association (P&C) built on our strong relationship with the school to deliver a successful event and fundraising program, strengthen parent communication and provide school uniform services. The P&C also increased the engagement of the school community and the wider local community.

The fundraising program produced very positive outcomes in 2015. We welcomed new P&C members who helped in fundraising activities and many other parents who were unable to attend meetings assisted where they could. The fundraising program included the sale of chocolate boxes, Easter and Christmas raffles, a Bunnings BBQ, sale of the Entertainment Book, a 5c Drive, Donut Day and stalls for Mother's Day and Father's Day. Additionally the P&C participated in a series of Reward Schemes with businesses offering vouchers and financial benefits as a result of purchases made by Vardy's Road families. This year we added a few new local businesses to this arrangement and partnered with a local business in providing a weekly raffle. Another new feature was the introduction of an Incentive Scheme which rewarded individual families for their fundraising efforts.

Funds raised during 2015 were donated to the school for the purchase of reading program materials, home readers, a shade cover for the sandpit, new microphones for the hall, a self-standing sports banner for sports carnivals and additional laptops/notebooks. These purchases will directly benefit our children as they continue their learning experience at Vardy's Road. Other financial support has been provided throughout the year for the Year Six Farewell, teachers' stickers, student Easter eggs, event morning teas, a self-esteem course, a grief counselling course and the provision of home reader folders for Kindergarten.

In seeking to constantly improve our approach, the fundraising and event calendar has been approved for next year with the addition of a few new activities and coordinators for each event already agreed.



The Uniform Shop has had an extremely successful year. Package deals were well received and the sports uniform introduced in 2014 was more widely adopted across the student population. The new schoolbag, hat and library bag were introduced in the latter half of the year and a ticketing system was adopted to assist with queuing. A new accounting system is now being used in the Uniform Shop. This system ensures compliance with auditory requirements and enhances our ability to manage stock levels and efficiently review and report on sales.

During 2015 the P&C improved its parent communication channels by utilising the school newsletter, a new Facebook page, a phoned based app and parent letters. Briefings were also provided to new incoming Kindergarten families. The 'Tissue and Tears' morning tea for new Kindergarten parents was again well received and many parents provided baked items for this event and the Open Day morning tea. The Student Representative Council assisted in various P&C endeavours. A Guest Speaker Evening was arranged with presentations by local high school principals and a clinical psychologist who spoke about childhood anxiety.

Beyond this school based focus the P&C also advocated within the local community and canvassed local businesses in relation to school events. Local businesses were extremely generous in providing donations and partnering opportunities. At the end of the year we made a decision to donate hats and bags to the local childcare centre. Parent views of a proposed land rezoning by Council were also advocated in 2015.

Planning has already commenced for our 2016 Outdoor Movie Night. This event is the perfect example of the P&C role within the school – working together with the school executive, staff, students and families towards our joint goal of enriching the Vardy's Road experience.

**Jo Mularczyk**  
**P&C President**



## SCHOOL CONTACT DETAILS

### ***Vardy's Road Public School***

Vardy's Road

Kings Langley

2147

<http://www.vardysroad-p.schoolwebsites.com.au/home.aspx>

[vardysroad-p.school@det.nsw.edu.au](mailto:vardysroad-p.school@det.nsw.edu.au)

(02) 9624 3144

## School background

### SCHOOL VISION STATEMENT

Vardy's Road Public School aims to produce creative and innovative students who are curious and connected to their positive learning environment. Students are compassionate and are appreciative of the diversity of Australian Culture. Students from Vardy's Road develop into productive and resilient citizens who act with moral and ethical integrity.

### SCHOOL CONTEXT

Vardy's Road Public School is located in the Kings Langley area. The school comprises 19 classes K-6, with an enrolment of 487 students.

A committed and dedicated teaching staff offer a range of extracurricular activities, including Dance Groups, Choir, String Ensemble, Recorder Group, Drama Group, enrichment groups for Mathematics and Visual Arts, Public Speaking and Debating teams as well as a variety of sporting opportunities.

Vardy's Road Public School is a Positive Behaviour for Learning school with a committed school community promoting quality education and high academic outcomes. Strong parent participation supports a staff with a mix of experienced and early career teachers.



## Self-assessment and school achievements

### SELF-ASSESSMENT USING THE SCHOOL EXCELLENCE FRAMEWORK

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

#### Learning

In the domain of Learning, our school has primarily focused on the domains of Assessment and Reporting and Wellbeing. The staff were involved in Professional Learning regarding summative and formative assessment. The school's Student Wellbeing policy was rewritten during the year with all stakeholders included in this process.

The wellbeing of students is a priority for all members of the Vardy's Road Public School community. This year, the school revised the school rules for students and implemented new behaviour management policies. The revised Positive Behaviour for Learning initiatives have had a demonstrated positive influence on students with measured decreases in inappropriate behaviour and an increase in the opportunities for students to be recognised for positive behaviour choices.

#### Teaching

In the domain of Teaching, our focus has been on Mathematics. Teachers have undertaken professional learning to determine the baseline achievement level of our students in Mathematics. Teachers have selected internal and external data collection tools such as classwork samples and standardised assessments including PLAN and NAPLAN to determine goals for achievement and to develop a consistent teacher judgement of expectations. Teachers are continuing to align teaching and learning with the new Australian Curriculum.

#### Leading

In the domain of Leading, the school's focus continues to be on Leadership. A strong ethos of leadership capacity building is central to the school culture and enhances progress to achieving school excellence. Opportunities for purposeful leadership roles have resulted in a widespread commitment to distributed leadership for both staff and students. The school has also continued its focus on partnerships with parents and the community. Parent workshops have been written and delivered in areas including *Helping Your Child with Home Reading* and *Mathematics at Home*. Parents have been surveyed to determine what courses are of interest to be provided in 2016. The school has also strengthened relationships with businesses in the local area that provide goods and services to the school.

This new method of planning and assessing school achievements has had a substantial, positive impact on our school. Details of our achievements in 2015 and next steps in 2016 for our School Plan 2015-17 goals are outlined on the following pages. The self-assessment process will further assist the school to refine the strategic priorities in the School Plan leading to further improvements in the delivery of education for all students.

| LEARNING ELEMENTS            |   |                         |                                    |                              |
|------------------------------|---|-------------------------|------------------------------------|------------------------------|
| Learning Culture             | Wellbeing                                     | Curriculum and Learning | Assessment and Reporting           | Student Performance Measures |
| Sustaining and Growing       | Excelling                                     | Sustaining and Growing  | Delivering                         | Sustaining and Growing       |
| TEACHING ELEMENTS            |   |                         |                                    |                              |
| Effective Classroom Practice | Data and Skills Use                           | Collaborative Practice  | Learning and Development           | Professional Standards       |
| Excelling                    | Sustaining and Growing                        | Excelling               | Sustaining and Growing             | Excelling                    |
| LEADING ELEMENTS             |   |                         |                                    |                              |
| Leadership                   | School Planning, Implementation and Reporting | School Resources        | Management Practices and Processes |                              |
| Sustaining and Growing       | Delivering                                    | Excelling               | Excelling                          |                              |

## STRATEGIC DIRECTION 1

### Teaching and Learning

#### PURPOSE

To support all students to become successful, creative and resilient learners. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

#### OVERALL SUMMARY OF PROGRESS

All Kindergarten to Year Two teaching staff participated in the *Targeting Early Numeracy* Mathematics program. Two members of staff were trained by facilitators in this program and once trained, the teachers implemented this at school over two terms. The *Targeting Early Numeracy* Mathematics program set clear expectations against the Mathematics syllabus on what students should be able to do. Teachers were trained in providing *short, sharp, frequent* numeracy sessions in the classroom. This program strategically targeted activities on addition and subtraction. It regularly monitored student progress from which teachers effectively tracked students on the Numeracy Continuum.

During 2015 three teachers were formally trained in *Focus on Reading* for 2016 whole school implementation. These teachers undertook twelve months of training in order to train all teaching staff in 2016. The model of 'train the trainer' has been most successful with the Focus on Reading team reporting back to Executive staff to outline how the Teacher Professional Learning Modules will be delivered in the 2016 school year.

| Improvement measure<br>(to be achieved over 3 years)   | Progress achieved this year  | <\$>  |
|--|--|---|
| Students moving along the Literacy and Numeracy continuums.  | All students K-6 are tracked along the Literacy and Numeracy continuums. At the end of 2015 84% of students showed anticipated growth in the areas of Writing and Numeracy. Several class teachers reported to parents using the continuum at the end of Term 1. Several teachers are using the continuums to group students for Reading and Mathematics.                  | \$10 169.00<br>Literacy and Numeracy K-6    |
| High level of student attainment of grade expectations displayed through the school/stage based assessment schedules; 90% of Year 2 students reading at or above Benchmark Level 26. | Stage meetings were built into the Teacher Professional Learning calendar to write teaching and learning programs for classes, and where relevant, stages. Parts of these sessions were devoted to devising authentic assessment activities that could accurately detail the progress of students.<br><br>81% of students exited Year Two at or above Level 26 in Reading. | \$8 496.65<br>Teacher Professional Learning |

#### NEXT STEPS

- Continue to build on teachers' knowledge of how data can be used to effectively group students in both Literacy and Numeracy. Teachers will undertake Professional Learning sessions in Term 2 2016 on the best use of PLAN data. School and state assessments will be used to guide teaching and learning programs by obtaining information about each students' literacy and numeracy achievement for student grouping and to assist in maintaining accurate records for reporting requirements.
- All K-4 staff who are newly appointed to the school will be trained in how to benchmark students' reading and as a result group students appropriately, by matching them to text.
- Continue to build on the Learning and Support processes and strengthen the support for Gifted and Talented students.
- Continue with the focus on providing classroom settings with alternate furnishings to support all students with their learning.

## STRATEGIC DIRECTION 2

### Student Engagement and Achievement

#### PURPOSE

To create a positive school climate by developing learning environments that build on students' social and emotional well-being. To increase community support of all students through a school-wide focus on student equity, well-being and welfare programs.

#### OVERALL SUMMARY OF PROGRESS

The continued school-wide focus on *Positive Behaviour for Learning* has enabled us to achieve significant progress in this Strategic Direction through a proactive approach to student well-being and the continuation of a very positive school culture. *Positive Behaviour for Learning* has ensured a consistent approach to teaching and learning of appropriate behaviours in the various school contexts. There have been significant observable changes in behaviours featuring more positive and respectful relationships with the unveiling of the new *Adventure Playground* and the de-zoning of playground areas. Parts of the school are now open during recess and lunch for all students with set areas for grades who wish to use the cricket pitch and the football/soccer areas. The luxury of space and large playing areas has facilitated a more harmonious environment during recess and lunch.

Learning and Support Team processes continue to strengthen each year with the completion of Personalised Learning Plans for 100% of Aboriginal and Torres Strait Islander students and Individual Education Plans for four gifted and talented students and all Out of Home Care students. The adherence to a system whereby students are strictly monitored has enabled the school to improve early identification and intervention to provide more focused support to individual students.

#### PROGRESS TOWARDS ACHIEVING IMPROVEMENT MEASURES

#### RESOURCES (ANNUAL)

| Improvement measure<br>(to be achieved over 3 years)  | Progress achieved this year  | <\$>   |
|---|--|--|
| Monitor and analyse PBL/Sentral data – 10% decrease in negative incidences recorded   | Selected students have participated in Social Skills and Resilience programs. The whole school commitment to the Positive Behaviour for Learning (PBL) Program has seen a decrease in negative incidents in both the playground and classroom. The issue of White Cards (Care Cards) which are sent home for less serious incidents has increased across the school. These cards are a way of monitoring student behaviour whilst strengthening the home /school partnership.  | \$10 500 employment of School Learning Support Officer   |
| 100% of eligible students receiving support through Individual Education Plans and Personalised Learning Plans demonstrate achievement of personal goals. | Personalised Learning Plans were completed for all Aboriginal and Torres Strait Islander students with parents and caregivers in attendance for the writing of these plans. Individual Education Plans were completed for 11 students across the school who have been identified as 'at risk' in their learning. Individual Education Plans were also written for four gifted and talented students. All Out of Home Care students have taken part in writing their Individual Education Plans. These were written with the support of caregivers and in some instances their caseworkers. | \$2 767.79 Norta Norta<br>+<br>\$4 773.00 RAM Equity Loading for Aboriginal Background<br>= \$7 540.79 |

#### NEXT STEPS

- Streamline the process of writing Individual Education Plans by inviting all stakeholders up to the school during the Parent /Teacher Interview week in Term 1.
- Engage the whole staff in data collection and tracking systems to better plan for ongoing student learning growth. This step marries in with Strategic Direction 1.

## STRATEGIC DIRECTION 3

### Quality Systems

#### PURPOSE

To build quality systems and organisational practices which enable effective communication and support of students and teachers in order to remain a high achieving school.

#### OVERALL SUMMARY OF PROGRESS

Teaching staff continue to deepen their understanding of the new syllabus documents and have written Integrated Units of Work combining syllabus documents. Teachers are leading and supporting each other through a timely implementation strategy in order to meet the mandated timelines of syllabus implementation. The implementation of the Professional Development Plans have been a productive way of leading staff in engaging with and taking ownership of their own professional learning. Regular and effective monitoring across the year has allowed for personal professional growth. Executive staff and key staff members have engaged with the new strategic planning process and are routinely monitoring and evaluating their milestones to ensure programs and initiatives are on track.

#### PROGRESS TOWARDS ACHIEVING IMPROVEMENT MEASURES

#### RESOURCES (ANNUAL)

| Improvement measure<br>(to be achieved over 3 years)   | Progress achieved this year  | <\$>        |
|--|--|-------------|
| Teachers increase their knowledge and understanding, from 30% (2014) to 100% (2017), of DEC reforms and frameworks which are aligned to strategic directions and Professional Development Plans. | 100% of teaching staff increased their knowledge of the <i>Wellbeing Framework</i> with the rewriting of the School's policy. All teachers are implementing the new syllabus documents within the mandated timeframe. Five Early Career Teachers benefited from the <i>Great Teaching Inspired Learning</i> document which allowed them time with a teacher mentor and for one of these teachers additional support with increased Release from Face to Face hours to refine her practice. All teaching staff wrote three goals for their Professional Development Plan. These plans were monitored and signed off in December 2015. | Nil funding |
| 100% of teachers demonstrate proficiency with an increased number of staff aspiring to be accredited at Highly Accomplished or Lead teacher level.   | All staff members have an improved knowledge and understanding of the <i>National Professional Standards for Teachers</i> . All teaching staff are using the language of the standards to complete their Professional Development Plan. One staff member is seeking further support and information from BOSTES and colleagues in her pursuit of accreditation of Highly Accomplished.   | \$2 400.00  |

#### NEXT STEPS

- Ensure successful implementation of the new History syllabus, ensuring that the Key Inquiry Questions are kept as the focus when writing Stage based Integrated Topic units of work.
- Develop better practices of gathering the evidence to support initiatives and programs highlighted in the School Plan.



## KEY INITIATIVES

|  |  |   |
|--|--|---|
| <b>Aboriginal background funding</b>               | All students who identify as Aboriginal or Torres Strait Islander have a Personalised Learning Plan that was written by the teacher, student and carer. Progress was made in both Literacy and Numeracy for all students. All Stages include the study of texts with an Aboriginal perspective in the Integrated Units which are developed in line with the new Australian curriculum. This provides all students with the opportunity to experience Aboriginal authors, the unique culture, dance and artwork of our first people. The traditional custodians of our land are acknowledged by our students at all formal assemblies. NAIDOC Week was recognised throughout the school with class-based activities. Stage 2 collaborated to create a spectacular artwork incorporating Aboriginal symbols and techniques. This now decorates our hall for the enjoyment of the whole school community. | \$9 547   |
| <b>English language proficiency funding</b>        | The EAL/D teacher developed and delivered Professional Learning opportunities for all staff to enhance teachers' understanding of EAL/D learning and the ESL Scales. The EAL/D teacher worked at the school for three days a week supporting targeted students in classrooms to enhance their attainment of the English Language. The EAL/D teacher works with parents in the community supporting them through a parent information session on Home Reading. She also supported staff as the facilitator for <i>Targeting Early Numeracy Program</i> .  | \$15 656  |
| <b>Socio-economic funding</b>                      | One additional support teacher was employed to support Year One literacy programs Monday – Thursday. Additional funds were also allocated for support of professional learning in the <i>Targeting Early Numeracy Program</i> . The School Learning Support Officer uses part of these funds to be employed to support additional students in literacy, numeracy and social skills programs.   | \$26,496  |
| <b>Low level adjustment for disability funding</b> | All students requiring adjustments and accommodations are catered for within the school. Thirty-six students were referred for learning support this year, in addition to students receiving on-going monitoring programs.   | \$31 963  |
| <b>Support for Beginning Teachers</b>              | All Beginning Teachers permanently appointed to the school and on temporary blocks were provided with access to additional support, professional development and mentoring time with their Supervisor.   | \$25 254.76 First Year Beginning Teacher funding.<br>\$8 040. 10 Second Year Beginning Teacher funding. |

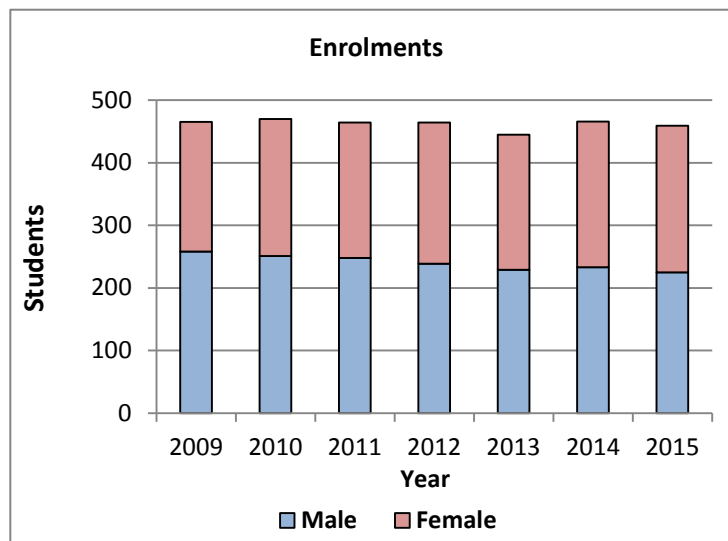
## Student Information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### STUDENT ENROLMENT PROFILE

#### Student Enrolment

| Gender | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|--------|------|------|------|------|------|------|------|
| Male   | 258  | 251  | 248  | 239  | 229  | 233  | 225  |
| Female | 207  | 219  | 216  | 225  | 216  | 233  | 234  |



**Note:** Enrolments for central schools are for K-6.

### STUDENT ATTENDANCE PROFILE

|           | Year         | 2010        | 2011        | 2012        | 2013        | 2014        | 2015        |
|-----------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| School    | K            | 95.0        | 94.9        | 94.6        | 95.2        | 95.8        | 93.4        |
|           | 1            | 92.3        | 95.9        | 93.2        | 95.0        | 93.4        | 94.6        |
|           | 2            | 95.1        | 95.6        | 94.5        | 94.7        | 95.1        | 91.0        |
|           | 3            | 94.5        | 96.0        | 93.8        | 95.3        | 94.7        | 94.6        |
|           | 4            | 94.6        | 97.0        | 95.6        | 95.2        | 95.5        | 92.7        |
|           | 5            | 96.3        | 95.9        | 95.6        | 96.5        | 95.1        | 94.7        |
|           | 6            | 95.4        | 95.5        | 92.9        | 95.7        | 96.1        | 91.7        |
|           | <b>Total</b> | <b>94.7</b> | <b>95.8</b> | <b>94.3</b> | <b>95.3</b> | <b>95.1</b> | <b>93.3</b> |
| State DoE | K            | 94.7        | 94.7        | 94.3        | 95.0        | 95.2        | 94.4        |
|           | 1            | 94.2        | 94.2        | 93.9        | 94.5        | 94.7        | 93.8        |
|           | 2            | 94.4        | 94.2        | 94.2        | 94.7        | 94.9        | 94.0        |
|           | 3            | 94.5        | 94.4        | 94.4        | 94.8        | 95.0        | 94.1        |
|           | 4            | 94.5        | 94.3        | 94.3        | 94.7        | 94.9        | 94.0        |
|           | 5            | 94.4        | 94.2        | 94.2        | 94.5        | 94.8        | 94.0        |
|           | 6            | 94          | 93.8        | 93.8        | 94.1        | 94.2        | 93.5        |
|           | <b>Total</b> | <b>94.4</b> | <b>94.3</b> | <b>94.2</b> | <b>94.7</b> | <b>94.8</b> | <b>94.0</b> |

## MANAGEMENT OF NON-ATTENDANCE

Vardy's Road Public School is proactive in managing student non-attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of concern. These students are monitored closely through:

- Fortnightly attendance report to the HSLO
- Consistent communication with parents by notification letter, telephone or interview.
- Stringent adherence to HSLO procedures.
- Meetings between the HSLO, Learning Support Team and parents to discuss areas of concern and coordinate ways the school can support improved attendance.

## Workforce Information

### WORKFORCE COMPOSITION

| Position                              | Number |
|---------------------------------------|--------|
| Principal                             | 1      |
| Assistant Principal(s)                | 4      |
| Classroom Teacher(s)                  | 15     |
| Teacher of Reading Recovery           | 0.5    |
| Learning and Support Teacher(s)       | 0.9    |
| Teacher Librarian                     | 1      |
| Teacher of ESL                        | 0.6    |
| School Counsellor                     | 0.35   |
| School Administrative & Support Staff | 3.4    |
| Chaplain                              | 0.3    |
| School Learning Support Officer       | 1      |
| Total                                 | 28.05  |

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. In 2015, no members of the workforce identify as being of Aboriginal or Torres Islander descent.

### TEACHER QUALIFICATIONS

All members of the teaching staff meet the professional requirements for teaching in NSW Public Schools.

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 25         |



## Financial Information

### FINANCIAL SUMMARY

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

|                                |              |
|--------------------------------|--------------|
| Date of financial summary      | 30/11/2015   |
| <b>Income</b>                  | \$           |
| Balance brought forward        | 289,415.43   |
| Global funds                   | 272,728.63   |
| Tied funds                     | 221,807.34   |
| School & community sources     | 243,333.21   |
| Interest                       | 9,131.45     |
| Trust receipts                 | 5,572.10     |
| Canteen                        | 0.00         |
| Total income                   | 1,041,988.16 |
| <b>Expenditure</b>             |              |
| Teaching & learning            |              |
| Key learning areas             | 47,959.70    |
| Excursions                     | 38,005.00    |
| Extracurricular dissections    | 73,231.70    |
| Library                        | 2,853.29     |
| Training & development         | 1,623.19     |
| Tied funds                     | 183,244.46   |
| Casual relief teachers         | 41,566.55    |
| Administration & office        | 92,755.47    |
| School-operated canteen        | 0.00         |
| Utilities                      | 47,541.40    |
| Maintenance                    | 71,555.92    |
| Trust accounts                 | 5,860.59     |
| Capital programs               | 0.00         |
| Total expenditure              | 606,197.27   |
| <b>Balance carried forward</b> | 435,790.89   |

## 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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

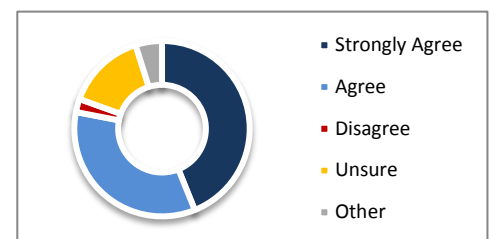
## PARENT/CAREGIVER, STUDENT, TEACHER SATISFACTION

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

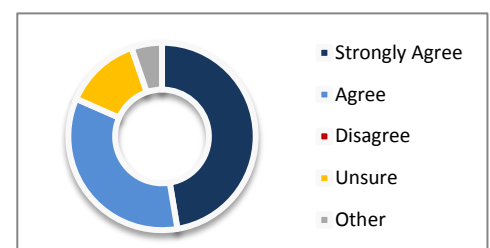
When posed with the Question 'What are 3 things you love about our school?' the following responses were noted:

| <i>Featured in the responses more than once:</i>   | <i>Featured in the responses once:</i>   |
|--|--|
| <ul style="list-style-type: none"> <li>All VRPS staff (with specific mentions of the teachers, office staff, librarian and Roger and Helen)</li> <li>The community atmosphere of VRPS</li> <li>The activities and programs that are offered to the students</li> <li>Mrs Connelly's active involvement/visibility within the school</li> <li>Quality education</li> <li>The respect and care for students</li> <li>Communication</li> <li>The Adventure Playground</li> <li>Parent Assemblies – provide them with a sense of involvement</li> <li>The students and parents of VRPS</li> <li>Student needs are met</li> </ul> | <ul style="list-style-type: none"> <li>Buddy Program and the Fundamental Movement Skills</li> <li>Tackles bullying</li> <li>Sense of assured safety</li> <li>Award system</li> <li>Daughter comes home happy</li> <li>Facilities</li> <li>Clean</li> <li>Staff dedication</li> <li>School maintenance</li> <li>Availability of information</li> <li>Leadership opportunities</li> <li>School grounds/playground</li> <li>iPads/Computers</li> <li>K-2 Christmas concerts</li> <li>Lunch orders</li> <li>Sport</li> <li>Public Speaking</li> <li>Uniform worn with pride</li> <li>Academic/extracurricular balance</li> <li>Balance of technology usage with writing and creativity in learning</li> <li>The school's direction</li> <li>Size of the school</li> <li>High standard of behaviour expected</li> <li>What is taught in Kindergarten</li> <li>Discipline</li> <li>It's a fun place</li> </ul> |

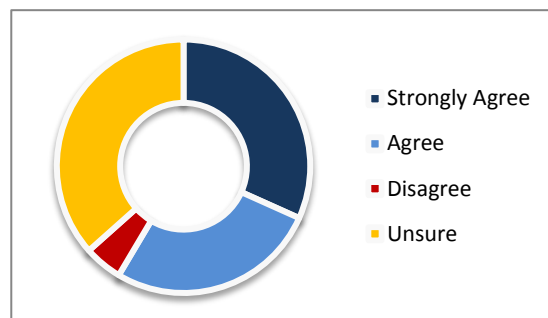
1. I am satisfied with the range and standard of enrichment activities offered in the Performing Arts at VRPS Choir, Dance, Music, Drama, etc.



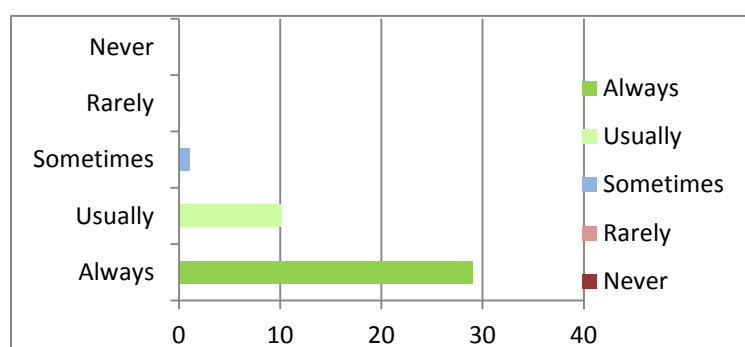
- I am satisfied with the range and standard of enrichment activities offered in Sports at VRPS.



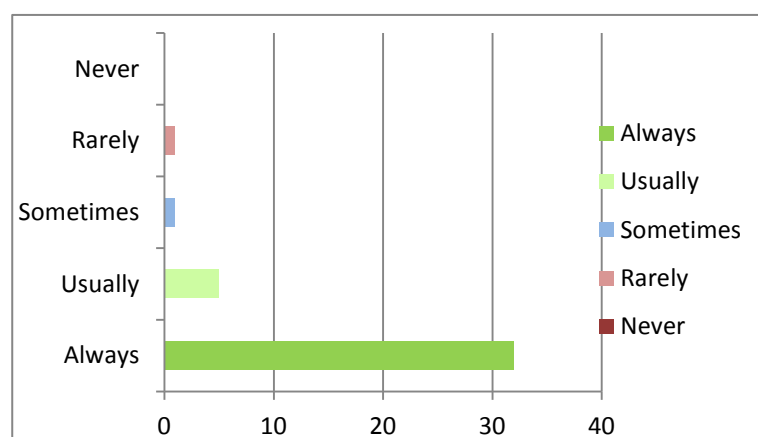
2. I am satisfied with the range and standard of the Gifted and Talented enrichment activities offered at VRPS.



3. My child/children are happy at VRPS.



5. I am satisfied with the quality/standard of education my child/children receive at VRPS.



## ADDITIONAL COMMENTS AND FEEDBACK ABOUT SCHOOL ACTIVITIES

**Kindergarten & Year 5** – My children benefit from many of the programs run in the school, e.g. scripture, groups for children with anxiety, as well as the formal extracurricular groups. I would love to see all these opportunities continue.

**Kindergarten & Year 1** – I would love if there could be more of a variety of musical instruments taught – i.e. guitar – for those that aren't interested in strings.

**Year 2** – We are impressed with the school overall. Most importantly we are happy that our daughter is happy. There are many things that we are impressed with:

- Approachability of teachers
- Cleanliness of playground
- Range of extracurricular activities
- Organisation of school events
- Pride when singing school song & reciting the pledge
- Professionalism & leadership of principal
- Enthusiasm of staff

**Kindergarten & Year 3** – Being a new family to VRPS, it has been an interesting and rewarding year. My daughter moved from a large Catholic school to VRPS this year (Year 3) and had problems settling in and finding new friends. There were quite a few tears in the first weeks of school. However, her teacher and other trained staff quickly stepped in to assist. Now my daughter loves her new school and has achieved great things.

My son started Kindergarten this year and while he loves it, he has had a few struggles mainly with following instructions. Once again this has been dealt with by his teacher in a professional and caring manner. Overall I am very impressed and feel I made the right choice in VRPS.



**Year 1 & Year 4** – I really think VRPS is a fantastic school; staff, care for students, positive way of talking and relating to students (good balance of discipline and respect for students/belief in them), good communication, great goals for giving the students a whole/valued/treasured primary school education, respect for the multicultural mix at our school, respect for our country and indigenous members/history, so many wonderful programs and events that teachers and staff contribute so much effort to. It is a wonderful, wonderful school, thank you so much to all the staff who work hard, and for all that it offers.

P.S. I know sometimes kids miss out on being in dance or choir or PSSA, which is disappointing, however, there are other things that they can try out for as there is a good range available.

**Kindergarten** – As a parent to a Kindergarten student there are always nerves + hesitations in the first few weeks – VRPS quickly squashed all those feelings for us as parents and the first year at “big school” has been wonderful. The programming for the students has been so thoughtfully done + opportunities to be a part of the school community have been freely offered, even to the “littlies” at VRPS. We love the Yoga mornings and would love to see more opportunities for activities like this. VRPS opens up the world for our kids giving them new experiences, introducing them to quality learning + education + nurturing their childhood whilst still teaching them how to grow + mature into model community members. We couldn’t be happier with how our school-life has begun!

**Year 3** – I would like greater creative arts groups like a band or drama groups for my child to be involved in.

**Year 3 & Year 6** – I’m happy about the way you try to include everyone in the groups and also how you run the school. I always will trust things that are educational and appropriate for children. You should improve by getting children do more subjects.

**Year 2 & Year 4** – I’m very happy with all the hard work that the staff at VRPS do. I genuinely feel very blessed my girls attend such a great school. Thanks for all your effort.

**Year 2 & Year 6** – Love it, love it, love it. Thank you so much for providing a quality education for my kids. They love it here. The office staff are friendly, approachable + highly efficient. Even the cleaner + Mr Wedderburn all play a special part. I will be sad when my kids leave.

**Kindergarten & Year 4** – G+T groups have been a great addition. Perhaps the introduction of an English/Creative Writing group? School Leader election – I believe the teachers should choose the final 12. Students could then choose the captains/vice captains from within that group. Opportunities to attend G+T/enrichment programs with other schools.

**Year 1** – My daughter really loved the zoo trip.

**Year 1** – I think it’s great that kids have access to Mathletics and want to throw out the idea of Reading Eggs too. I would like to see additional help for students that struggle at school – in the classroom. I would be excited to see swimming lessons offered in sport time during either term 4 or term 1. It’s fun, educational and interesting that Kindergarten get to study the life cycle of a chicken and have the opportunity to take the chicks home for a night/weeks. It’s very special.

**Year 3 or 4** – My child thoroughly enjoyed the Math enrichment which occurred during Semester 2; wished that it started earlier in the year (Sem 1) and perhaps in earlier stage/class. Hopefully this continues in Mathematics and could be extended to other KLAs (e.g. Eng. or critical thinking or philosophy). Greater extension work for able students, for the classroom teacher to notice earlier in the year that level of work esp. homework, is too easily achieved by competent students (i.e. brighter students); to encourage extension reading + comprehension skills across KLAs. Thanks for this opportunity!

**Year 2** – Ben is very happy attending Vardy’s Road; therefore myself and my partner are very happy with all aspects of Vardy’s Road! Keep up the great work!

**Kindergarten** – Fabulous work! I love the school and recommend Vardy’s Rd to everyone who asks. Thanks for putting in the effort to create such a lovely school environment.

## Policy Requirements

### POLICY REQUIREMENTS

Vardy's Road Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they are able to achieve and excel in every aspect of their school life. In 2015 seventeen students identified as Aboriginal and/or Torres Strait Islander descent. Two of these students were awarded the Naga Mai Award for Encouragement and Outstanding Achievement in Sport. The awards celebrate and recognise innovation, excellence and achievement in Aboriginal Education in NSW Public Schools, school communities and throughout the Department of Education. The Nanga Mai Awards contribute to the achievement of the Department's commitment to bridging the gap in the performance of Aboriginal students and that of the general student population. Vardy's Road promotes respect for the unique and ancient culture of Aboriginal people in the following ways:

- Integration of Aboriginal Perspectives across Key Learning Areas so that all students are able to develop knowledge and understanding about Australia's first people.
- During 2015 Norta Norta and Aboriginal Background funding was combined to enable Aboriginal and Torres Strait Islander students greater access to technology in their classrooms with the purchase of additional notebooks and laptops. Time was also provided to teachers to work with students and their parents and caregivers to write Personalised Learning Programs. Several students also worked with the School Learning Support Officer to assist with Reading and Writing as identified in the Personalised Learning Program.

### MULTICULTURAL EDUCATION AND ANTI-RACISM

Vardy's Road Public School has culturally inclusive school practices that are embedded across the school. Teaching and learning programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. With the implementation of new syllabus documents teachers participated in professional learning and included strategies for embedding multicultural and anti racism education into their teaching and learning programs.

A range of strategies have been incorporated in the school's communication with parents and caregivers and community members from culturally diverse backgrounds. These have included an increased use of interpreters, two community noticeboards and the employment of an additional day for the EAL/D teacher.

The school has a teacher who is appointed as an Anti-Racism Contact Officer. This Officer is the first contact in dealing with allegations of racism.

### OTHER SCHOOL PROGRAMS

#### Dance

In 2015 both the Junior and Senior Dance groups had the opportunity to perform during Education Week at Wespoin Blacktown. The Junior Dance group also represented Vardy's Road at the Blacktown Music Festival held at Wyndham College.

The Senior Dance group was made up of 29 students from Years 5 & 6 who diligently practised once a week before school. The Junior Dance group was a team of 18 students from Years 2, 3 & 4 who eagerly practised at lunchtime.

Two of our Year 5 students successfully auditioned for the NSW Pulse Junior Dance Ensemble and as a part of this group performed at the 2015 School's Spectacular - *This is our World*. Our talented young dancers were part of a 3,600 strong cast. The most talented singers, dancers, instrumentalists and actors from 491 public schools took part in the performance at Qantas Credit Union Arena. The aim of our dance groups is to encourage students to develop an enjoyment of creative expression and performance through movement.



## Technology

In 2015 we used our T4L (Technology for Learning) units from the Department of Education to update some of the desktops in our computer lab and to supplement the student and teacher laptops. Wireless access has been installed in the hall and is now available throughout the school. Each classroom has a Smartboard and projector or Interactive LED Touch Screen connected to a laptop. Students also have access to laptops, Surface Tablets or iPads in their classrooms, as well as the computer lab and library computers.

Funds from the P and C have enabled the purchase of additional iPads and green screen equipment for video production. Teachers have reviewed and updated the ICT Scope and Sequence to align it with new curriculum outcomes. Each student has access to Mathletics at school and can use this account at home. Sunshine Online supplements the reading activities in junior grades. World Book Online will be added as a subscription for all of our students in 2016. Robotics equipment and activities will be available in some senior grades in 2016.

## Recorder and Strings

Students are able to participate in the Recorder or String Groups at Vardy's Road Public School. Not only do they have an opportunity to perform at school functions, but they also prepare for the Festival of Instrumental Music at the Opera House. This is an initiative of the Department of Education Arts Unit, for primary school students across the state. Children learn wonderful arrangements of new and famous music, witness incredible performances by fellow students and play with hundreds of other students in the amazing Opera House. Mrs Scarano is a private string tutor who comes to Vardy's Road Public School two days per week. The children have a private lesson and come together for orchestra rehearsals. The Recorder group rehearses one lunchtime a week with Mrs Aird, one of our teachers. There is no charge for recorder lessons.



## Debating & Public Speaking

Yet another successful year for the Vardy's Road Public School debating team! For the very first time, the team consisted of both Year 5 and 6 students. The students who were chosen showed great potential and worked hard, even in their personal time. This committed team attended weekly sessions where they worked collaboratively to produce powerful speeches and sharp rebuttals.

Students travelled to many local primary schools as part of the Blacktown District Debate Competition. Our team won five out of seven debates however, we did not make the semi-finals this year. The team gracefully accepted the constructive and positive feedback from adjudicators and made the changes immediately in order to refine their performance. The students should be congratulated on their teamwork and their proud representation of school.

This year, four students were selected to represent our school at the Blacktown Learning Community (BLC) Public Speaking Competition. The students worked hard to independently write their own speeches after choosing a topic of interest. Congratulations to Jayden (Yr 3), Bailey (Yr 4), Lily (Yr 5) and Lanee (Yr 6) on their excellent speeches. A special mention to Bailey for winning 1<sup>st</sup> prize in the Year 4 division.

## Arts - Opera House Choir

It has been another big year for the Opera House Choir. For a second time, our choir was accepted into the Festival of Choral Music, a prestigious musical event which takes place over four nights at the Sydney Opera House each year. An Opera House Choir was formed comprising of 36 students from Years 3 to 6. This specially selected choir practised every Wednesday at lunchtime with pride and enthusiasm and they represented our school in the mass choir of over 700 students at the *Endeavour Concert* on Friday 30<sup>th</sup> October 2015.

Throughout the year, our choir has also performed during several school assemblies, including Education Week and Presentation Day. The ultimate goal of the choir at Vardy's Road Public School is to inspire and nourish a lifelong love of singing and music as well as develop the skills needed to perform as a group.





## Sport

Vardy's Road has a long tradition of sporting excellence and 2015 continued with more outstanding performances in many individual and team pursuits. Our school carnivals for Swimming, Cross Country and Athletics were held during the year. Once again, the winning house for all three carnivals was Brolga. Our top place-getters at these carnivals went on to represent the school at the Zone Carnivals with a number of Vardy's Road students then representing the Region at Sydney West. Brandon represented the school at the Regional Swimming Carnival in five events.

A number of students were selected to trial as individuals in a variety of sports and were successful at representing the school at Zone and Regional Carnivals.

As a school, Vardy's Road has featured highly in the overall ranking of the combined Seven Hills/Wentworthville Carnivals with individual and relay teams taking out major positions in both heats and finals.

Teams were selected to participate in Friday PSSA competitions in T-Ball, Softball, AFL, girls and boys Football, Oztag and Netball. Many of the teams finished the season as competition winners or runners-up.

This year students were given the opportunity to participate in AFL and Gymnastics programs which greatly assisted students in improving their fundamental movement skills.

Our recipients of the Sporting Excellence trophies were Carlos and Tegan.

2016 will undoubtedly be full of challenges and challengers for the ultimate prize of Best and Fairest in Sport.

