2020 Annual Report

Villawood East Public School

3977

Introduction

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

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

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Message from the principal

I am very proud to present the achievements of Villawood East Public School. Our school motto 'Aim High' represents our whole school community working together to continuously raise expectations and achieve improved student learning outcomes of all students.

2020 was a significant year for our community and school with the life changing event of COVID 19.

School life changed dramatically in March with the students learning from home due to COVID 19 . Online and non digital strategies such as hands on learning packages were distributed from Preschool to Year 6. An online learning platform was designed and over 100 computers and I Pads were loaned to families to support learning from home lessons.. The school remained open for families who were essential workers.

The collaborative culture of our school was clearly demonstrated and partnerships with our school community were further strengthened as we worked together to support each other during challenging and changing times.

The support and hard work of the P&C is always greatly appreciated. We are very proud of our inclusive and supportive learning community.

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.

Kerry Marshall

Principal

School vision

At Villawood East Public we are an inclusive learning community that values and enacts high expectation relationships that leads to excellence in teaching, learning, wellbeing and collaborative partnerships.

School context

Villawood East Public School is situated in South Western Sydney and has an enrolment of 283 students.

Villawood East Public School is situated on Darug land. An appreciation and understanding of Aboriginal and Torres Strait Islander culture is embedded throughout the school environment and curriculum, showing respect for land and the traditional custodians.

Villawood East is a multicultural school with 79% of students from NESB background. The school comprises of 13 classes including three support classes and an on-site preschool.

The school has an ICSEA (Index of Community Socio-Economic Advantage) of 905 and a FOEI (Family Occupation Employment Index) of 173.

The school provides quality education in a supportive, inclusive and nurturing environment where learning is valued and supported and the needs of all students are catered for.

We are a Positive Behaviour for Learning school and our values are Safe Respectful Learners.

We have a variety of quality programs: Early Action for Success, Langauge, Learning and Literacy (L3) and an Arabic Community language program.

We are a community HUB with a variety of parents courses and TAFE courses being organised with many community members participating.

A Speech Pathology Program program is implemented one day a week to support students.

We value our relationships with Karitane, Burnside, Songroom, Bankstown Deadly Beginnings which support our students, teachers and community. Our staff work collaboratively and value our supportive school 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 school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

Excellence in Teaching and Learning

Purpose

To promote learning excellence through a highly responsive approach to quality teaching and assessment. To design high quality and dynamic learning environments that support student and teacher performance for continued student achievement. Ensuring teachers have a relentless focus and ongoing pursuit towards delivering best practice and improving own capacity. To develop self-aware, reflective and responsible students who strive for excellence and reach their potential.

Improvement Measures

Increased percentage of students in yr 3 achieve proficient levels in Numeracy.

Year 5 growth measures increase incrementally over three years in Numeracy.

Increased percentage of students in yr 3 achieve proficient levels in writing.

Year 5 growth measures increase incrementally over three years in writing.

Teachers use the professional standards and Professional Development Plans to identify and monitor professional development for continual improvement.

Whole school formative assessment practices embedded K-6 including evidence collection procedures.

Increased use of technology in the classrooms to enable student development of the general capabilities framework.

Progress towards achieving improvement measures

Process 1:   **1. High-Quality Teacher Professional Learning (TPL) that enhances student achievement and teacher performance.**
 • inquiry-based model of professional learning where teachers evaluate the effectiveness of teaching practice in literacy and numeracy
 • collaborative dialogue that develops collective responsibility and efficacy
 • differentiated TPL including feedback, reflection, practice-based observations.

Evaluation	Funds Expended (Resources)
Professional learning opportunities for staff continued to be a focus and priority. Stage teams continued to engage in professional learning throughout the 2020 year. The use of Zoom sessions, Microsoft Teams and other online platforms made this posible. Early Stage One (ES1) and Preschool team completed the Effective Reading: Phonological Awareness e-learning and the Effective Reading Phonics e-learning modules. These supported the team in using assessments to identify student growth in these areas. In the area of Mathematics, Ongoing Professional Learning for Extending Mathematical Understanding was delivered for continued support in the development of staff in their second year. Early Action for Success initiative supported the Instructional Leader role through 2 day online conferences. Early Stage 1 and Stage 1 teachers engaged in L3 training supported by the Literacy and Numeracy Trainer. This included frequent learning sessions and feedback on videos of practice. Early Stage 1 teachers and Stage 2 supervisor and Instructional Leader initiated the Spiral of Inquiry across stage 1, 2 and 3 around students' and teacher understanding of comprehension. Teachers were able to watch models of explicit teaching in modelled or guided reading. These activities helped support the student and teacher learning needs in the area of comprehension. Executive staff further developed their leadership capabilities. 2 executive	Speech Pathologist Professional Learning funds to support L3 and Stronger and Smarter course. QTSS to release Assistant Principals off class one day a week tp support stage teams. and professional learning. Instructional :leader **Funding Sources:** • Early action for success ($167333.00)

Progress towards achieving improvement measures	
completed the Stronger Smarter Leadership program online and one executive also engaged in Principals Credentials. Practical Analysis conversations continued to be a part of the learning process for teacher development. We continued to support beginning teachers with embedded beginning teacher time. Their mentor supported teachers in programming, behaviour management skills and checked on the wellbeing of staff.	

Process 2:   **2. High-quality responsive planning, teaching and formative assessment practices in literacy and numeracy ensuring personalised, differentiated learning.**
   • effective use of evidence and data to evaluate student learning progress and drive lesson planning
   • consistent school-wide methods in developing classroom discourse to support student learning.

Evaluation	Funds Expended (Resources)
During 2020 classroom teachers adapted their teaching to the Learning from Home model and back to full time face to face learning for students P-6. During this time a website link was set up for the school that supported all stages in accessing tailored tasks and resources. Teachers were provided with PL on the creation of resources and videos to maintain engagement. This was further supported by the Department of Education Learning from Home Hub. Assessment schedules for long term monitoring in mathematics have been created using the research base of the Extending Mathematical Understanding from Monash University . Internal data measures for guided reading, numeracy s killls, HRSIW in Kindergarten have been consistently collected. Teachers engaged in consistent phonics and phonemic awareness assessments. Assessment tasks and ongoing monitoring allowed for staff to provide students with targeted support. The support of the Learning and Support Teacher, school funded interventionists and extra teacher support supplied by the department allowed for personalised learning plans to be closely delivered and monitored.	Employment of school based Interventionist Employment of class teacher to release Assistant Principal to be Instructional Leader 3-6. Employment of classroom teacher to form an additional class. Employment of a teacher 2 days a week to support PLC , Preschool and Playgroup **Funding Sources:** • Socio-economic background ($362900.00)

Process 3:   **3. High-quality learning environment: purposefully designed environments to ensure best conditions for motivated, self-regulated and engaged learners.**
   • practical classroom strategies that support self-regulated, highly engaged learners
   • technology-enabled learning that supports students to access and build connections across the wider curriculum

Evaluation	Funds Expended (Resources)
During the 2020 year there has been continued support from a Technology Support Officer a role established to support the enhanced use of technology across P-6. The preschool engaged in STEM learning and a set of Bee Bots to develop learning capabilities such as resilience, language development and group learning skills. The STEM lessons were led by classroom and technology support officer to support professional learning. The preschool engaged in cardboard construction lessons based on student interest. The mentoring of beginning teachers continued this year. Teachers who had received the support more than a year developed more confidence and became more independent in the design of technology enabled learning. Teachers engaged in 2 day Professional Learning with Apple Education.	Purchase of additional IT resources

Next Steps

During 2021, assessment schedules and classroom practices will be a deep focus for literacy and numeracy. In particular the link between teacher, student and parent interaction with student learning goals. Internal data sets that monitor student growth against Growth Points (using Mathematical Assessment Interview) will be embedded school wide. This is at its infancy and will need continued resourcing and professional learning to maintain focused attention on individual student growth, in particular in stages 2 and 3.

Attention and depth of professional learning in the assessment of comprehension needs continued attention. Consistent professional learning on mathematics teaching has developed a deeper understanding of a balanced Mathematics program, in particular to incorporate low floor, high ceiling tasks and this pedagogy needs to be continuously refined. Professional Learning that supports the development of adaptive expertise in literacy, numeracy, assessment and incorporating student voice in goal setting will be a focus.

Teacher focus groups have identified mentoring, induction and peer observations as areas that need further refinement across all stages.They will continue to be an important strategy for the development of quality teaching practices.

Strategic Direction 2

Excellence in Wellbeing Practices

Purpose

To ensure excellent knowledge, practice and understanding by staff in proactive school-wide wellbeing strategies. To support students in accessing a wide range of curriculum experiences successfully, ensuring they flourish and prosper. To foster nurturing and supportive relationships between students and staff through positive and intentional interactions. To empower students with mindsets and skills that result in demonstrated courage, resilience and determination.

Improvement Measures

Annual school attendance improves to be closer to state average attendance.

Students with identified needs have learning plans inclusive of external agencies, parents, and community.

School makes yearly progress against the Learning and Support matrix in identified areas.

Progress towards achieving improvement measures

Process 1: **1. Effective coordinated planning in place to identify and accommodate the specific learning needs of students through Learning Support Team**
 • ongoing and planned professional learning, based on assessed needs, assists teachers, executive and specialist staff to build their capacity in developing adjustments and inclusive learning opportunities
 • school-wide policies, procedures and processes used by staff to identify, analyse, prioritise, allocate and evaluate learning and support for individuals and groups of students.
 •
 • matrixes and frameworks for developing partnerships with parents around student learning are developed.

Evaluation	Funds Expended (Resources)
Learning Support Team (LST) has worked effectively across the school in 2020. The LST team met every week, having regular referrals throughout the year. Students referred to the LST continue to follow the review process and the evidence of their support being evaluated and celebrated with staff. LST meeting minutes continue to follow a cyclical review process each week to ensure students are reviewed at set timelines. School-wide policies, procedures and processes are used by staff to identify, analyse, prioritise, allocate learning and support for individuals and groups of students. This process is evaluated by the LST at the end of the year and procedures are reviewed as needed and at the beginning of each year. Continuation of Positive Behaviour for Learning (PBL) school wide processes continues to be expanded throughout the school. The development of a new PBL team with new members was established each year and the PBL received regional support in evaluating the effectiveness of the team. PBL provided consistent language, expectations, classroom routines and playground monitoring systems K-6. During Learning from Home the PBL team created a range of videos to support key concepts for learning from home, including hygiene practice, safety at home, and how to access the Learning from Home lessons.	

Process 2: **2. Implementation of Social and emotional learning Curriculum**
 • inquiry based model of professional learning where teachers develop an inquiry mind about their own practice relating to students wellbeing.
 • Strengthen staff understanding and use of the wellbeing framework to build stronger relationships and to deliver Social and emotional learning curriculum.

Evaluation	Funds Expended (Resources)
Staff were confident in delivering Smiling Mind and this is occurring in most	Smiling Mind training provided to all

Progress towards achieving improvement measures

classrooms at times throughout the week. Staff are beginning to incorporate Zones of Regulation within their classroom, this includes during regular check in circles and morning routines. Professional learning is delivered regularly by the SD2 team around possible implementation of the Zones of Regulation within each classroom.	staff during Staff Development Days. SD2 team provides classroom demonstration and support in delivering Smiling Mind Teacher guides purchased for each class to use.

Process 3:   3. Implement Strategies to improve whole day and partial Attendance

school prioritises attendance improvement strategies to create school-wide monitoring practices that include supporting parent understanding of the importance of attendance

Evaluation	Funds Expended (Resources)
Due to COVID19 planning attendance procedures were amended to support the encouragement of students who are unwell in remaining at home. The focus was on the correct marking of the rolls based on responses from parents. To achieve this the school continued to implement the automatic SMS service through Sentral to obtain written responses from parents around student absences. This was utilised using automatic messaging for when a student had been listed as absent without the parents providing a reason before hand. Classroom staff continued to implement the Attendance procedures with the expectation of following up with parents regarding unjustified absences. Staff were supported to engage in conversations with parents to discuss student attendance and to support timely updating of reasons for absences. Absences were also followed up through the use of dedicated timetabled staff time for a Arabic speaking member of staff to call and mark reasons for absences. Staff were supported during stage meeting time to discuss students whom are currently listed on LAMPs (Lateness and Attendance Management Plans). This ensured timely following up of students with attendance concerns, working closely with families to improve attendance. Where necessary families were referred to the Home School Liaison Officer to support with increasing attendance.	Employment of class teacher to release Assistant Principal for Wellbeing and Engagement position. **Funding Sources:** • Socio-economic background ($109380.00)

Next Steps

In the next school improvement plan there will be a focus on students to have genuine opportunities to collaborate, initiate and help organise initiatives that serve common goals to improve students' wellbeing, social and emotional learning and attendance.

School Learning and Support Team will continue to review processes and procedures as needed throughout the year based on identified student and staff needs.

The PBL team will focus on building consistent practices across the school by implementing Zones of Regulation and other social and emotional learning programs, to embed practices across the school.

Strategic Direction 3

Excellence in Community Partnerships

Purpose

To build leaders among students, staff and community who support the development of a strong, collaborative school culture. To strengthen the support of community aspirations by providing access to resources, connections and leadership opportunities. To develop educational partnerships, high expectation relationships and an ethos of belonging for all.

Improvement Measures

Increased proportion of parents engage in and complete courses provided by school and Community Hub.

Increased proportion of students indicate that they have engaged in experiences with a variety role models from the school and wider community.

Increased proportion of community participates in school-based activities including parents who share their culture, knowledge, and skills with the school.

Increased number of teachers who work with colleagues in the capacity of a mentor.

Progress towards achieving improvement measures

Process 1: **1. Building understanding, trusting Culture and sense of belonging:**
 • strengthened staff understanding of the community through professional learning to build stronger community relations
 • culturally and contextually supportive methods for two way communication developed and strengthened.

Evaluation	Funds Expended (Resources)
In 2020 NAIDOC week was celebrated in school with teachers and students learning indigenous games taught from the Connect to Culture club. These games were videoed and shared between the community on class dojo. Unfortunately due to COVID professional learning from outside agencies supporting Aboriginal culture was unable to proceed.	SLSO employed to support the implementation of PLPs and support student and families **Funding Sources:** • Aboriginal background loading ($11000.00)

Process 2: **2. Educational Partnerships**: genuine reciprocal relationships developed with staff, parents, students, and community to enhance partnerships that support educational needs of students.
 • initiatives to promote deep parent and community engagement with school, The Community Hub, P&C, AECG and other external agencies

Evaluation	Funds Expended (Resources)
In 2020 the school HUB was not able to commence onsite at the school due to COVID. The HUB coordinator encouraged parents to attend offsite workshops at various other locations around the community when possible.	**Funding Sources:** • Socio-economic background ($20900.00)

Process 3: **3. Supporting Aspirations and leadership development:** Services and opportunities for developing aspirations among students, staff, parents and the wider community are provided with mentors, role models, and valuable learning experiences.
 • establish mentoring, coaching and professional partnerships to build leadership density across staff, students, and parents.

Evaluation	Funds Expended (Resources)
Due to Covid, the SRC was unable to gather as a whole school group due to cross stage mixing restrictions. As a result of this, the SRC participated in	

Progress towards achieving improvement measures	
small, sage based meetings and an online SRC classroom to research different approaches to reducing waste in the school. Student leaders created a video to encourage and explain student voice and set up a student comment box which will be introduced early 2021 to embed a system where students across the school can share ideas and student leaders can provide communication and feedback to the wider school community.	

Next Steps

In 2021, the new SRC will continue to work from the action plan created in 2019/20, with support from teacher mentors, who will be identified at the start of the year. Creating opportunities for a range of different student leaders across the school will be a priority and having student voice represented across different school committees will raise the profile of student leaders in sport, aboriginal education, wellbeing and school learning programs. A new structure for student leadership will be established throughout the year which will create a wide range of roles across the school for students from P-6.

In 2021, the school Hub will advertise to new families to try and increase participation from a wider range of community members.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($11 773.00)	With our strong links with The Song Room, Dalmeny artists assisted students with Canvas art for the students to participate in Visual arts lessons . Connect to Culture provided online resources for Learning from Home and work packs for students. Personalised Learning Plans were supported by SLSO who supported students and families through the learning from home period . NAIDOC week was celebrated in school with teachers and students learning Indigenous games taught from the Connect to Culture club. These games were videoed and shared between the community on class dojo.
Early action for success	**Funding Sources:** • Early action for success ($334 671.00)	The funds were for an Instructional leader and District Instructional Leader tutor based at the school.
English language proficiency	**Funding Sources:** • English language proficiency ($139 481.00)	The funds were used to employ an EALD 0.8 and residual funds to employ a EALD teacher for additional days. EALD teachers have continued to model good teaching practices by working in classrooms and supported classroom teachers to support students. Check in assessments this year in EALD Developing in Year 3 50% of students were in the top 2 bands and in Year 3 Numeracy 62.5% of students achieved in the top 2 bands.
Integration funding support	**Funding Sources:** • Integration funding support ($12 000.00)	Funds were used to employ SLSOs to support students in the classroom and playground. Also SLSO assisted in making resources and check ins with students and families.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($188 579.00)	The funding was used for employment of 1.2 Learning and Support teacher.The residual was to employ SLSO's to support students in the classroom and playground. SLSO and Learning and Support Teacher timetables to support identified students to participate in a social skills program. LST team identified students for support in behaviour and learning with the LAST and SLSO's timetables were created to support students Due to COVID Learning from Home lessons were provided and resources created with regular communication with students and families.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($52 723.00)	Two Assistant Principals were released for one day a week to work with stage teams for collaboration, planning and to develop classroom practice and personalised professional learning goals were a focus of professional dialogue and support provided in

Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($52 723.00)	identifying future goals and development . During this year additional support was provided to assist in providing learning from home work on a online platform.
Socio-economic background	**Funding Sources:** • Socio-economic background ($601 694.00)	This funding paid for employment of Intervention teacher to support targeted literacy development K-2. Also the Employment of extra classroom teacher to release an executive to engage in the role of Assistant Principal Instructional leader 3-6. Employment of class room teacher for forming an extra class to reduce class sizes and employment of classroom teacher to release an Assistant Principal off class for the Wellbeing and Student engagement role. Other residual funds to subside the Community Leader Hub role.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted support for refugees and new arrivals ($708.00)	Resources were purchased to support students individual needs.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	129	134	117	122
Girls	130	134	124	121

Student attendance profile

School				
Year	2017	2018	2019	2020
K	88.2	88.3	90	88.9
1	92.7	89.7	89.2	89.3
2	90.9	91.2	90.9	87.5
3	92.5	91.6	92.7	90.4
4	90.6	92.6	89.2	90.3
5	90.4	89.2	92.9	92.1
6	90.8	88.6	92.1	93.6
All Years	90.9	90.1	90.9	90.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.94
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	6.62
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Throughout 2020 staff had access to a variety of professional learning activities. including:
- L3
- Child Protection
- Trauama Infromed Practice
- Flourish
- Edutech
- Stronger Smarter
- Disability Standards
- Comprehension Strategies
- Leed (Leading Evaluation Evidence and Data)
- First Aid
- CPR Practical Anaphylaxis
- School Improvement Plan
- Smiling Minds
- Effective Reading :Phonological Awareness and reading

Financial information

Financial summary

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

	2020 **Actual** ($)
Opening Balance	887,173
Revenue	4,729,109
Appropriation	4,569,489
Sale of Goods and Services	10,528
Grants and contributions	132,401
Investment income	1,491
Other revenue	15,200
Expenses	-4,822,466
Employee related	-4,456,497
Operating expenses	-365,969
Surplus / deficit for the year	-93,357
Closing Balance	793,816

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 **Approved SBA** ($)
Targeted Total	39,419
Equity Total	941,526
Equity - Aboriginal	11,773
Equity - Socio-economic	601,694
Equity - Language	139,481
Equity - Disability	188,579
Base Total	2,477,040
Base - Per Capita	64,737
Base - Location	0
Base - Other	2,412,304
Other Total	972,290
Grand Total	4,430,276

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Students

Students participated in the Tell Them From Me survey in 2020 76% of students indicated they had a sense of belonging. 100% of students held expectations for success and school staff held high expectations for all students to succeed. 76% of students stated that someone at school consistently provides encouragement and can be turned to for advice . 87% of students state they have pride in their school.

Parents participated in Partners in Learning Tell Them From Me survey. Parents feel welcome at the school and written information from the school is clear and in plain language. Parents indicated that teachers expect their children to work hard. School reports on student's progress are written in terms that are understandable. School staff take an active role in making all students are included in school activities..

The staff completed a school culture survey in 2020 . The survey comments about the school culture was :

Friendly & welcoming school with hardworking and dedicated SASS and teaching staff.

We have excellent staff at Villawood East PS, teachers and other staff members work together to follow school values to have a positive school that promotes excellent student learning outcome.

Working as part of a team that supports the students on an academic, social, emotional and behavioural level.

All the staff are friendly and approachable. Everyone also communicates and interacts with all students (not just the ones in their class).

Very friendly, inclusive and supportive culture always striving to improve.

The findings from these surveys have been considered when planning the 2021-2024 school plan.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.