

2020 Annual Report

Villawood North Public School



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Introduction

The Annual Report for 2020 is provided to the community of Villawood North 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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School vision

At Villawood North Public School we are dedicated to the development of independent, confident and successful learners within a nurturing, quality learning environment. We work together as a whole school community to prepare and inspire all students to contribute to an ever changing world.

School context

Villawood North Public School is located in South Western Sydney and provides high quality education for a richly diverse community with 90% of students having a language background other than English. There are 28 different language backgrounds represented in the student population with the larger groups being Arabic, Vietnamese, Chinese and Pacific Islander.

The school supports students from low socio-economic, English as a Second Language and Aboriginal and Torres Strait Islander backgrounds. In response to its' complex student needs, the school is an Early Action For Success school. The school receives an Instructional Leader to support the early development in literacy and numeracy. The Instructional Leader works in collaboration with the Principal, school leadership team and teachers to integrate Early Action for Success initiatives into the school plan and programs. The community supports a focus on learning and a wide range of activities which support the development of the whole child.

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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

Wellbeing and Engagement

Purpose

To ensure that there is a strategic and planned approach to excel in whole school wellbeing and engagement processes that support all students so they can connect, succeed, thrive and learn.

Improvement Measures

1. An increased percentage of students and teachers indicating improved wellbeing.
2. Increase the percentage of learning time in classrooms through the elimination of behavioural disruptions.
3. Improved regular whole day student attendance.
4. Increased parent and carer engagement in all aspects of the school.

Progress towards achieving improvement measures

Process 1: Students, teachers, parents and carers will engage in regular conversations to discuss student goals in curriculum and wellbeing.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of classroom teachers were able to provide students with learning goals in English and Mathematics.• 100% of students Years 1-6 could identify a writing goal.• Semester 2 reports reflected two goals achieved and one future goal for English, Mathematics and Community Language comments, written in parent/carers friendly language.• Individual students were identified as requiring support with managing anxiety.• Individual students were identified for individual support meetings to improve school attendance.	<ol style="list-style-type: none">1. Casual release for formative and summative assessment data analysis \$30002. Casual release for Sentral wellbeing, attendance and sick bay record analysis \$10003. Termly update of Literacy & Numeracy Learning Progressions tracking with team leaders \$20004. Professional Learning to write individual learning goals \$10005. Teaching resources for use in the classroom and playground \$3000 <p>TOTAL: \$10000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Process 2: School guidelines and practices will reflect Department of Education policy to ensure early intervention for wellbeing and attendance.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none">1. Years 5 and 6 students provided lesson feedback to support the continuation of the Mock High School program, reporting it assisted them in reading a timetable and understanding what high school organisation and level of engagement would be like.2. Students targeted for daily check-ins to assist with self-regulation of anxiety had a decrease of being sent home for feeling sick and visiting sick bay.3. Students engaging in the Social and Emotional targeted program showed a decrease in negative behaviours during break times.4. Review of the Positive Behaviour for Learning program demonstrated consistency and community understanding required refocussing,	<ul style="list-style-type: none">• Teacher release to engage in professional learning required for the Attendance Pilot \$1000• Purchasing resources to support Mock High School \$1000• Purchasing resources to support student emotional and social learning \$2000• Teacher release for school process review \$2000• SLSO \$60000 <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$65000.00)

Progress towards achieving improvement measures

1. Years 5 and 6 students provided lesson feedback to support the continuation of the Mock High School program, reporting it assisted them in reading a timetable and understanding what high school organisation and level of engagement would be like.
2. Students targeted for daily check-ins to assist with self-regulation of anxiety had a decrease of being sent home for feeling sick and visiting sick bay.
3. Students engaging in the Social and Emotional targeted program showed a decrease in negative behaviours during break times.
4. Review of the Positive Behaviour for Learning program demonstrated consistency and community understanding required refocussing,

- Professional learning (\$1000.00)

Process 3: Wellbeing and student engagement programs will be strengthened across all learning environments, underpinned by the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none"> 1. Tell Them From Me data demonstrated students sense of belonging had a 13% increase from 2019, 7% above the government norm. Positive behaviour at school, from the perspective of the students, had dropped 9% since 2019. 2. Students were surveyed and indicated those in Years 5 and 6 were not responsive to the current positive reinforcement processes implemented at school. 3. Social & Emotional Learning target groups returned feedback from students that it had provided them with strategies to assist with big emotions. 4. Students engaged in Sports in Schools Australia to boost self-esteem and engage in physical activity. Student feedback expressed the ability of the instructors to relate to the students was difficult due to the high turn over of staff each week. 5. K-2 students were using the newly painted games on the asphalt during play breaks. 6. The outdoor learning space was being accessed for learning across 3-6 classes. 	<ul style="list-style-type: none"> • PBL reward shop (Villawards) \$2000 • Assistant Principal Wellbeing \$140000 • Smiling Minds app • Engaging with Sports In Schools Australia focussing on preferred sports for student engagement \$60000 • Sporting Schools Grant \$9000 • Playground enhancement - outdoor learning space (Government Grant \$20,000 + School & Community funds \$10,000), playground game markings \$12,000 <p>TOTAL: \$253,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$223000.00)

Strategic Direction 2

Quality Teaching and Learning

Purpose

To ensure the diverse needs of all students are met through exemplary teaching and learning practices.

Improvement Measures

1. Increased proportion of all teachers utilising reliable data to track and inform student learning.
2. Students will achieve or exceed a year's expected growth in Literacy and Numeracy.
3. All teaching and learning programs will be aligned with the NESA registration process and reflect NSW curriculum requirements.

Progress towards achieving improvement measures

Process 1: Through regular teacher analysis of data to inform teaching and learning programs students will be able to articulate their individual learning goals.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none">1. K-2 teachers released fortnightly through the library program to engage in data chats with the Instructional Leader, reflecting on student data.2. Whole school focus on assessing Instructional Reading levels and Creating Texts to add to tracking on the Literacy Data Wall.3. Years 1-Years 6 engaging in BURT and SA Spelling standardised assessment data to identify students at risk and requiring extension in areas of their literacy.	<ul style="list-style-type: none">• Research to support Feedback• Instructional Leader• Casual Relief for professional learning \$6000• Building of a Literacy Data Wall \$5000 <p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$163000.00)• Professional learning (\$6000.00)• Literacy and numeracy (\$5000.00)

Process 2: Teachers will develop appropriate teaching and learning strategies that meet the needs of individual students.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none">1. 100% of teachers engaging in Teaching Sprints with a reading focus.2. K-2 teachers engage in professional learning with a focus on Writing.3. All teachers and SLSO's engage in phonics professional learning.4. Instructional Rounds online was implemented, impact on building capacity at VNPS was not relevant as it has been in the past. No Instructional Rounds were hosted by VNPS due to the impact of COVID-19.	<ul style="list-style-type: none">• Professional learning with Teaching Sprints \$2000• Professional Learning scheduled time• Resources for phonics intervention \$500• Teacher relief \$5000 <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$2000.00)

Process 3: Teaching and learning programs reflect NESA requirements and NSW curriculum.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none">1. Scope and sequences for KLA's have been refined in 2020.2. Development of a Community Languages scope and sequence aligned with the new syllabus to be reviewed in 2021.3. Alignment of scope and sequences to support cross stage classes to be reviewed in 2021.	<ul style="list-style-type: none">• Teacher release \$8000

Strategic Direction 3

Inspiring and Leading

Purpose

To inspire the leadership qualities in all and ensure the school community share a culture of high expectations.

Improvement Measures

1. An increase in teachers leading new or established programs, sharing expertise of teaching and learning experiences.
2. Continue to see an increase in the understanding of high expectations across all staff, students and parents/carers.
3. An increase of opportunities in leadership within the school.

Progress towards achieving improvement measures

Process 1: Opportunities will be developed and sustained to provide a variety of leadership roles for students across the school.

Evaluation	Funds Expended (Resources)
Due to the impact of COVID-19 student leadership involving PBL Peers was not successful in 2020. This was impacted by the separated cohorts during recess and lunch breaks, therefore PBL Peers engaging with younger students in the playground could not occur.	<ul style="list-style-type: none">• Purchase of leadership caps, PBL Peers vests and badges \$1000• Teacher release for student leadership training \$1000• Leadership celebration and reflection celebration \$500• NB: Teacher release for student training and leadership celebration and reflection did not occur in 2020 as a result of the impact of COVID.

Process 2: School systems and processes will be embedded into teacher practice to enhance professional learning and sharing of expertise.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none">1. Systems has been put in place for sharing of expertise using Google Drive and Communication Meetings, data shows 20% of teachers volunteer to engage by sharing expertise.2. 100% of staff had access to a laptop or iPad during remote learning to engage in professional learning, professional engagement in communication/planning/LST meetings.	<ul style="list-style-type: none">• Professional learning fees \$10000• Purchase of staff laptops to allow for ongoing professional learning and engagement during remote learning \$10000

Process 3: Expanding the opportunities for parents to engage with the school to develop strong partnerships.

Evaluation	Funds Expended (Resources)
<ol style="list-style-type: none">1. School chose one online platform to engage with community - Class Dojo.2. Increase from one to two Community Liaison Officers (Vietnamese/Arabic speaking) demonstrated limited impact on parent & community engagement at school level.3. Online forum using Google Classroom was developed by the school ICT coordinator for use at home during remote learning. Links to school purchased subscriptions and work packs were uploaded.	<ul style="list-style-type: none">• Class Dojo• Employment of 2 x CLO (0.2 FTE) Vietnamese/Arabic speaking \$34,323• Development of online forum for remote learning that can be accessed from devices at home

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Specialist Reading Intervention Teacher • Online teaching & learning subscription 'My Mob' Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$1 040.00) 	<p>One student identifies as Indigenous and has shown growth in the areas of:</p> <ol style="list-style-type: none"> 1. Phonics 2. Phonemic Awareness 3. Instructional Reading Level <p>Staff engaged with the online professional learning to build their understanding of the indigenous culture.</p>
English language proficiency	<ul style="list-style-type: none"> • 1.0 FTE EALD Teacher • Professional Learning online and networks • Teacher release to complete EALD survey data Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$159 206.00) 	<ol style="list-style-type: none"> 1. Refinement of the assessment process of students to include summative and formative assessments. 2. Inclusion of targeted support that incorporates withdrawal and in-class. 3. Engagement in professional learning through networks for targeted staff.
Low level adjustment for disability	<ul style="list-style-type: none"> • Early Intervention Phonics Program developed by the Instructional Leader • SLSO's to deliver Early Intervention Phonics Program \$20000 • Online subscriptions (Reading Eggs and Mathletics) \$8000 • 1.4 FTE Learning & Support Teachers \$154000 	<ol style="list-style-type: none"> 1. Increase in the number of students exiting K-2 at expected outcomes. 2. Increase in the number of students exiting K-2 reading at expected instructional reading level. 3. All students had access provided for Reading Eggs and Mathletics to enhance learning.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Teacher release • Professional Learning in literacy, numeracy and classroom management • Teaching resources to support quality literacy & numeracy programs Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$49 422.00) 	<ol style="list-style-type: none"> 1. Differentiation of independent literacy activities were developed for students in a Support Class. 2. Organisation and implementation of quality reading intervention and teaching and learning activities for students in a 2/3 composite class. 3. Improved assessment and data tracking across three targeted classes. 4. Improved classroom management in one targeted class.
Socio-economic background	<ul style="list-style-type: none"> • Speech Pathologist \$40000 • Teaching Resources \$12000 • Playground Equipment \$2500 • Student Assistance \$4000 	<ol style="list-style-type: none"> 1. 100% of students had access to all required resources to learn from home without digital support. 2. 100% of students flagged as having a language concern were screened through the school program. 3. Students provided feedback which supported playground sporting equipment, encouraging positive interactions in the playground.
Support for beginning teachers	<ul style="list-style-type: none"> • QTSS Mentor for Literacy & Numeracy • Access to Accreditation Mentor • Online professional learning • Teacher release to engage with QTSS mentor 	<ol style="list-style-type: none"> 1. Two beginning teachers commenced their accreditation documentation for proficiency. 2. Four teachers targeted to build their capacity across semester 2 in: literacy, classroom management and numeracy.

Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • Guided Readers \$2500 • Bilingual quality texts \$1000 • Multicultural Day resources \$1000 • Employment 0.317 FTE Classroom Teacher for in class support Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$22 143.00) 	<ol style="list-style-type: none"> 1. Classes with students identified as a New Arrival were resourced with quality texts to develop English proficiency. 2. Community Language teachers were provided time in the timetable to support New Arrival students in their regular classrooms. 3. Bilingual texts were purchased for the library for New Arrival students to borrow. 4. 100% of students engaged in Multicultural Day activities celebrating cultures and acceptance of cultural differences.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	133	142	133	126
Girls	128	126	136	122

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.4	91.3	91.2	80.8
1	94.6	93.8	91.2	80.9
2	94.6	93.5	93.6	77.3
3	93.7	93.2	94.1	77.6
4	94.3	93	91.3	81.1
5	91.8	94.7	92.5	86.5
6	94	87.6	92.7	87.4
All Years	94.1	92.7	92.3	81.7
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)	3
Classroom Teacher(s)	9.66
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	1
School Administration and Support Staff	3.61
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	547,907
Revenue	3,663,540
Appropriation	3,633,657
Sale of Goods and Services	7,279
Grants and contributions	21,236
Investment income	518
Other revenue	850
Expenses	-3,498,530
Employee related	-3,087,097
Operating expenses	-411,433
Surplus / deficit for the year	165,010
Closing Balance	712,917

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	27,039
Equity Total	904,379
Equity - Aboriginal	3,279
Equity - Socio-economic	551,514
Equity - Language	159,206
Equity - Disability	190,380
Base Total	2,141,037
Base - Per Capita	64,696
Base - Location	0
Base - Other	2,076,342
Other Total	455,718
Grand Total	3,528,173

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

Parent surveys demonstrated the following:

- 100% of parents value school and feel that their child is safe at VNPS.
- Parents reported that teachers explain things to the student, answer questions and are supportive.
- English and Mathematics are valued highly by parents.
- 66.6% of parents find Class Dojo a positive change.
- 100% of parents feel involved in their child's learning.
- 73.3% of information is being transferred to home via the child.
- 93% felt the school was well-maintained.

Parent feedback for school improvement included areas to review:

- 40% of parents want a focus on wellbeing and behaviour.
- Sports equipment, cleaner toilets and rubbish disposal require improvement.
- Parents want students to be more community focused and involved in community initiatives.
- Parents would like to see school funds spent on play equipment, classroom resources and technology.

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.