

2021 Annual Report

Villawood East Public School



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Introduction

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

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School vision

We believe our students are resilient, capable, and competent learners. Educators maintain the highest expectations of our learning community whose learning needs are nurtured and celebrated. We develop environments that create choice through flexible and responsive learning environments while maintaining excellence in teaching, learning and wellbeing. Villawood East Public School endeavours to develop informed citizens who make active contributions to society and their own community. They will be equipped with skills, knowledge and values that support students in advocating for selves well into their future. We aspire to develop student confidence, self esteem and ambition. We will establish mentoring, coaching and professional partnerships to build leadership density across staff, students and parents.

School context

Villawood East Public School is situated in South Western Sydney and has an enrolment of 255 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 Public School is a multicultural school with 79% of students from NESB background from 22 language groups other than English. The school comprises of 13 classes including three support classes and an on-site preschool. 7% of students are from Aboriginal background.

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

Villawood East Public School provides quality education in a supportive, inclusive and nurturing environment where learning is valued the needs of all students are catered for.

Our school values are Safe, Respectful, Learners. We implement a variety of quality programs: Extending Mathematical Understanding (EMU) Early Action for Success, Arabic Community language program and a Connect to Culture program for Aboriginal students. A Speech Pathology Program program is implemented one day a week to support students P-6.

Extra-curricular opportunities in Sport, Technology, Public Speaking and Creative and Performing Arts, enable our students to participate through a range of different experiences. We are a Community HUB that offers TAFE courses for community members participating. The school organises a daily breakfast club for students and the community.

We value our strong relationships with Karitane, Burnside, Bankstown Deadly Beginnings, Mission Australia, Songroom and The Smith Family which support our students, teachers and community. Our staff work collaboratively and value our supportive school community.

The school has completed a detailed situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher collaboration and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

1. Student Growth and Attainment

Our priority is student growth and achievement in the area of reading and numeracy by ensuring all teachers and students are aware of personal goals to be achieved. A consistent approach P-6 for monitoring and assessing student progress is an important component of this strategic direction.

2. Leadership Density and Capacity Building

Our priority is that every teacher continues to develop and learn how to implement quality teaching. We aim to support future leaders, strengthen our collaboration and further develop our learning culture.

3. Student and Community Voice and Engagement

Evaluation of feedback highlighted the need to provide greater opportunity for student and parent voice to increase sense of belonging. Our aim in seeking student and parent voice is to provide opportunities to influence the learning environment positively.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To develop student skills, knowledge and appreciation of English and Mathematics and the role it plays in developing confidence, self esteem and ambition. To enhance students' understanding of personal learning goals and developing informed citizens who make active contributions to society and their own community. To promote learning excellence through a highly responsive approach to quality teaching and assessment. To develop self-aware, reflective and responsible students who strive for excellence and reach their full potential.

Initiatives

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

- Designing Assessment and Learning for Reading and Comprehension
- Designing Assessment and Learning for Balanced Mathematics

Resources allocated to this strategic direction

English language proficiency: \$134,421.00

Socio-economic background: \$314,000.00

Refugee Student Support: \$1,526.10

Literacy and numeracy intervention: \$47,090.00

Low level adjustment for disability: \$191,778.00

Summary of progress

This initiative was chosen as a focus because our internal and external data identified that assessment was an area of significant need to understand how to best to support student growth and attainment.

To improve our practices and processes we developed a whole school assessment policy to ensure consistency and clarity of assessment practices. We were also deliberate in building the capacity of all staff to use assessment to drive the teaching to meet students needs.

What worked well was that we now have consistent and formative assessment practices across K-6.

What inhibited our work in embedding these assessment practices was the inability to for staff to meet and collaborate fully due to limitations of remote learning.

The improvement we have seen has been evidenced by staff demonstrating a better understanding of how to use assessment tools and strategies to identify the individual learning needs of students.

To continue our improvement we will use assessment reading as the foundation of forming groups and drive explicit teaching. To build the capacity of staff to use Learning progressions to compliment internal assessment practices.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 2% from baseline in the number of students achieving expected growth in NAPLAN numeracy.	The percentage of students achieving expected growth in numeracy decreased indicating progress toward the lower bound target was not achieved this year.
An uplift of 4% from baseline in the number of students achieving in the top two bands in NAPLAN reading.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading greater than the target of 4% uplift.
An uplift of 5 % from baseline in the number of students achieving expected growth in NAPLAN reading'.	The percentage of students achieving expected growth in numeracy increased leading to progress toward the lower bound target this year.

An uplift of 4% from baseline in the number of students achieving in the top two bands in NAPLAN numeracy.

NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy greater than the target of 4% uplift.

Strategic Direction 2: Leadership Density and Capacity Building

Purpose

To reflect on and refine the frequency and quality of leadership practices in the school. To develop the whole school's depth of understanding about the qualities that promote learning and generate positive influence on others. To embed a culture for a continuous pursuit of learning. To refine established professional conversation processes so that all involved gain new insights, perspectives and understanding. To develop a culture of feedback that supports practice based development.

Initiatives

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

- Adaptive expertise and capacity building practices
- Leadership Density

Resources allocated to this strategic direction

Socio-economic background: \$54,874.00

Professional learning: \$25,725.00

QTSS release: \$53,000.00

Summary of progress

This initiative was chosen as a focus because to develop the instructional leadership capacity of staff and shared responsibility of learning for all students.

To better understand our practices we reflected on our current professional learning using the High Impact professional Learning tool provided by the department.

What worked well was that more staff were taking on leadership roles.

What inhibited our work was the disruption caused by the COVID lock down and restrictions on meetings.

The improvement we have seen has been evidenced by improvement in communication and confidence in responding to student needs.

To continue our improvement we will continue to build and provide opportunities for distributive leadership.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Professional Learning policy established and shared with staff including the department goals of High Impact Professional Learning and help staff identify our schools structure as PL. Measure: Network Culture Survey - increase from 84% (2020) of staff who either agreeing or strongly agree that "staff are involved in decision making process" (<i>quantitative</i>)	The culture survey was completed early in term 1 It showed a decrease in the % of staff who indicated they were involved in making decisions. During the year staff were required to make many decisions in their stage teams and as individuals when home learning commenced. The staff were responsible for supporting learning from home and communicating with parents and students online.

<p>Teachers are guided in identifying what leadership values, behaviours and mindsets are, and reflecting on these to develop personal leadership profiles for themselves within their sphere of influence , ie class, stage, committee etc</p> <p>Measure: Teacher Survey, culture survey</p> <p>Increase in teacher menti meter survey baseline data indicating teachers are supported in leadership development from baseline data. (<i>quantitative</i>)</p> <p>An increase in the number of staff engaging in leadership Professional Learning and who indicate aspirations for leadership roles. (<i>quantitative</i>)</p>	<p>Due to the movement to online learning in term 3 of 2021 and the ongoing restrictions due to COVID-19 a large portion of professional learning was moved online and teachers were supported to engage in independent learning. The result of this showed a shift in teacher mindset about leading professional learning by sharing their independent studies with the rest of their stage and the whole school.</p>
<p>Professional Learning Community time is embedded, valued and consistently engaged in by all staff and collaborative routines are embedded (for e.g SPRINTS/Spirals).</p> <p>Classroom presence and modelling of practice in rooms and co plan and co teach is consistent across the school.</p> <p>Measure: document analysis of PLC records of learning and timetables</p> <p>Records of attendance, PL and inquiry show consistent attendance and reduced interruption 80% of the time by term 4. (<i>quantitative</i>)</p> <p>Uninterrupted and sustained quality reflection time with off-class assistant principals 80% of the scheduled time. (<i>quantitative</i>)</p>	<p>Due to the movement to online learning in term 3 of 2021 and the ongoing restrictions due to COVID-19 professional learning communities were put on hold for the majority of the year. Instead the focus was on individual reflection and support from the leadership team.</p>

Strategic Direction 3: Student and Community Voice and Engagement

Purpose

To enhance community and student voice on decisions that shape their learning experiences. To build a collective responsibility for active, respectful communication which fosters meaningful collaborative partnerships across the school community. To embed school wide consistent procedures on student wellbeing so students become active citizens of our community. To develop higher levels of wellbeing and empowerment and develop stronger relationships with adults and peers.

Initiatives

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

- Student and Community Voice and Engagement
- Active and Informed Citizenship

Resources allocated to this strategic direction

-School and Community: \$80,000.00

Socio-economic background: \$72,071.00

Aboriginal background: \$10,038.00

Summary of progress

This initiative was chosen as a focus because we found through the self assessment of the SEF that we needed to promote authentic student and community voice across all three domains.

To improve our practices and processes we have begun restructuring the SRC and streamlined school communication practices using a range of technologies and employment of staff to specifically communicate in community language around attendance and wellbeing.

What worked well was the opportunities provided for students to learn leadership skills in earlier years to then be prefects and captains of the school. Even though COVID 19 impacted school operations, there was increased opportunities for communication between school and community.

What inhibited our work was the COVID19 Safe operations which impacted community coming onsite and the inability to mix cohorts.

The improvement we have seen has been evidenced by students identifying their reason to going into a leadership position was due to involvement in the leadership programs. Parent communication increased over ClassDojo with almost 100% of families connected.

To continue our improvement we will continue to implement the restructure of the SRC, ensuring online communication to parents continues to be streamlined and parents feel that the communication is accessible.

We have adjusted our next progress measure to take into consideration ongoing COVID and illness impacts.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All communication to home is accessible in multiple formats and parents identify these are clear and accessible. Shown through an increase in the average score from 6.3 to 6.4 under "Parents are Informed" on the TTFM parent survey.	On the TTFM survey in 2020 Parents are informed was 6.3 in 2020 and increased to 7.8 in 2021

<p>A 20% uplift from baseline data using TTFM parent survey (useful communication about school news) parents become aware that the school website and newsletter is available to access information about the school activities.</p> <p>A 15% uplift from baseline of parents completing the TTFM parent survey.</p>	<p>29% of parents previously said the school website was not available at the school, it was not known. now 100% of respondents know of the website and 65% say they find it useful or very useful increased to 28%</p> <p>7 parents in 2020 completed survey and increased to 14 parents in 2021.</p>
<p>An embedded school wide procedure is developed on wellbeing and engagement both for students and staff on positive expectations in the playground and in the classroom.</p> <p>A 10% increase from baseline from TTFM parent survey data in parent participation in school committees and attending the school activities.</p> <p>An 5% uplift from baseline in students valuing the PBL procedures from the PBL survey data.</p> <p>A 3% decrease in the number of negative playground incidents recorded on Sentral.</p> <p>An increased number of student leadership positions available across all areas of the school, for students to apply for.</p> <p>An uplift from baseline that the school supports positive student behaviour from TTFM parent survey.</p> <p>A 3% uplift from baseline from The Network Teacher Culture Survey that "student behaviour across the school is managed consistently."</p> <p>A 3% uplift from baseline for positive behaviour in the learning environment at school 'using the Student TTFM survey data.</p>	<p>The PBL team developed consistent school wide staff expectations. The team developed staff surveys to gather baseline data on the current classroom and playground expectations and how these are recorded on Sentral. The PBL team then developed school wide consistent procedures with recording of incidents on Sentral. New classroom PBL signs were placed in all classrooms as were PBL mats promoting the importance of PBL and a reference for students and teachers to consistently use.</p> <p>Zones of regulation weekly lessons were implemented across the school with the team giving PL and resources to teachers during admin meetings so lessons were taught. Evidence of lessons taught were in teachers classroom timetables and evidence and feedback was gathered from teachers.</p> <p>The PBL team trialled the PAX Good behaviour game which will provide the school will consistent school wide classroom expectations. A decision was made to train all staff in this at the start of 2022.</p> <p>Due to covid and lock down we were unable to see if there was a decrease in negative playground incidents as students were not at school for an extended period of time.</p> <p>At the start of 2021 an EOI was sent out to students from year 4 to 6 to express an interest in leadership. Teachers were asked for input and a future leaders of VEPS team was established with a diverse group of students. Students attended the GRIP leadership conference in term 1 to gain an understanding of student voice and leadership.</p> <p>Students provided feedback on the conference and the committee used this feedback to plan a future leaders of VEPS induction day .</p>
<p>An uplift of 2% from baseline in the number of students attending 90% of the time at school.</p>	<p>The number of students attending greater than 90% of the time or more has decreased likely due to the current COVID 19 precautions and isolation rules.</p>
<p>An uplift of 1.3% from baseline of students indicating a overall positive sense of wellbeing.</p>	<p>The number of students indicating a overall positive sense of well being decreased. This has been affected by lock down, learning from home, cohorting and not being at school for the whole year. However it should be noted that the decrease from 2019 to 2021 was only 3%, suggesting the processes put in place have had a mitigating effect on further decreases</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,526.10</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Designing Assessment and Learning for Reading and Comprehension <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • strengthening orientation and transition program for identified students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in: A greater variety of bilingual resources to use in teaching programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To review the New Arrivals and Refugee Student Support program to ensure the learning needs of students are being met.</p>
<p>Integration funding support</p> <p>\$83,400.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Villawood East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of speech pathology program <p>The allocation of this funding has resulted in: Funds were used to employ SLSOs to support identified students in the classroom and playground. Also SLSO assisted in making resources and check ins with students and families. Students were supported and developed social skills with the support of SLSO.</p> <p>After evaluation, the next steps to support our students with this funding will be: To employ a teacher two days a week to support students entitled to Integration funding.</p>
<p>Socio-economic background</p> <p>\$621,086.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Villawood East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Designing Assessment and Learning for Reading and Comprehension • Student and Community Voice and Engagement • Adaptive expertise and capacity building practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$621,086.00</p>	<ul style="list-style-type: none"> • additional staffing to implement literacy programs to support identified students with additional needs. • equitable access to specialist resources. • professional development of staff through trauma informed practice to support student learning. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: The increase in reading at or above reading growth by 9% over two years NAPLAN. Check in assessment data Year 4 improved vocabulary by 10% over two terms. Year 5 reading ,writing and spelling were above the SSSG. In year 5 results were above the SSCG in the % of students in the top 2 bands in Reading, Writing, Spelling and Numeracy. Aboriginal Year 5 students scored above the state and SSSG average score in NAPLAN Reading, Writing ,Spelling, Grammar and Punctuation and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ a SLSO to support and encouraged attendance. Employ additional staff to support class teachers and students in class.</p>
<p>Aboriginal background</p> <p>\$10,038.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Villawood East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student and Community Voice and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: Greater understanding and pride of Aboriginal students in their Aboriginal culture. Connect to culture program and Songroom program provided quality program developing understanding of Aboriginal culture. Collaboration with Dalmarri and Botanical garden saw the completion of the school yarning circle. Connect to Culture provided online resources for Learning from Home and work packs for students.</p> <p>Personalised Learning Plans were written with supported of students and families through the learning from home period .</p> <p>After evaluation, the next steps to support our students with this funding will be: To employ an Aboriginal Education Officer to further strengthen connections to Aboriginal families and the wider community.</p>
<p>English language proficiency</p> <p>\$134,421.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Villawood East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>English language proficiency</p> <p>\$134,421.00</p>	<ul style="list-style-type: none"> • Designing Assessment and Learning for Reading and Comprehension <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • employment of additional staff to support delivery of targeted initiatives. • provide EAL/D Progression levelling PL to staff. • employment of additional bilingual staff to support communication. <p>The allocation of this funding has resulted in: NAPLAN, EAL/D students at the consolidating level in Year 5 were at or above expected growth compared to SSSG in Reading and Writing . NAPLAN Year 3 EAL/D students in the developing level were above SSSG in Reading ,Writing ,Spelling , Grammar and Punctuation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning using EAL/D progressions.</p>
<p>Low level adjustment for disability</p> <p>\$191,778.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Villawood East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Designing Assessment and Learning for Reading and Comprehension <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • employment of SLSO to improve the development of students by implementing speech programs developed by specialists. <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$8,900.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Villawood East Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students

<p>Literacy and numeracy</p> <p>\$8,900.00</p>	<p>The allocation of this funding has resulted in: Reading resources were updated to support the learning needs of students. Resources online were purchased to support Learning from home such as Reading eggs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To investigate the purchase of quality literacy resources for Stage 3 that is engaging and some high interest text. Upgrade and update numeracy resources for all stages after a survey of resources..</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Villawood East Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: The Instructional leader has built the teachers capacity to engage in professional learning's that has built skills in the analysis interpretation and use of student progress and achievement data. Developed the range of formative assessment to inform their teaching and to meet the needs of students, Initiated a whole school assessment strategy to ensure that learning of students is systematically monitored K-6</p> <p>After evaluation, the next steps to support our students with this funding will be: To have 1.4 Assistant Principals Curriculum instruction for 2022 to lead P-6 literacy and numeracy professional learning.</p>
<p>QTSS release</p> <p>\$53,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Villawood East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Adaptive expertise and capacity building practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning</p>

<p>QTSS release</p> <p>\$53,000.00</p>	<p>intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to add extra days funded by equity so all Assistant Principals have a day released from class to work with their stages.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Villawood East Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Designing Assessment and Learning for Reading and Comprehension <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an extra teacher to release an assistant principal to support literacy and numeracy programs. <p>The allocation of this funding has resulted in: employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: engagement of additional teacher using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$224,238.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy -vocabulary development and comprehension. • employing staff to supervise and monitor progress of student groups engaging in online tuition in literacy intervention focusing on comprehension. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students. Providing additional in-class support for some students to continue to meet their personal learning goals will also be</p>

COVID ILSP \$224,238.00	a priority.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	134	117	122	129
Girls	134	124	121	110

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.3	90	88.9	87.4
1	89.7	89.2	89.3	90.3
2	91.2	90.9	87.5	91
3	91.6	92.7	90.4	89.9
4	92.6	89.2	90.3	90.9
5	89.2	92.9	92.1	90.8
6	88.6	92.1	93.6	90.8
All Years	90.1	90.9	90.1	90.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.93
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	793,816
Revenue	4,766,427
Appropriation	4,633,756
Sale of Goods and Services	11,065
Grants and contributions	120,464
Investment income	743
Other revenue	400
Expenses	-4,730,158
Employee related	-4,328,482
Operating expenses	-401,675
Surplus / deficit for the year	36,270
Closing Balance	830,086

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	84,959
Equity Total	957,837
Equity - Aboriginal	10,046
Equity - Socio-economic	621,510
Equity - Language	134,421
Equity - Disability	191,859
Base Total	2,485,188
Base - Per Capita	65,877
Base - Location	0
Base - Other	2,419,312
Other Total	806,703
Grand Total	4,334,688

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Students participated in the Tell Them From Me survey in 2021. 79% of students indicated they had a sense of belonging. 100% of students value school outcomes and find schooling useful for everyday life. Students at Villawood East stated a higher rate than the NSW average that they feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Parents participated in the Tell Them From Me survey. Parents showed a slight increase in saying they feel welcome at the school and written communication to parents are informed. They also identified a greater increase in safety at school, an inclusive school and that the school support learning. Parents indicated that teachers expect their children to work hard. School reports on student's progress are written in terms that are understandable and accessible to the community. School staff take an active role in making all students are included in school activities and actively create opportunities for inclusion and .

The staff completed a school culture survey in 2021. The survey found 80% of staff identified the school supported wellbeing and creating a culture of openness to sharing identified challenges well. 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 and this was evident to parents during Learning from Home with high levels of communication occurring between teachers and parents about their child's learning. 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 any changes to 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

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