

2021 Annual Report

Villawood North Public School



4065

Introduction

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

School contact details

Villawood North Public School

Bligh St

Fairfield East, 2165

<https://villawoodn-p.schools.nsw.gov.au>

villawoodn-p.school@det.nsw.edu.au

9724 1423

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 school launched a Support Unit to meet the complex needs of students diagnosed with Autism Spectrum Disorder comprising of three classes. The Support Unit works alongside the mainstream classes with a focus on integration within the school community.

The community supports a focus on learning and a wide range of activities which support the development of the whole child.

The school has completed a situational analysis, with consultation of all key stake holders, that has identified three areas of focus for this Strategic Improvement Plan. These three areas are building upon the work undertaken in the previous school planning cycle, and are all focused on improving students outcomes through building teacher capacity, explicit teaching and establishing high expectations.

Student growth and attainment

Through the analysis of NAPLAN data, key issues emerged in Reading, Writing and Numeracy results being consistently below SSSG across Year 3 and 5. A noticeable downward trend was observed in Numeracy from 2017 for Year 3, as was a significant decline in Reading and Writing from 2018 for Year 3. Analysis of Year 5 data demonstrated a slight increase in Numeracy, Reading and Writing from 2018 to 2019.

Planning, programming, assessment and evaluation of teaching and learning are areas of ongoing improvement. A whole school system and process will be developed to ensure teaching and learning is meeting Department of Education and NSW Education Standards Authority standards, informed by the literature 'What Works Best: 2020 Update'. Areas targeted in this school plan include:

Reading

- Read, view and comprehend texts
- Punctuation and vocabulary

Numeracy

- Measurement and Geometry
- Number and Algebra: Fractions and Decimals, Additive Strategies and Multiplicative Thinking

High Expectations

When conducting the situational analysis it was evident that student attendance and engagement in learning is an area of ongoing focus. Data collected through Tell Them From Me has shown a decline in positive behavior at school, and this was iterated through survey responses across all key stakeholders. While the school has implemented Positive Behaviour for Learning (PBL) principles, on reflection of the literature it is only one small part of wellbeing.

Linked to the School Excellence Framework the school will have a strong focus on building high expectations in the learning culture across all key stakeholders. We will do this by lifting attendance rates, including partial absences, and improve on a planned whole school approach to wellbeing with community voice and understanding, linking PBL and the new Behaviour Strategy released to Department of Education Schools. The school will work closely with the Wellbeing

Data informed collaborative practice

Our situational analysis has identified there is a variety of summative and formative assessment practices being implemented across the school, and two years of standardised assessment data collected. These forms of data have been used to identify individual learning goals in reading and writing for students and reporting back to parents and carers. The individual learning goals have also informed Personalised Learning and Support Plans (PLaSP).

School data (school assessment and student work samples) are not reflective of external data such as NAPLAN in regards to our student outcomes. There is also a discrepancy between the school data that is collected K-2 and 3-6 and how it is used to inform teaching and learning programs.

Informed by the School Excellence Framework and What Works Best: Update 2020, the school will strengthen practice in formative and summative assessment and the analysis of the data collected, in turn, the data will inform teaching and learning programs leading to explicit teaching. Feedback teacher to student, student to student and student to teacher and external data sources will be used to triangulate the data informed practices being developed.

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	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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes across reading and numeracy, teachers will engage in professional learning, receive and provide quality feedback, develop quality summative and formative assessments and analyse data to evaluate and modify teaching strategies and programs.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$79,500.00

Low level adjustment for disability: \$59,000.00

QTSS release: \$49,893.00

Professional learning: \$5,780.00

Literacy and numeracy intervention: \$32,000.00

Literacy and numeracy: \$7,200.00

Summary of progress

Literacy

In 2021 standardised assessments for reading, spelling and comprehension were conducted for students in years 1-6. Kindergarten completed Best Start assessment for literacy. Instructional Reading Levels were collected for all students K-3.

Classroom Teachers commenced fortnightly data conversations with instructional leaders using this initial assessment information in order to tailor learning to student need. 1:1 SLSO intervention, small group intervention (COVID ISLP) and in-class support (LaST/EALD) for reading further supported differentiation to meet the needs of all learners. In Semester two, there was a need to review the organisation and structure of intervention programs 3-6 and the identification of students for each program as some students were spending too much time outside the classroom accessing this support. As a result, new guidelines were co-constructed providing clear direction and consistency in implementation of intervention programs for Semester 2.

Feedback from the K-2 Instructional Leader and 3-6 Literacy & Numeracy Mentor provided evidence to support the need for using quality texts in literacy instruction. Teachers worked with the Teacher Librarian to identify and purchase quality texts to support teaching and learning programs.

Teachers and SLSO's engaged in Professional Learning delivered by a speech therapist. Teachers also continued their learning through fortnightly collaboration meetings held with their stage colleagues and led by the K-2 Instructional Leader or 3-6 Literacy & Numeracy Mentor.

There is evidence of teachers engaging in the scaffolded approach to developing vocabulary as depicted in the Word Aware program.. Student work samples demonstrate the planning and implementation of the explicit teaching of Vocabulary through Word Aware is evidenced across K-6, however this remains an area of focus to embed.

Remote learning impacted the implementation of vocabulary and reciprocal reading. Teachers engaged with a professional reading introducing Reciprocal reading, and formed groups to provide reflection on current practices and where to next. Vocabulary was built into the remote learning packs, K-2 were supported by explicit videos to incorporate into writing tasks

It was difficult to assess the implementation of vocabulary linked to reciprocal reading due to the challenges of learning from home. Staff engaged in professional learning on reciprocal reading delivered online by 3-6 Literacy/Numeracy Mentor.

In response to parent feedback an online presentation was developed and shared to strengthen parent/carers knowledge of effective vocabulary strategies to support continuity of learning while learning remotely. This presentation was translated into community languages to support non- English speaking parents.

Post vocabulary survey data shows classroom teachers have increased their knowledge and confidence in planning and implementing explicit vocabulary instruction however, further professional learning is required in 2022 to connect reciprocal reading and comprehension.

Numeracy

In 2021 data practices to inform teaching and learning were applied in the K-3 classrooms. All students from year 4 were assessed using the SENA 2 and plotted on the National Numeracy Learning Progressions for the sub element of Additive Strategies. Year 5 and 6 students were also assessed and plotted for the sub element Multiplicative Strategies. K-6 staff were provided professional learning in effective data use to inform practice to support analysis and response to classroom numeracy data. Teachers were provided support to use the numeracy progressions to monitor student progress and formative assessment practices were also introduced. Teachers were also supported to develop knowledge of the Big Ideas in Number through modelling and shoulder to shoulder support to enhance this knowledge. Evidence of differentiation in classrooms was the direct result of data analysis, in class support and progress monitoring.

Remote learning impacted our focus on numeracy. K-2 teachers engaged with the Week 8 Early Action for Success Statewide Staffroom focused on introducing key vocabulary and concepts in the revised K-2 Mathematics syllabus. K-2 staff also continued to engage in professional learning focused on the Big Ideas in Number, specifically Trusting the Count, and identified where student understanding could be ascertained while engaging in the SENA assessment. 3-6 completed the Additive Strategies and Multiplicative Thinking online professional learning and reflected on their understanding during collaborative planning sessions.

Targeted numeracy intervention was provided to identified students once they returned to face to face learning. The challenges of 2021 have impacted student progress in Numeracy. Due to remote learning and COVID Level 3 Plus School Operations, changes to the professional learning calendar were made to cater for the needs of staff and students in the evolving educational climate. Teachers were unable to participate in all planned professional learning to build their knowledge and understanding of graphical languages. As a result, this is an area for focus in 2022.

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 increase of 7.88% from baseline in the number of Year 3 and 5 students achieving in the top 2 bands for NAPLAN reading.	2021 NAPLAN results demonstrate a 3.66% increase of the number of students in Years 3 and 5 achieving in the top 2 bands of NAPLAN reading.
An increase of 7.35% from baseline in the number of Year 3 and 5 students achieving in the top 2 bands for NAPLAN numeracy.	2021 NAPLAN results demonstrate a 1.73% increase of the number of students in Years 3 and 5 achieving in the top 2 bands of NAPLAN numeracy.
An increase of 2% from baseline in expected growth data for NAPLAN reading.	2021 NAPLAN results demonstrate an increase of 9.93% from baseline in expected growth data for reading.
An increase of 0.5% from baseline in expected growth data for NAPLAN numeracy.	2021 NAPLAN results demonstrate an increase of 19.63% from baseline in expected growth data for numeracy.
An increase of 1% from baseline for students achieving vocabulary area of learning as measured by the Check In Assessment.	Year 6 results demonstrate an increase of 6.5% from baseline for students achieving vocabulary area of learning as measured by the Check In Assessment. Year 4 results demonstrate an increase of 12.3% from baseline for students achieving vocabulary area of learning as measured by the Check In Assessment.
An increase of 1% from baseline for students achieving number sense and algebra area of learning as measured by the Check In Assessment.	Year 6 results demonstrate this is an area that remains to be challenging for students. Year 4 data demonstrates an increase of 0.2% from baseline for students

<p>An increase of 1% from baseline for students achieving number sense and algebra area of learning as measured by the Check In Assessment.</p>	<p>achieving number sense and algebra area of learning as measured by the Check In Assessment.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

Strategic Direction 2: High expectations

Purpose

In order to improve student cognitive, emotional, social and physical wellbeing students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour in an enabling school environment. *Wellbeing Framework*

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.

- Wellbeing
- School engagement

Resources allocated to this strategic direction

Socio-economic background: \$239,750.00

Integration funding support: \$53,000.00

Professional learning: \$8,100.00

Summary of progress

Wellbeing

Our Positive Behaviour for Learning (PBL) has a focus on positive behaviour and engagement. With staff changes, there have developed some inconsistent approaches to the way PBL is implemented. This was evidenced through teacher surveys. Also observed were differing views in the approach to awarding positive behaviour. This was evidenced through student surveys. Engaging the community in PBL practices is an area for focus for 2022. Acknowledging the small improvements and sharing these with families, is one way we will enhance parent partnerships. Consistency in implementation and commitment of staff to PBL is a further focus for 2022. We will continue to build on school PBL acknowledgement and the links between classroom reward systems and whole school systems. This is important because students reporting positive wellbeing, including advocacy at school, sense of belonging and expectations of success leads to high levels of engagement and achievement.

The Assistant Principal: Wellbeing sourced and set up Calm Areas in individual learning spaces (classrooms, library, computer room and community language rooms). Priority was given to classes with students who had high needs in self-regulation.

School Learning Support Officers (SLSO's) and the AP Wellbeing were linked with students at various times of the day to engage in a verbal 'check-in'. Depending on student need, these check ins were timetabled for mornings (targeting students with anxiety about school) or before and after break times (targeting students with ongoing social needs). The learning and support team minutes and data on students requesting check ins has evidenced that these strategies are having a positive impact. Classroom teachers reported less disturbances from students, especially in the mornings where there was an observed improvement in students following routines and settling in to learning quickly. Calm Areas have assisted students moving to self-regulate, allowing the teacher to attend to the student at a time not disruptive to the lesson. Playground behaviour continue to require a focus. Teachers and SLSO's engaged in MAPA training. This was to build staff capacity in deescalating behaviour when dealing with students with complex needs in the playground. Learning engagement was impacted by the challenges of learning from home.

In 2022 a focus on positive behaviour will continue. Professional learning in evidence-based classroom management and behaviour practices will support teachers with strategies and skills to implement in the classroom and playground environment. We will revise the 'Playground Steps for Negative Behaviour' and provide lanyards for all staff that don't have them with the visual prompts used with identified students. Further to this, we will purchase playground playing equipment to engage students in play. Passive activities to be supervised by SLSO's will be researched. Sensory play will be explored to support our new kindergarten students in the Support Unit.

School engagement

In 2021 a Community Liaison Officer was employed to support student engagement. Students and parents were surveyed in order to understand the challenges. The findings included student motivation to come to school, support required in the home during morning routines, illness within the family, being part of Fairfield LGA, financial impacts with regards to access to technology and ongoing fears for health and safety after a pandemic. These findings were communicated to teachers and parents with a focus on developing school and parent partnerships in support of regular

attendance. Attendance monitoring was supported through refining our systems and processes and being proactive in engaging parents in this area. The Assistant Principal, Wellbeing conducted check ins with students experiencing difficulty with attendance. Regular communication through various channels provided information to parents on the importance of regular attendance. Improved and regular attendance was celebrated publicly. The impact of our focus on attendance to support and improve student engagement has been positive pre and post the pandemic lock down. Next year, to continue to support student engagement we will. continue to engage in daily check-ins with high risk students, celebrate all attendance successes and build upon the current communication and supportive relationship between home and school, because. student achievement is closely linked with regular student attendance.

The school has applied to be considered for the

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
Improvement as measured by Tell Them From Me: <ul style="list-style-type: none"> • Student positive behaviour outcomes achieve a 1.5% uplift. 	As reported in Tell Them From Me student data, student positive behaviour outcomes have decreased from May 2021 by 6% in November. The school remains to be 1% above the government norms for student positive behaviour outcomes, and register 0 suspensions in 2021.
Improvement a measured by SCOUT: <ul style="list-style-type: none"> • Student attendance outcomes improve as measured by internal student attendance data and achieving a 1% uplift of students with an attendance rate of 90% or above. 	The number of students attending school 90% of the time or more has decreased by 8.62% of students, with a strong correlation to engagement during COVID lock down.

Strategic Direction 3: Data informed collaborative practice

Purpose

In order to improve student learning outcomes in reading and numeracy, teachers need to engage in regular classroom observation and feedback and articulate how changes in their practice impact on student outcomes.

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.

- Collaboration
- Data Informed Practice

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$4,860.00

Professional learning: \$5,300.00

Summary of progress

Collaboration

In 2021 to support collaboration, teachers engaged with teaching sprints. Teaching Sprints is a tool to support collaboration and best practice, using data to inform decisions about teaching and learning and scaffold for explicit teaching. Teachers new to this collaborative process were provided professional learning to support their involvement. The focus of vocabulary development was drawn from 2020 student data and recommended in the VNPS Situational Analysis. Teachers engaged in sharing their feedback and student work samples. 100% of teachers reported students use of explicitly taught vocabulary had improved when compared to pre and post writing samples. It was noted that embedding vocabulary into writing programs demonstrated improved quality writing from the students K-6. Support Unit students were developing verbal vocabulary and there was an increase in one-word requests from students. In Term 2, collaboration moved to a lesson study approach as a result of teacher feedback. Collaboration practices were disrupted during the learning from home period, and further challenges were presented with cohorting restrictions. Collaborative practices will continue to be a focus in 2022 in literacy, and the introduction into numeracy because it is driving ongoing, schoolwide improvement in teaching practice and student results in literacy.

Informed Data Practices

Standardised assessment in Term One supported classrooms teachers to plan for teaching and learning and differentiate instruction to meet the needs of all learners. On-going classroom data was regularly reviewed at fortnightly meetings between the Assistant Principal Curriculum and Instruction and teacher. Data conversations supported teachers to plan explicit teaching and learning in reading and numeracy. During remote learning in Term 3, conversations regarding specific student data was on pause due to not having regular updated data on student progress available. In Term 4, on the return to school, data informed practices shifted to inform the Learning and Support Team in targeting interventions for students who had returned to school at the critical level for reading and numeracy. Teacher feedback regarding the instructional support provided in analysing classroom data revealed teachers have a sound understanding of student assessment and data concepts to inform future explicit teaching and learning. Next year we will continue to develop teacher capacity in data skills to support analysis and response to classroom data because the self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.

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 increase of 2.5% from baseline for teachers regularly participating in structured lessons that focus on how different teaching approaches impact on student learning as measured by	Due to the challenges presented in 2021 with remote learning and cohorting, we were unable to enact the What Works Best Teacher Survey. The school will action this in 2022.

What Works Best Teacher Survey.	
An increase of 2.5% from baseline for teachers making connections between different data sources to build up a rounded picture of each student as measured by What Works Best Teacher Survey.	Due to the challenges presented in 2021 with remote learning and cohorting, we were unable to enact the What Works Best Teacher Survey. The school will action this in 2022.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,800.00</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"> • 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 additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in: Students being resourced for school, differentiated teaching and learning activities developed in collaboration between the classroom teacher and EALD teacher and accessing bilingual SLSO support for in-class learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review and development of the enrollment process of refugee students, and what supports are required from their first day at school. Engage all staff in professional learning targeting the use of the EALD learning progressions and trauma informed teaching practices.</p>
<p>Integration funding support</p> <p>\$71,391.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Villawood North 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"> • Wellbeing • 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 • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Student individual needs are being met with personalised learning and support plans (PLaSP) supported through the employment of school learning and support officers (SLSO). The PLaSP's have targeted physical, behavioural or cognitive goals to access the environment, social interactions or curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review the impact of the SLSO supports in implementing the PLaSP's through review meetings. This will assist in planning for student support in 2022.</p>
<p>Socio-economic background</p> <p>\$499,885.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Villawood North 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</p>

<p>Socio-economic background</p> <p>\$499,885.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Wellbeing • School engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in: School data has targeted students requiring additional support in the areas of reading and numeracy, provided professional learning to teachers and school learning and support officers to understand how to implement quality programs and provided all students with access to supportive software like Mathletics and Reading Eggs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Mathletics and Reading Eggs have been used to support differentiation in classrooms and as a homework resource for students to access at home. The cost of these two programs will continue to be a target for 2022 to work alongside literacy and numeracy programs. Subsidy for uniforms and school resources to support families in financial hardship will be a stronger focus in 2022 with the impact of COVID-19 on lower income earners. Continuation of developing teacher knowledge aligned with assessment and data analysis to inform quality teaching and learning practices.</p>
<p>Aboriginal background</p> <p>\$702.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Villawood North 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • purchase of technology to access online software during remote learning <p>The allocation of this funding has resulted in: Student access to laptops to access Class Dojo for learning and explicit instruction, and software like Mathletics and Reading Eggs to support remote learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure students continue to have access to all software and technology required for learning.</p>
<p>English language proficiency</p> <p>\$143,694.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Villawood North 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"> • Other funded activities

<p>English language proficiency</p> <p>\$143,694.40</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: to build upon teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, through targeted and ongoing professional learning. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$193,512.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Villawood North 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"> • Reading • Other funded activities <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: an increase of students achieving milestones against the literacy and numeracy learning progressions. 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: 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>\$7,200.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Villawood North 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the</p>

<p>Literacy and numeracy</p> <p>\$7,200.00</p>	<p>expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, and teacher observation.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</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 North 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 <p>The allocation of this funding has resulted in: teachers supported to develop knowledge in Literacy and Numeracy quality teaching. Developing a deeper and thorough approach to planning, evaluating and gathering data for literacy and numeracy lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support staff understanding and ability to plan, deliver, evaluate and gather data for literacy and math. Determine how staff will continue to be supported with the AP C&I initiative for 2022.</p>
<p>QTSS release</p> <p>\$49,893.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Villawood North 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 research based adjustments to support classroom management and have a strong focus on differentiation. 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: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$46,860.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Villawood North 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>

<p>Literacy and numeracy intervention</p> <p>\$46,860.00</p>	<ul style="list-style-type: none"> • Reading • Numeracy • Collaboration • Data Informed Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$211,416.00</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 <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: 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 as they transition back into classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	142	133	126	138
Girls	126	136	122	127

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.3	91.2	80.8	88.9
1	93.8	91.2	80.9	91.4
2	93.5	93.6	77.3	91.8
3	93.2	94.1	77.6	89.3
4	93	91.3	81.1	91.6
5	94.7	92.5	86.5	93.9
6	87.6	92.7	87.4	92.5
All Years	92.7	92.3	81.7	91.2
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)	10.96
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	5.61
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 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	712,917
Revenue	4,308,489
Appropriation	4,285,510
Sale of Goods and Services	7,210
Grants and contributions	15,246
Investment income	222
Other revenue	300
Expenses	-4,280,886
Employee related	-3,846,815
Operating expenses	-434,071
Surplus / deficit for the year	27,603
Closing Balance	740,520

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	76,419
Equity Total	838,270
Equity - Aboriginal	702
Equity - Socio-economic	500,085
Equity - Language	143,822
Equity - Disability	193,660
Base Total	2,607,665
Base - Per Capita	62,620
Base - Location	0
Base - Other	2,545,045
Other Total	499,854
Grand Total	4,022,208

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Student data collected through Tell Them From Me (TTFM) Survey in November 2021 demonstrate a 7% decrease in their Sense of Belonging in comparison to data collected from the same cohort in May 2021. This is highly reflective of the 14 weeks 98% of students were engaged in remote learning from home. Speaking with students in forums across Years 1-6, students articulated the impact of feeling isolated from their friends, peers and teachers during the lock down, and the excitement of returning to school in Term 4. TTFM demonstrated an increase of 0.6% in November data in Explicit Teaching Practices and Feedback and Advocacy at School in comparison to May 2021.

Parent Survey's were conducted throughout the year seeking feedback on parent engagement opportunities and the effectiveness of school communication. Data demonstrates the community were engaging with Class Dojo on a regular basis with 92% of the families connected. Parent feedback was strong in reconnecting with school through playgroups and regular parent forums onsite. It was noted that annual school events that had to be cancelled due to the restrictions and cohorting, Multicultural Day and school performance, were sadly missed in the school calendar.

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.