2022 Annual Report

Villawood East Public School

3977

Introduction

The Annual Report for 2022 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 260 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 four support classes and an on-site preschool. 8% of students are from Aboriginal background.

The school has an ICSEA (Index of Community Socio-Economic Advantage) of 896 and a FOEI (Family Occupation Employment Index) of 172.

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) Arabic Community language program and a Songroom creative arts and Aboriginal Culture program weekly . A Speech Pathology Program program is implemented one day a week to support students P-6.

Extra-curricular opportunities in Sport, Technology , 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, Koorana, 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	2022 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

Socio-economic background: $123,803.00
AP Curriculum & Instruction: $210,799.00

Summary of progress

This initiative was chosen to align our assessment processes in Numeracy to identify student's areas of need and provide targeted support programs

To better understand our practices we reflected on to develop explicit small group support for short interventions based on assessment data and use current research from Monash University.

What worked well was the use of growth point data to pinpoint students strengths and needs in order to plan explicit instruction.

What inhibited our work was COVID and many staff absences due to illness and lack of available casual staff required to support programs.

The improvement we have seen has been evidenced by comparison of MIA data indicates significant improvement in students achieving at or above expected growth.

To continue our improvement we will continue to develop the capacity of all teachers especially new staff and Early Career teachers in line with Big Ideas and the new syllabus.

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% in the number of students achieving expected growth in NAPLAN numeracy from 2021.	Due to NAPLAN being cancelled in 2020 growth data could not be generated.
An uplift of 7.3% 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 7.3% uplift.
An uplift of 5% in the number of students achieving expected growth in NAPLAN reading from 2021..	Due to NAPLAN being cancelled in 2020 growth data could not be generated.
An uplift of 7.3% from baseline in the number of students achieving in the top	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy less than the target of 7.3% uplift.

two bands in NAPLAN numeracy.

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

-School and Community: $21,000.00
Socio-economic background: $256,857.00
QTSS release: $53,968.00
Professional learning: $27,600.00

Summary of progress

This initiative was chosen to develop staff confidence and willingness to undertake leadership roles.

To better understand our practices we reflected on who indicated they would like to take on leadership roles and were supported in writing and implementing initiatives.

What worked well was increase of staff showed an interest in taking on relieving leadership roles . The behaviour specialist further developed individual leadership skills on a fortnightly basis.

What inhibited our work was staff shortages which resulted in not being able to implement Professional Learning Communities (PLC) fortnightly for stage teams.

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 and support leadership development .

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
Executive team and LST routinely share and reflect on conversations had with their teams to identify common PL requirements across stages, teams, and school. Implement targeted PL.	Due to staff shortages PLC meetings did not continue in 2022. Weekly stage meetings were implemented as a replacement with executive supporting all stages in professional development. Executive staff supported online participation of courses to best suit teacher individual needs and support their PDP goals.
Teachers and executive reflect on their own professional learning needs based on the needs of their students and actively engage in various internal and external PL, including classroom present supports by executive team.	The Learning support team met fortnightly although this was disrupted due to staff absences. In 2023 a restructure of LST coordination will be discussed to further streamline processes. The additional Assistant Principal ensured stage 1 had greater support as we were an Accelerator Adopter school trialing the K-2 new syllabus and units of work . The additional Assistant Principal gave a further opportunity

Measure: Network Culture Survey - uplift from 2021 teacher survey of staff who either agreeing or strongly agree that "staff are involved in decision making process" *(quantitative)*	for leadership development which supported class teachers in navigating the new curriculum and adapting the units of work. To continue our improvement we will employ an additional Assistant Principal for stage 1 in 2023 to provide further leadership opportunities.
Teacher leaders are identified and PDP conversations guide teachers to identify their strengths, therefore developing an understanding of leadership values, behaviours and traits. **Measure:** Teacher Survey, culture survey Increase in teacher menti meter survey data indicating teachers are supported in leadership development from baseline data. *(quantitative)* An increase in the number of staff engaging in leadership Professional Learning and who indicate aspirations for leadership roles. *(quantitative)*	PDPs were completed and more teachers indicated a willingness to take on leadership roles in their stage and whole school programs. The executive and relieving executive worked with the Behaviour Specialist on individual goals . Feedback from staff was the Behaviour Specialist supported their leadership development and gave them strategies to deal with complex behaviour which they could share these strategies with their stage teams. The teacher librarian initiated and lead a program Reading for Pleasure Action Plan. This resulted in an improvement in library borrowing, where 998 books were borrowed in semester 1 increasing to 1,729 in semester 2 an outstanding increase of 173% were borrowed, During book week an excursion to Chester Hill library for early stage 1 and stage 1 and she organised an author visit for stage 2 and 3. To continue the improvement in this initiative our be involved in Premiers Reading Challenge in 2023 and organise parent excursions to the Chester Hill library so parents can take their children to the library and use the facilities during holidays and weekends. Three classroom teachers took the opportunity to relieve as Assistant Principals during the year.
External Validation process affirms that the school is Sustaining and Growing in Learning and Development in the Teaching Domain. Collaborative conversations are consistent and evidence where the the quality of conversations can be deconstructed, debriefed and provide peer feedback to colleagues in PLC time and reflection time. **Measure:** document analysis of PLC records of learning and timetables Records of attendance continue to show consistent uninterrupted time 90% of the time by term 4. *(quantitative)* PLC records of learning and inquiry show depth of focus, linked to school plan and how research and practice are linked. *(qualitative)* Uninterrupted and sustained quality reflection time with off-class assistant principals 90% of the scheduled time. *(quantitative)* Records of sustained executive reflection show Impact canvas investigated with leadership team to develop understanding of adult learning. *(qualitative)*	Due to the continued impact of COVID 19 and staff shortages professional learning communities were put on hold for the year. Instead the focus was on individual reflection and support from the leadership team. Each term team would have a planning day with stage teams collaboratively planning for the upcoming term . QTSS days continued weekly with executive supporting in classes and working individually with class teachers.

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: $85,000.00
Socio-economic background: $21,960.00
Aboriginal background: $15,760.00

Summary of progress

The PAX/PBL initiative was chosen as a focus because a school wide positive behaviour management system was needed across the school. All teachers were trained in the PAX good behaviour game. It was implemented in majority of classrooms and the team mentored teachers at each step to make sure each chapter was implemented properly. What worked well was evidence of implementation in classrooms shown and spoken about in T&D sessions with teachers explaining and sharing their evidence but also coming together to share ideas and give feedback about next steps. The improvement we have seen has been evidenced by data collected from both in school by the PAX team and external data collected by Sydney University. The data shows an increase in positive behaviours shown after PAX being implemented school wide. It also shows a decrease in students for emotional and behavioural issues.

The PBL team engaged in finding suitable playground equipment for the playground area however what inhibited our work was underestimating the budget needed for the project and time as PAX became the main focus of the team.

To continue our improvement we will train all new teachers at the school. The PAX team will also look at expanding the system to include the next chapters and hopefully see consistency in the Primary classes. The PAX team will work with Student Voice team and ask students to suggest ideas to redesign the playground and what equipment they would like in their playground.

Parent and community engagement continues to improve with the support of projects through the Community Hub as well as increased communication processes within the school. Future direction involves the need to continue to build stronger relationships between home and school to ensure families feel connected to the school. To further improvement community engagement investigating the possibility of using a QR code in various languages to send audio messages to communicate information to parents and carers.

The SRC election process and restructuring was postponed due to staff shortages and lack of resources to support student training and leadership workshops. School leaders (prefects and captains) launching environmental stage based projects across school with each stage running a different project supported by school leaders and student leaders within the classes. The Stage 3 female students attended a Being 10 conference with 4 other schools at Warwick Farm Public. This was to provide an opportunity to improve self esteem and establish leadership opportunities and to empower female students to be strong leaders. Three of our Year 6 students were chosen to be leaders of groups across four schools. A continuation of this program in 2023 would further support our leadership program.

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 classroom teacher engage in regular positive communication with parents about their student's learning goals throughout the year. Shown through an 18% increase of parents reporting they communicate with the teacher more than 3 times a term on the TTFM survey (from 57% to 75%) A 20% uplift from baseline of parents completing the TTFM parent survey.	On the TTFM survey in 2020 "*Parents are Informed"* was 6.3 in 2020 and increased to 7.4 in 2022 Shown through parents reporting they communicate with the teacher more than 2-3 times a term on the TTFM survey 84% in 2022 however, parents reporting they communicate with the teacher more than 3 times dropped to 48% During 2020 7 parents completed survey and this increased to 23 parents in 2022. To continue our improvement we will further support parents in school to complete surveys and provide a variety of ways parents can give feedback..
Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. A 8% increase from baseline from TTFM parent survey data in parent participation in school committees and attending the school activities An increased number of students across the school applying for leadership positions using baseline data. A 3% decrease in the number of negative playground incidents recorded on Sentral. A 2% uplift from baseline from The Network Teacher Culture Survey that "student behaviour across the school is managed consistently ." A 2% uplift from baseline for positive behaviour in the learning environment at school 'using the Student TTFM survey data. An 5% uplift from baseline that the school supports positive student behaviour from TTFM parent survey.	TTFM data shows a 9% increase in parents participating in school communities and attending school activities. This was a great result as there had been limited whole school activities due to COVID Sentral data shows a significant decrease in playground incidents between 2020 and 2022 with a 30% decrease in playground incidents. The Network Teacher Culture Survey shows a 3% increase in teachers who strongly agree that 'Student behaviour across the school is managed consistently'. TTFM data shows that there was not a 2% increase from baseline data for '*Positive behaviour in the learning environment at School'.* TTFM data demonstrated an uplift of over 5% from baseline for 'T*he school supports positive student behaviour*.' The number of student did not increase in whole school leadership positions due to not being able to restructure Student Representative Council due to staff shortages and COVID restrictions. In 2023 the SRC restructure will be implemented.
An uplift of 3.2% from baseline in the number of students attending 90% of the time at school.	The number of students attending greater than 90% of the time or more has decreased significantly likely due to the current COVID 19 precautions and other sickness circulating in the community.
An uplift of 2.7 % from baseline of students indicating a overall positive sense of wellbeing.	The number of students indicating a overall positive sense of well being increased from 2021 Tell Them From Me Survey results and remain under the baseline from 2019. This is likely due to the ongoing impact of COVID19 on regular school operations and legacy impact from previous years.

Funding sources	Impact achieved this year
Refugee Student Support $680.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Purchase of new literacy resources bilingual resources to support learning • strengthening orientation and transition program for identified students **The allocation of this funding has resulted in the following impact:** The new resources supported the student new literacy and numeracy resources **After evaluation, the next steps to support our students will be:** Further professional development of staff around refugees, trauma and well being needs of refugee students and families.
Integration funding support $132,553.00	Integration funding support (IFS) allocations support eligible students at Villawood East Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] **The allocation of this funding has resulted in the following impact:** SLSOs being employed to support students either in the classroom or playground. Transition times from the playground back to class was identified as stduents needing support from SLSOs. **After evaluation, the next steps to support our students will be:** The employment of a teacher to further support students with additional needs.
Socio-economic background $593,038.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Designing Assessment and Learning for Reading and Comprehension • Adaptive expertise and capacity building practices • Student and Community Voice and Engagement • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support Macq lit and mini lit program implementation. • professional development of staff through Speld to support student learning • resourcing to increase equitability of resources and services

| Socio-economic background $593,038.00 | • providing students without economic support for educational materials, uniform, equipment and other items

The allocation of this funding has resulted in the following impact:
K-2 Class teachers collected PM reading levels at 5 weekly intervals. All students made progress of at least 1 guided reading level and demonstrated skill development across literacy progression indicators in PLAN2.
In data collected by class teachers all students improved in their single sound and letter name knowledge and ability to blend and segment.
NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading greater than the target of 7.3% uplift.
In NAPLAN Yr 3 reading there was a 16% improvement of % of students in the top 2 bands.

After evaluation, the next steps to support our students will be:
To continue to employ extra teaching staff to decrease class sizes and employ additional SLSO to further support student learning and support teachers in class. |
|---|---|
| Aboriginal background $15,760.00 | 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Student and Community Voice and Engagement

Overview of activities partially or fully funded with this equity loading include:
 • community consultation and engagement to support the development of cultural competency
 • employment of additional staff to deliver personalised support for Aboriginal students

The allocation of this funding has resulted in the following impact:
Greater understanding and pride of Aboriginal students in their Aboriginal culture.
The Songroom program provided quality Creative Arts program developing understanding of Aboriginal culture and collaboration . The Songroom supported an Aboriginal artist to design and paint murals on various school buildings with the assistance of Aboriginal students.

After evaluation, the next steps to support our students will be:
To employ an AEO to support cultural understanding and organise further family activities such as family excursions
Strengthen relationships with AECG with attendance at all meetings .
Restart a Connect to Culture Program with the support of AECG as a weekly school program. |
| English language proficiency $167,921.00 | English language proficiency equity loading provides support for students at all four phases of English language learning at Villawood East Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • employment of additional staff to support delivery of targeted initiatives
 • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds
 • provision of additional EAL/D support in the classroom and as part of |

English language proficiency $167,921.00	differentiation initiatives **The allocation of this funding has resulted in the following impact:** That students have worked in small groups with NAPLAN a Developing EALD a 8.19% improvement in the Top 2 bands in reading for year 3. Purchasing of more EALD resources to support student needs and further engage students in learning activities **After evaluation, the next steps to support our students will be:** Further professional learning on the EALD progressions through stage and Professional Learning Communities meetings to further assess and identify student learning needs and develop quality learning programs that address student needs
Low level adjustment for disability $193,940.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention MacLit to increase learning outcomes **The allocation of this funding has resulted in the following impact:** The school achieved a more consistent approach to student learning support and interventions subsequent collaborative learning support activities. **After evaluation, the next steps to support our students will be:** To organise and timetable playground activities during lunchtime for SLSOs to run and teacher to provide quiet activities in the library for students to be engaged in. To purchase more sports equipment and have new playground equipment installed. LAST teacher to implement small group wellbeing program to address the needs of students.
Professional learning $27,600.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Villawood East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Adaptive expertise and capacity building practices **Overview of activities partially or fully funded with this initiative funding include:** • Attended online courses SPELD focusing on reading and phonics. Whole staff completed PAX training and implemented in classrooms P-6 Special education teachers and SLSOs attend SPELA conference. Talk4Writing is writing program. Teachers trained in Maclit **The allocation of this funding has resulted in the following impact:** Talk4Writing- approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature

Professional learning $27,600.00	is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence.Early Stage 1 has initially introduced the process and will be fully implement in ES1 in 2023 **After evaluation, the next steps to support our students will be:** Implement Talk 4 writing K-6 with further training of staff. PAX program consolidation and implementation of program.
QTSS release $53,968.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Villawood East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Adaptive expertise and capacity building practices **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** Classroom teachers were supported in class and worked directly with their stage supervisor.The stage supervisor provided extra support for teachers in curriculum , wellbeing and classroom management strategies **After evaluation, the next steps to support our students will be:** Continuing support of teachers on a weekly basis.
COVID ILSP $229,842.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** Kindergarten cohort 29% of students met benchmark at the end of semester 1, a significant improvement when compared to 14% mid term 2. Monitoring knowledge of single sounds and sight words was an ongoing focus of the intervention and in class. All students made improvements in at least one of the sight word lists on the monitoring sheet assessment, with several students gaining as many as 9 sight words. All students also improved in their single sound and letter name knowledge ranging from 1 to 14 sounds and up to 10 letter names. **After evaluation, the next steps to support our students will be:** Continuation of small group teaching and collection and analysis of data.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	117	122	129	135
Girls	124	121	110	126

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	90.0	88.9	87.4	79.5
1	89.2	89.3	90.3	77.3
2	90.9	87.5	91.0	77.3
3	92.7	90.4	89.9	84.3
4	89.2	90.3	90.9	82.9
5	92.9	92.1	90.8	80.1
6	92.1	93.6	90.8	82.8
All Years	90.9	90.1	90.1	80.3
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.4
Classroom Teacher(s)	13.15
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	7.72
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	769,540
Revenue	5,369,605
Appropriation	5,212,113
Sale of Goods and Services	20,481
Grants and contributions	129,664
Investment income	7,247
Other revenue	100
Expenses	-4,755,118
Employee related	-4,268,367
Operating expenses	-486,751
Surplus / deficit for the year	614,487
Closing Balance	1,384,027

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	133,241
Equity Total	970,731
Equity - Aboriginal	15,761
Equity - Socio-economic	593,039
Equity - Language	167,990
Equity - Disability	193,941
Base Total	2,877,362
Base - Per Capita	66,106
Base - Location	0
Base - Other	2,811,256
Other Total	882,380
Grand Total	4,863,714

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

With the changes to COVID 19 Safe measures in 2022 parent and community continued to be a vital part of our school in various ways across the year. Parents continue to report on the TTFM survey that they feel welcome and informed by the school, some comments from parents including "I love VEPS, It's the best school my children have ever attended". School reports on student progress were written in terms that are understandable and accessible to the community twice yearly. School staff increased the communication with families over the year through increased posting to ClassDojo and messaging to parents about student learning and achievements.

Students continued to report higher than the state average for Advocacy at school and expectations of success continues to rise through the TTFM survey. Most students could name two staff members who believe they want them to be successful and provided feedback to areas of improvement for the school which the Student Voice committee will use as a starting point in 2023.

The staff completed a school culture survey in 2022. The survey found all staff identified the school leaders value the ideas of others and 97% agreed that the school vision provides a clear sense of direction for the staff. We have excellent staff at Villawood East Public School, 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, increasing parent opportunities for feedback and discussions. staff communicate and interact with all students across the school to ensure all students are known by not just their class teacher. the staff maintain a 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.