

2023 Annual Report

Villawood North Public School



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Introduction

The Annual Report for 2023 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.

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Message from the principal

On behalf of myself and the staff at Villawood North Public School I am delighted to present the 2023 Annual Report.

The school engaged in the External Validation process as part of the School Excellence Cycle. The process permitted the school to evaluate current practices and align them against the School Excellence Framework. The process highlighted areas of strength and improvement as we move into a new school planning cycle. I would like to thank the collaborative work of the staff and leadership team through the process, and thank the students and community for their ongoing feedback and suggestions in ensuring our school is striving for excellence.

Professional Learning for teachers focused on building capacity in concepts aligned with the new mathematics curriculum, familiarisation of the new K-2 teaching units for English and mathematics, and embedding explicit vocabulary lessons into other Key Learning Areas in the curriculum. Our School Learning and Support Officers built their knowledge in assessing students in literacy and numeracy, and actively participated in a combined School Development Day with neighbouring schools.

Students at Villawood North Public School continue to demonstrate strong growth in their learning from Kindergarten to Year 6. In 2023 an increase in the number of students meeting or exceeding expectations in vocabulary skills as measured by the Check-In assessment has been a focus of celebration.

Sport continues to be an area in which students continue to excel. Our PSSA teams regularly represent the school in semi and grand finals, with a high percentage of students representing the school at Zone and Regional levels in athletics and cross-country.

Mrs Catherine Mizdrak was recognised for her passion and leadership in the choir and drumming groups through the Auburn Principal's network. The support of our students to have the opportunity to participate and showcase their talents through these programs is welcomed by staff, students and community.

The connection with Community First Step has continued to support our community through the provision of a free School Readiness program, supporting our preschoolers and their families in preparing for transition to Kindergarten.

In 2023 we witnessed an increase in parent volunteers during school events and the operations of the uniform shop, and the support of parent workshops through the Community Yarn program led by Mrs Jennifer Marlow. The school looks forward to continuing and strengthening these relationships with the community in 2024.

I would like to extend my thanks and appreciation to the whole school community for your ongoing support and dedication to enhancing our wonderful school throughout 2023.

Kristy Bentley

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, Aboriginal and Torres Strait Islander backgrounds and neurodiverse thinkers. The school enables inclusive and rich teaching and learning practices across all classes fostering a culture that values diversity.

The school is focused on delivering quality educational programs demonstrating effective teaching practices including explicit teaching and effective feedback underpinned by high expectations. Professional learning is tightly interwoven with the School Improvement Plan informed by the analysis of internal and external performance data.

Collaborative and data informed practices are at the core of building teacher understanding and skills in delivering high quality curriculum. Time is dedicated to the accurate analysis of data to monitor student learning and progress, leading to teachers to make targeted and informed teaching decisions through collaborative planning processes.

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 internal and external school data, key issues emerged in Reading, Writing and Numeracy across the school. A noticeable downward trend was observed in Numeracy from 2022 in Best Start, Check In and NAPLAN assessments.

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 Framework and What Works Best: Update 2020 to lift expectations across the school in student engagement in learning.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

The school engaged with the External Validation process during 2023. The Panel Report supported the school's self-evaluation in 13/14 elements of the School Excellence Framework. The Panel Report increased the element Educational Leadership to Sustaining and Growing after reviewing the evidence provided.

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

English language proficiency
Low level adjustment for disability
AP Curriculum & Instruction
Professional learning
Refugee Student Support
Integration funding support
Socio-economic background

Summary of progress

Through strategic collaborative practices, informed by research aligned to explicit phonics, vocabulary and additive strategies instruction, 100% of mainstream classes teaching and learning programs were dynamic when implemented. Evidence of structured professional evaluations of lessons and revisions based on feedback on teaching practices, provided consistent and reliable student assessment and continuous tracking of student progress and achievement. K-2 and Support Unit assessment practices were strengthened in English, with specific attention to Component B on the new English Syllabus, evidenced in fortnightly assessment rubrics aligned to new syllabus document to monitor and track student progress against unit outcomes. Differentiation across the mainstream teaching and learning programs implemented a three tier approach to identification, planning and assessing students at instructional level. In 2024, the school will consolidate assessment and differentiation in English, with a strong focus on mathematics in these areas.

Utilising the expertise of staff within and external of the school, a whole school approach to the explicit teaching and learning in vocabulary, and K-2 in phonics instruction ensures the most effective evidence-based teaching. Strong focus in evaluation and planning aligned with data informed differentiated teaching and learning provided opportunities for the students with diverse needs were accessing quality teaching aligned with the whole school direction. Through explicit professional learning aligned with evidence-based practices and the opportunity to collaborate the school has had success in demonstrating improvements in student outcomes aligned with internal data sources in vocabulary. This extended to the community through a Parent Partnership Learning Ecosystem targeting vocabulary development with Stage 3 students and their parents/carers. Assessing students using the Vocabulary Recognition Assessment, students in Year 5 demonstrated an uplift of 24.4% and Year 6 students demonstrated an uplift of 18.8% from baseline. In 2024, the school will focus on developing teacher skill and knowledge in assessing students ability to apply effective feedback aligned to vocabulary.

Staff extensively engaged in Big Ideas; Strong Start to build knowledge and skills in the delivery of quality explicit numeracy teaching and learning programs to uplift student outcomes. The leadership team facilitated multiple opportunities for staff to engage within their aligned stage based teams and across school teams to engage in professional learning communities, extending school leaders within and across principal networks. 100% of staff felt the PL was relevant and useful. 5/13 teachers (38.5%) found the PL relevant and useful to strengthen their knowledge of new syllabus. 5/13 teachers (38.5%) found the PL relevant and useful as they were exposed to and trialed new approaches to teaching key concepts. 100% of staff felt the PL had positively impacted on their pedagogical practice. 8/13 teachers (61.5%) identified the PL had developed their horizontal knowledge and/or strengthened their understanding how the concepts within their stage syllabus are connected. In 2024, the school will focus on embedding the professional learning with a sustained focus on Place Value which triangulated data suggests is an area of need.

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
Achievement of 2023 system negotiated target: • Uplift of 4.5% of students achieving expected growth NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2023 with an absence of comparison data from the 2021 different format of NAPLAN.
Achievement of 2023 system negotiated target: • Uplift of 1.5% of students achieving expected growth NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2023 with an absence of comparison data from the 2021 different format of NAPLAN.
An increase of 1% from baseline for students achieving vocabulary area of learning as measured by the Check In Assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in vocabulary has increased by 2.2%.
An increase of 1% from baseline for students achieving number sense and algebra area of learning as measured by the Check In Assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in number sense and algebra has decreased by 1.15%.

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.

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

Refugee Student Support
Socio-economic background
Integration funding support
Aboriginal background

Summary of progress

As a whole school focus, teachers and School Learning and Support Officers (SLSO's) engaged in quality classroom and behaviour management professional learning, accessing experts within the Department of Education to facilitate professional learning and individual support to enhance wellbeing processes. Identified students were provided with well developed Behaviour Response Plans where all stakeholders were consistent in the implementation to provide support at school and home. Saturation of positive behaviour messaging was promoted across the school, and the school's Positive Behaviour for Learning (PBL) practices were strengthened. Student voice had positive impact on the Villaward Shop with a review of the range of incentives for students to access when trading their Villawards as a result of displaying PBL principles. As a result, through the Tell Them From Me (TTFM) survey there has been an increase of 5% from June to November in students reporting Positive Behaviour at School. In 2024 the school will continue to build skill and understanding in best addressing student complexities and promoting positive behaviour for learning. In addition, the school will review whole school practices and focus on strengthening a positive school culture for all stakeholders.

A school team was developed to engage in the Parent Partnerships Learning Ecosystem (PPLE) project. The project provided opportunities for students to be leaders in learning by facilitating parent workshops to build their understanding of Tier 2 and Tier 3 vocabulary aligned to the science unit of work. It was observed, parent engagement increased when the students provided the workshop prior to inviting them into the classroom for learning. As a result of the PPLE project, 85.7% of parents who attended the parent workshop, indicated they are willing to regularly participate in low-level organisational tasks to help in in the classroom and parent confidence with English language skills is a considerable barrier to participation. In 2024 the school will continue to build stronger relationships with community and work to break down barriers.

The school has employed bilingual School Learning and Support Officers (SLSOs) to support students in their learning. Where possible we have aligned an SLSO with students who speak the same first language. This has assisted in the in-class support and providing a direct line of communication with families. Through this process, communication between home and school is becoming more frequent and a shared understanding of school and home processes are supporting students to connect and thrive. This is supported through the Tell Them From Me (TTFM) survey results with a parent score of 9.4/10 for parents feeling welcome when they visit the school. In 2024, the school will continue to engage bilingual SLSO's to support student learning and continue to develop relationships with parents focusing on building confidence in engaging with student learning at school and encourage participation in various learning experiences in the classroom.

School review of supporting and monitoring student attendance, providing opportunities to celebrate success and provide individual student assistance were engaged in and linked to developing a strong sense of belonging. Opportunities at stage team and Learning and Support meetings provided teachers with the opportunity to discuss attendance concerns and develop strategies to support regular school attendance. Connections with the Home School Liaison Officer were strengthened and regular meetings were held to review student attendance data. The school explored Sentral and the provisions to communicate with home, commencing fortnightly attendance letters seeking absence reasons from families. An increase of families engaging in overseas travel saw a decline in attendance rates. Extended Leave applications were successfully completed by families accompanied with supporting documentation. Part-Day absences became the focus for Term 4 with the introduction of a weekly raffle for students who arrived to school on-time. This was

promoted within classrooms, at whole school assemblies and the school's social media platforms. As a result the school recorded an uplift 5.2% of students attending school on-time for learning in the first five weeks of Term 4. In 2024, the school will continue to reinforce the importance of school attendance including part-day and informing the school of absence reasons with the school community and celebrate successes for individuals and classes.

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%-3% from baseline in student positive behaviour outcomes as measured by Tell Them From Me.	89.31% of students reporting positive wellbeing outcomes has increased by 3.81% across the positive wellbeing measures.
Student attendance outcomes improve as measured by SCOUT attendance data achieving a 2.15% uplift of students with an attendance rate of 90% or above.	The number of students attending greater than 90% of the time or more has decreased by 18.26%.

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

Professional learning QTSS release

Summary of progress

Throughout 2023 collaboration was regular and authentic, embedded in curriculum reform, improving teacher knowledge and skill and extending beyond the school.

Weekly collaborative planning sessions were timetabled for each stage and specialised curriculum teams. Facilitators led teams to engage in evidence based practices for explicit teaching and quality assessment to support tracking of student progress and inform differentiation. Teacher survey of the K-2 teams demonstrated 100% of teachers improved their knowledge of the new curriculum through collaborative practices, with 60% of teachers rating 9/10 or higher reporting they are confident in planning, implementing and assessing explicit vocabulary lessons. Collaboration prioritised regular evaluation of the teaching and learning programs and assessment practices to reflect on impact and inform future teaching and learning cycles. 100% of classroom teachers engaged in the rigorous process evidenced through meeting minutes and teaching and learning programs. The librarian collaborated with colleagues beyond the school through termly online platforms and face-to-face mentoring. Whole school professional learning focused on mixed collaboration teams within the school, extending opportunities for teachers to learn from the collective experience from the group, building capacity, consistency and horizontal knowledge across the school. As a result, 100% of staff valued engaging in professional learning in mixed groups. 11/13 (84.6%) identified sharing across stage groups and gaining the perspective of teachers from different stages to be a key consideration in their response. In 2024, the school will continue to embed collaborative practices to build teacher knowledge and skill in implementing the new curriculum reform, aligned with developing quality assessments and reflective practices to improve student outcomes.

A network for Support Unit executives, teachers and School Learning and Support Officers (SLSO's) was established to connect and build understanding when working with students diagnosed with a disability. The Support Unit executive from the school was involved in the facilitation and has extended this beyond the Auburn network. This has been widely accepted by colleagues across networks engaging staff from the south of Auburn network reaching to the Central Coast. Built upon the success of this, the school has forged a community of schools and created a learning community to bring SLSO's together on a combined school development day annually. In 2024, the school will work with colleagues to continue to build the strength of the networks to support teachers and SLSO's in special education, building the capacity to meet the needs of complex and challenging students.

The development of Personalised Learning and Support Plans and Behaviour Response Plans have been heavily supported through collaboration with external consultants, such as; DoE Assistant Principal Learning and Support (APLaS), DoE Behaviour Specialists, NDIS allied health workers, school funded allied health providers and parents/carers. Through this collaborative approach the needs of the whole child have been considered and all key stakeholders have agency in supporting complex student needs. As a result of building capacity in teachers and SLSO's in responding to behaviours, 100% of staff have the knowledge to develop effective Behaviour Response Plans, leading to SLSO's initiating the development of BRP's for students they regularly support. In 2024 the school will commit to further establishing relationships with external providers and consultants, informing PLaSP's that support the partnership with all key stakeholders.

The use of data informed practices extended across individual classes, cohorts, middle leadership and whole school. Through this sharing of data, the development of targeted intervention/differentiated tasks, meaningful literacy and numeracy professional learning and building of common shared understanding for consistency of teacher judgement is evident in management practices. Teacher surveys demonstrate 60% of K-2 teachers are confident in using data to inform literacy and numeracy programs, and 69% of all teachers are regularly collecting and using data as a part of their

teaching practice. In 2024 the school will work towards strengthening the confidence of staff in collecting a variety of information about each student's academic performance, progress and wellbeing to build up a rounded picture of each student.

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 What Works Best Teacher Survey.	The 2023 teacher survey indicated 20% of teachers identify they often or always regularly participate in structured lessons that focus on how differentiated teaching approaches impact on student learning. This was a 4% decrease from the baseline, therefore we did not meet the 2.5% increase from baseline.
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.	The 2023 Teacher Survey identified an increase of 23% of teachers often or always make connections between different data sources to build up a rounded picture of each student. We surpassed the projected 2.5% from baseline in this area.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,509.68</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"> • Reading • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Improved transition of students from a refugee background into our school culture, and to support learning goals through the provision of quality differentiated teaching and learning. Bilingual SLSO's supported students in their learning and provided individual learning and social / emotional support.</p> <p>After evaluation, the next steps to support our students will be: Continue to build upon the knowledge and skills of teachers to implement quality differentiated programs, and employ bilingual SLSO's.</p>
<p>Integration funding support</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"> • Reading • Numeracy • Wellbeing <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around curriculum adjustments and behaviour support • consultation with external providers for the implementation of differentiated literacy learning • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Students accessing the curriculum in the mainstream at their level and in consultation with parents during review meetings. Development of plans to support students in emotional regulation and social engagement in consultation with specialised DoE staff, parents/carers and allied health providers. Student needs are met through their Personalised Learning and Support Plan (PLaSP) and the time to review learning goals each term.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement systems that support planning for students with complexities by the classroom teachers, LaST and SLSO, and ensure time is dedicated to review and update the students' PLaSPs. Continued engagement of SLSOs, DoE specialised staff and Allied Health to support students with complex needs.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional</p>

<p>\$468,868.20</p>	<p>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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Wellbeing • School engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through phonics, vocabulary, Big Ideas to Start Strong in Number, and new curriculum reform to support student learning • staff release to increase community engagement • employment of additional staff to support literacy and numeracy intervention programs implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students accessing literacy and numeracy interventions through the SLSO program have shown an increase in their learning aligned to phonics and additive strategies as measured through Check-In assessments. 100% of students had access to extra-curricular learning aligned to PDHPE and CAPA syllabus outcomes. Students representing VNPS at sporting events in Zone and Regional carnivals were heavily subsidised to ensure student participation. Uniforms to participate in sporting and music events were purchased for student use and reuse removing additional costs to families. Student Assistance was accessible to all for families requiring financial assistance for uniforms, school resources, excursions and incursions.</p> <p>After evaluation, the next steps to support our students will be: School to continue to employ staff to target literacy and numeracy interventions as a supplement to the classroom teaching program, purchasing quality resources to enhance literacy and numeracy learning, engage teachers in quality professional learning to support students in improving student outcomes in English and mathematics. School to continue to subsidise extra-curricular activities and to provide access to all students, and provide families access to financial assistance to ensure students are ready for learning.</p>
<p>Aboriginal background</p> <p>\$1,098.60</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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Whole school activities enabled students to develop a wider appreciation for</p>

<p>Aboriginal background</p> <p>\$1,098.60</p>	<p>traditional and cultural arts. Aboriginal students were supported with high quality Personalised Learning Pathways, and regular school attendance check-ins and support.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen relationships between school and home to support regular school attendance, and develop new initiatives to support First Nation students at Villawood North Public School.</p>
<p>English language proficiency</p> <p>\$220,017.37</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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Teachers have improved understanding of the EALD Learning Progressions, using them as a tool to support assessment and planning for differentiated teaching and learning opportunities. Student work samples are evident of growth in the use of vocabulary of Tier 2 and Tier 3 words, and building an understanding of numeracy concepts.</p> <p>After evaluation, the next steps to support our students will be: Embed explicit teaching of vocabulary in literacy and numeracy teaching and learning programs, and build upon student ability to engage with understanding texts and place value concepts.</p>
<p>Low level adjustment for disability</p> <p>\$241,693.62</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 • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [Toe-By-Toe, Phonics, Additive Strategies] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: School internal data aligned with NAPLAN data has provided the identification of students to be targeted at a Tier 2 and Tier 3 level. Strategies were implemented by the Learning and Support Team through specialist teachers and explicitly trained School Learning and Support Officers. Students were supported through in-class and withdrawal methods.</p> <p>After evaluation, the next steps to support our students will be: To continue to identify students through multiple data sources and support students with additional learning needs. Programs implemented will be explicit to address gaps in learning and be developed in consultation with</p>

<p>Low level adjustment for disability</p> <p>\$241,693.62</p>	<p>classroom teachers and school executive. Targeted 1:1 intervention will be informed by current research aligned with explicit reading instruction.</p>
<p>Professional learning</p> <p>\$26,803.71</p>	<p>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 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 • Numeracy • Collaboration • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact:</p> <p>100% of teachers engaged in mathematics professional learning (Big Ideas to Start Strong across K-6), completing nine modules across the year to strengthen their understanding in the area of number and place value.</p> <p>100% of teachers engaged in collaborative practices to reflect, evaluate and plan for quality teaching and learning aligned with the core curriculum they deliver.</p> <p>100% of K-2 teachers engaged with the new curriculum for English and Mathematics, and implemented adjusted Department of Education Teaching Units of Work to implement in classrooms.</p> <p>100% of 3-6 teachers familiarised themselves with the outcomes, content and assessment practices outlined in the new English and mathematics syllabus.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Embedding the skills and knowledge developed from the mathematics professional learning into teacher practice, while continuing to collaborate in stage teams to deliver the new curriculum in English and mathematics.</p>
<p>QTSS release</p> <p>\$56,224.80</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"> • Collaboration <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 the following impact:</p> <p>Building teacher expertise in delivering quality teaching and learning programs, highly differentiated to meet the needs of all students through content, assessment and environment.</p> <p>Building teacher capacity in supporting positive classroom environments promoting Positive Behaviour for Learning (PBL).</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>QTSS release</p> <p>\$56,224.80</p>	<p>In 2024 a focus on strengthening the use of formative and summative assessment to inform teaching and learning programs, and continue to build a culture where all stakeholders share the same vision for high expectations for behaviour.</p>
<p>COVID ILSP</p> <p>\$161,927.01</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 2023.</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"> • providing intensive small group tuition for identified students who were identified through language screening as having difficulty with receptive and expressive language. <p>The allocation of this funding has resulted in the following impact: Targeted students have engaged in weekly small group tuition to improve receptive and expressive language skills. This has linked to the whole school focus aligned to closing the gap for students aligned with comprehension and verbal expression.</p> <p>After evaluation, the next steps to support our students will be: Student need outweighed availability of the program, therefore leading to the continuation in 2024 ensuring two days of intervention can be provided.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	126	138	125	141
Girls	122	127	118	115

Student attendance profile

School				
Year	2020	2021	2022	2023
K	80.8	88.9	84.0	87.1
1	80.9	91.4	83.0	85.6
2	77.3	91.8	84.8	88.6
3	77.6	89.3	86.6	87.0
4	81.1	91.6	85.4	88.1
5	86.5	93.9	82.8	89.7
6	87.4	92.5	87.3	88.0
All Years	81.7	91.2	84.8	87.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	9.85
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher EAL/D	1.4
School Administration and Support Staff	5.51
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	696,521.36
Revenue	4,574,816.70
Appropriation	4,492,520.32
Sale of Goods and Services	33,001.11
Grants and contributions	42,104.26
Investment income	6,923.51
Other revenue	267.50
Expenses	-4,374,869.67
Employee related	-3,389,222.52
Operating expenses	-985,647.15
Surplus / deficit for the year	199,947.03
Closing Balance	896,468.39

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.

	2023 SBAR Adjustments (\$)
Targeted Total	15,573
Equity Total	931,678
Equity - Aboriginal	1,099
Equity - Socio-economic	468,868
Equity - Language	220,017
Equity - Disability	241,694
Base Total	2,598,715
Base - Per Capita	67,943
Base - Location	0
Base - Other	2,530,772
Other Total	522,269
Grand Total	4,068,235

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/Carer

Parent Survey's were conducted throughout the year seeking feedback on how best to engage parents/carers in learning in the classroom and school strengths and areas to improve. Through the Parent Partnership Learning Ecosystem, survey data demonstrated parents/carers perceived engagement as being able to assist their child in learning at home and the biggest barrier in doing this was language. The majority of parents/carers engage with the school through viewing ClassDojo posts, Community Yarn and workshops and Parent/Teacher Interviews.

Tell Them From Me survey results demonstrate 12 surveys were completed by parents/carers, and uplift has been recorded in the school supporting positive behaviour, safety at school and an inclusive school. Future focus suggestions included further education for students in the areas of internet safety and anti-bullying strategies.

Students

Student Representative Council and Student School Leaders regularly reflected on all systems, processes and environments related to students at school. Through this process, communications between student leaders and school executive were open and provided a two-way communication. Through consultation, students raised concern regarding the cleanliness of student toilets, the incentives offered at the Villaward Shop, equipment available during play breaks and the lack of shade structures throughout the school. This led to the school working with the cleaners to review the cleaning schedule of the student toilets and the installation of a shade structure outside the kindergarten classrooms and outdoor musical instruments.

The installation of the artificial soccer field and running track, a project in consultation with students commencing in 2022, was completed and accessible for student use from Term 4. Tell Them From Me survey results demonstrate this has been widely accepted by students as being a positive environmental inclusion.

Tell Them From Me survey data demonstrates an uplift of 5% in students reporting positive behaviour at school, which is 4% higher than the NSW Government School Norm.

Teachers

61% of teachers completed the Tell Them From Me Teacher Survey. Survey results are converted to a 10-point scale, a score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 indicates a neutral position (neither agree or disagree).

Teachers surveyed:

- Feel supported by school leadership with a score 0.9 higher than the NSW Government norm.
- Engage in collaborative practices with a score 0.1 higher than the NSW Government norm.
- Provide high expectations for student learning with a score of 9.1.
- Use data informed practices when making decisions about teaching and learning with a score of 8.9.
- Engage in effective teaching strategies to improve student learning with a score of 7.8.

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.