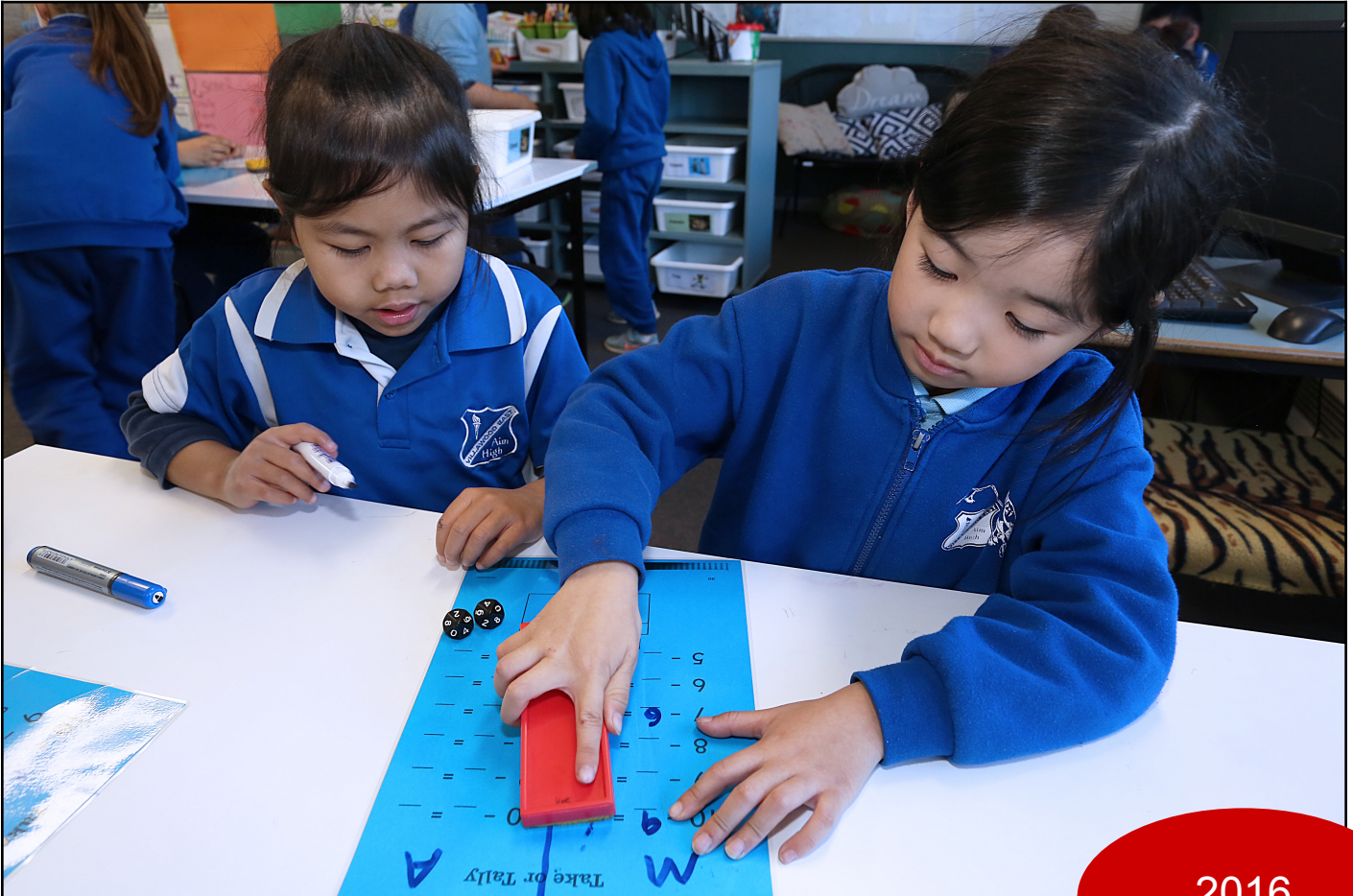


Villawood East Public School

Annual Report



2016



3977

Introduction

The Annual Report for **2016** 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kerry Marshall

Principal

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Message from the Principal

I am very proud to present the achievements of Villawood East Public School. Our school motto 'Aim High' represents our whole school community working together to continuously raise expectations and achieve improved student learning outcomes of all students. Our dedicated and committed staff continued to participate in extensive professional learning activities in literacy and numeracy which are based upon current research.

The profile of the school continues to be enhanced with improved communication via the school app and Twitter and local newspaper articles promoting the school's successes. There has been a significant increase in the number of parents and community members attending.

This year a number of improvements have been made to the school with an upgrade of our outdoor area of our preschool. Resources have been purchased such as iPads and lap tops to provide greater access to technology for students as well as new literacy and numeracy resources to cater for the diverse needs of all students.

We continue to strengthen our valued partnerships with Sydney University, Australian College of Physical Education, Karitane and Burnside, Smith Family and Chester Hill Community Centre.

The support and hard work of the P&C is always greatly appreciated. We are very proud of our inclusive and supportive learning community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

At Villawood East Public School, dedicated and resilient teachers, students and parents work together to create an inclusive and supportive learning community. Our school has high expectations and is motivated by researched-based practice, to develop the skills needed for lifelong learning and well-being.

School context

Villawood East Public school is situated in South Western Sydney and has an enrolment of 280 students.

Villawood East is a multicultural school with 86% of students from NESB background. The school comprises of 12 classes including a support class and an on-site preschool.

The school provides quality education in a supportive, inclusive and nurturing environment where learning is valued and supported and the needs of all students are catered for.

We are a Positive Behaviour for Learning school and our values are Safe Respectful Learners.

We have a variety of quality programs: Early Action for Success, Reading Recovery, Literacy Language Learners, Taking Off With Numeracy, Targeted Early Numeracy, Enrichment groups and Arabic and Vietnamese Community languages programs.

A Speech Pathology Program is implemented one day a week to support students with language needs.

We value our relationships with Sydney University, The University of Western Sydney, Australian College of Physical Education, Karitane, Burnside and the Benevolent Society which support our students, teachers and community.

Our staff work collaboratively and value our supportive school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning

In the domain of learning we continue to develop collaborative responsibility for student learning in a systematic way. Through identifying needs through formative and school based assessment. The continuation of quality teaching strategies such as L3, TEN and TOWN have resulted in improved student outcomes. The school has achieved an excellent level of value added growth from years 3–5 reading literacy and numeracy. Achievement of reading benchmarks: 75% of Kindergarten, 83% of Year 1 students and 65% of students were reading at or above the state

benchmarks for their year groups at the end of 2016.

There was an increase of technology available in classrooms with purchase of lap tops and new plasma screens for classrooms to further engage students.

The PBL team have reviewed our behaviour management systems with a modification for the collection of playground behaviour data. A new positive reward system has been introduced with Safe, Respectful; and Learner badges recognising good behaviour at our whole school assembly. The school provides a range of extra curricular activities including choir, dance and public speaking. The sports program has been further developed with PSSA touch football, gymnastics and Sports in School a structured weekly sport skill program being introduced.

Attendance is regularly monitored with families contacted to support good attendance.

Teaching

In the domain of teaching the RFF timetable was altered to engage stage teams to work on a problem practice. Each team targeted a particular area and worked to improve their pedagogy and student results using assessment and evidence based research to monitor and evaluate changes made. This resulted in a greater emphasis on collaboration, working and planning together for both classroom teachers and specialist staff.

Teacher's analysed NAPLAN data to determine growth over time and to adapt programs to cater for individual students needs. The use of data was reviewed every five weeks in literacy and numeracy.

All teachers developed their professional learning plans linked to Australian standards with Beginning and Early Career teachers being supported in areas of identified need.

Leading

In the domain of leading our school strongly focusses and values our partnerships with our parents and community. All parents are welcome into the school and are encouraged to engage in a variety of school activities such as Book Week, Grandparents Day and White Ribbon Day. 2016 saw an increase in school functions.

All members of the community are asked for feedback and their suggestions are included in forward planning. Students are given a voice with student leaders running assemblies and taking a prominent role in school life. Student leaders participated enthusiastically in the SRC and were very active in organising fund raising activities supporting the school and a variety of charities.

Our preschool outdoor and internal areas were updated with the creating an and stimulating environment for our preschool students..

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Purpose

Our school will provide quality, equitable academic opportunities for all students, so they may become self-aware individuals that value education and are able to actively contribute to their community and society in the future.

Exemplary teachers will have the skills required to become leaders of change and will be active in the continuation and future development of quality teaching practices which will extend beyond the local school community.

Overall summary of progress

Embedded and explicit systems for collaboration were developed through the use of Action Learning Groups. The school engaged in professional learning sessions on effective collaboration within and across various teams. Staff received training in Office 365 and the Parent SeeSaw app to develop understanding of how to strengthen collaboration between staff, students and parents.

Classroom teachers, specialist staff and executive engaged in reflective practice and continued discussion about collective responsibility for students. There is a school wide collective responsibility for students. The RFF timetable was altered to engage stage teams to work on a problem practice each team targeted a particular area and worked to improve their pedagogy and student results using assessment and evidence based research to monitor and evaluate changes made.

Students became self aware and actively contribute to school. They reflect on learning as teachers explore innovative curriculum delivery mechanisms that enhance student engagement. A significant number of new laptops and iPads were purchased, enabling greater access to technology and the ability of teachers to embed the general capabilities across the curriculum.

Class sizes were reduced throughout the employment of an extra class teacher and specialist support and professional learning was provided by two off class assistant principals. Links were formed with the Instructional Leader network Meeting in the Bankstown network, The leadership team engaged in frequent meetings to reflect on the curriculum implementation across the school.

School systems are aligned to ensure consistency of curriculum delivery including strategies for differentiation and consistency of teacher judgement. Teachers received training in Quality teaching strategies such as TOWN, TEN and L3. PLAN data was collected K-2 every 5 weeks and used to determine student level of achievement and any interventions and professional learning required.

Teachers developed their own professional learning plans with supervisors, determining needs against the Australian Standards for teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Internal and external data indicates that at least 80% of students meet benchmarks for reading, comprehension, writing, and numeracy Growth as measured by effect size in reading, comprehension, writing and numeracy between year 3 and year 5 is greater than 0.8 	<p>PLAN data indicates that over 75% of Kindergarten, 83% of Year 1 students and 65% of students were reading at or above the state benchmarks for their year groups at the end of 2016.</p> <p>Comprehension benchmarks have shown improvements: 60% of Kindergarten, 68% of Year One students achieved benchmarks.</p> <p>NAPLAN data indicates in Numeracy Year 5 achieved a 65% greater than or equal expected growth</p> <p>Survey of teachers and a review of professional development changes and discussion on new way to build capability of teachers.</p>	<p>\$209,000</p> <p>\$60,000 technology</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Internal and external data indicates that at least 80% of students meet benchmarks for reading, comprehension, writing, and numeracy• Growth as measured by effect size in reading, comprehension, writing and numeracy between year 3 and year 5 is greater than 0.8	Increased access to technology has improved student engagement in all aspects of the curriculum.	

Next Steps

Collaboration and action research in education practices will be continued emphasis for targeted professional learning. Through flexible timetabling teachers will be provided an additional hour and maintain their entitled RFF allocation. This time will provide teachers with time to collaborate within stages, specialist staff will work with classroom teachers to compliment student programs. These will be known as Professional Learning Communities (PLC). PLC time will provide time for student learning focuses to be discussed and planned through action research.

Collaboration and improved communication between colleagues will be strengthened through the use of technology in various forms. Technology such as Google drive file sharing, Office 365 administration, email systems and Outlook online calendar. Highly effective strategies for student learning, including learning intentions, success criteria, feedback and reflection will be a feature of discussion.

Student data will continued to be collected every 5 weeks for all students K–2 and 3–6 will ne monitored termly unless on a targeted intervention. This progress data will be entered in the Planning Literacy and Numeracy software each term and will assist in measuring the effectiveness of specific interventions.

Stage 2 will establish a project on innovative learning spaces and STEM as a form of engaging students developing residence and a growth mindset.

Teacher professional learning needs will align to the Australian Professional standards and student needs as identified by school based evidence. Colleagues support and collaborate with each other in maintaining accreditation.

Increased collaboration to the development of teacher, parent communication about student learning will be strengthened with the use of See Saw App from P–6.

Learning Support team structures will be refined to ensure teachers are provided with the understanding identifying need for adjustments, providing adjustments for students where a disability is affecting their learning.

Strategic Direction 2

Purpose

Our school will engage students and promote the value of education. Practices will be utilised that develop in students the cognitive, emotional, physical and social skills that lead to well-being. Students will become well-rounded individuals, with strengths that extend beyond academics and allow them to have resilience and balance throughout their future lives.

Overall summary of progress

In 2016 a plan was developed that aimed to lead students, staff and the broader community to understand the behaviours, attitudes and expectations that enhance well being and lead to improved student outcomes. Teachers taught weekly PBL lessons and presented short items which enhanced behaviour messages across the school community. A weekly raffle was held at assembly to promote good behaviour on the playground and reward students for displaying the school values of Safe Respectful Learner. Attendance results were announced at weekly assemblies and emphasis placed on students working together to help their class win the attendance prize each week.

Structures are in place to follow up student absences on a daily basis and support was offered to families having difficulties in this regard. Teachers used Class Dojo as a system of positive reinforcement and data was collected in STARS to monitor progress against targets.

An external and internal high school transition program was implemented with very positive feedback from students and parents.

The school environment is continually enhanced to support student engagement and learning outcomes. The preschool's internal and external environment was updated and improved.

The school garden is used by staff and students to engage students and provide them with a space to reflect and learn.

Students were educated in the need to lead a healthy lifestyle. A scope and sequence is followed and Crunch and Sip continues to be implemented in all classrooms. There was also the addition of the weekly Sport in School program which taught social skills whilst developing sporting skills. The Australian Sports commission funded gymnastics sessions across the school. Our Breakfast club operated two mornings a week with the support of parents and staff to organise the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Full day and partial attendance improves on 2014 levels	<p>A Student Administration Officer was employed to follow up student absences by making phone calls to parents and offering support to families.</p> <p>The Assistant principal Engagement supported the follow up of attendance through monitoring check in and collating data which was highlighted at weekly assemblies to reinforce the importance of good attendance.</p>	Student Admin Officer \$8700
A reduction in reportable classroom behaviours (Step 3, 4 and 5) identified through STARS	<p>A slight decrease in the number of reportable classroom incidents factoring in a change of the system used by primary teachers after consultation with teachers.</p> <p>Further promotion of positive behaviour through new gold badge reward system. was introduced.</p>	Flexible Wellbeing Funds \$14,000 Reporting System and rewards \$3700

Next Steps

The school wide systems of PBL will be reviewed with students, parents and teachers as this has been implemented for

7 years. PBL lessons will be developed to reflect our school becoming a White Ribbon schooling recognise the importance of teaching respect to all students.

Professional Learning will be targeted to support teachers both in the classroom and on the playground to effectively deal with behaviour.

A review of the playground facilities will be reviewed and updated according to need.

Purpose

Our school will involve and engage parents, so that we may create an authentic school community, with a free flow of information between home and school which supports students through their school life. We will raise the positive profile of the school in the wider community through actively celebrating our achievements; we will encourage students, teachers, parents and community members to develop a sense of self-worth and pride in themselves, the community and our school.

Overall summary of progress

We shared and celebrated student, teacher, parents and the community achievements and improved the positive profile of the school within and beyond the community. We did this by increasing the number of families downloading and routinely using the SkoolbagApp, regularly uploading information to the App and increasing the opportunities for teachers, parents and students to share successes through the use of our brag board and our Twitter account.

The employment of our CLO was instrumental in encouraging greater participation of parents in the school life and also led to greater acknowledgement in our school in the local press. Funding was used to increase the number of excursions and camps to provide students with greater experiences and increase engagement.

Positive and respectful relationships across the school and community were expanded through the promotion and participation in special even days such as Harmony Day, Anzac Day, Grandparents Day, International Day of Persons with a Disability, Multicultural Day and White Ribbon. All days had a large number of parents attending, participating and involving which were fun and educational. Our school and community worked together to enhance our students life chances, wellbeing and school outcomes by performing at the local nursing home and festivals. Education Week and Book week encouraged parent involvement and contribution.

Maintaining and strengthening partnerships with outside agencies was a continued priority as teachers mentored students from ACPE and Sydney University throughout their practicum experiences, local professionals sporting groups such as the Bulldogs and Taronga Zoo. The Deadly Beginnings– Deadly Futures project in conjunction with The Smith Family and BCRG provided cultural activities and experiences for our Aboriginal students and their families.

Parents were phoned to share good news and inform them of their child's achievements. From parent surveys, workshops were determined and the start of PCS (Parent Classroom Support) started. Parents worked together with teachers to understand how students learn in reading and writing and began to use their new knowledge in the classrooms working in Stage One.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">An increased number of parents participating in classrooms and attending events	Approximately 100 community members attended school events over the year, Weekly whole school assemblies averaged 30 parents.	CLO \$9,000
<ul style="list-style-type: none">An increase in the number of community events	The number of community events (including workshops, parent excursions and special days) increased by 35% (20 events in total)	\$1500 resources
<ul style="list-style-type: none">85% of families have school app downloaded and access school newsletter	600 downloads of the school app and 20% of families follow school events on Twitter. 100% of families have access to the newsletter either online or in paper form. The brag board is continually updated.	\$300
Website access	Parents were informed in the newsletters on how to access the school website .	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Website access	Further workshops need to be provided to inform parents on how to access website and twitter.	

Next Steps

Our school will continue to build partnerships with other schools and organisations to build capacity within all members of the school community. Events have been evaluated and will be planned accordingly for the community to attend and continue our higher parent participation.

Greater awareness and workshops provided and use of Twitter and see saw to further develop social media as a platform for celebrating achievements and increasing the schools profile in the wider community. Parents will be actively encouraged to become more involved in the support of students in classrooms and engaged in the methods in which we promote the school and school activities eg through the website, Twitter, see saw and the school app.

In 2017, Villawood East public will become a National Community Hub in the NSW network with a community hub leader being appointed. This will provide an excellent opportunity to provide a diverse range of workshops and further strengthen partnerships within our community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>There has been a 3% improvement in Aboriginal student attendance.</p> <p>All students attended weekly Connect to Culture programs.</p> <p>A School Learning Support Officer employed to implement PLP's with students achieving Learning goals.</p> <p>Aboriginal parents and students participated in an excursion to Museum of Contemporary Art to view Aboriginal art .</p> <p>A new Aboriginal mural was designed and painted by an Aboriginal elder with students and parents assisting.</p>	<p>\$5400 Aboriginal funds</p> <p>\$8000 Ram for SLSo</p>
English language proficiency	<p>Professional development of class teachers in the EALD learning progressions.</p> <p>Purchase new literacy and numeracy resources to support students.</p> <p>LBOTE students achievements in NAPLAN :</p> <p>Year 5– Spelling a 25% improvement of students achieving in the top 2 bands from the previous year.</p> <p>Year 3– Spelling 37% of students achieving in top two bands an improvement of 17% from the previous year.</p> <p>Year 5– Numeracy 15% of students achieving in the top two bands an improvement of 15% from the previous year.</p>	\$10,000
Low level adjustment for disability	<p>64 low level of adjustments were required to cater for a disability. Students requiring adjustments and learning support are catered for in class programs.</p> <p>PlaSPs were written and implemented by SLSo's and class teachers.</p>	\$40,000
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching Successful Students allocation was used to jointly plan and develop units of work .To mentor and coach in the area of Numeracy</p>	Staffing \$10,000
Socio-economic background	<p>Additional teacher employed to create an extra class to reduce class sizes . Additional teachers employed to allow two Assistant Principals off class to support learning in the classroom.</p> <p>Speech pathologist employed two days a week to support language development of students.</p> <p>Year 5 Spelling growth 50% greater than or expected growth .</p> <p>Year 5 Numeracy growth 65% greater than or</p>	\$514,000

Socio–economic background	<p>equal to expected growth.</p> <p>Year 5 Reading 10% improvement of students at achieving proficiency.</p>	\$514,000
Support for beginning teachers	All beginning teachers are provided with additional support in their first three years of teaching. Beginning teachers received additional release time and support.	\$8,400
Targeted student support for refugees and new arrivals	Refugee and newly arrived students identified and accessed immediate support by a specialist teacher in English Language and social skills to provide in class support.	\$1680
Early Action for Success	<p>Through the close analysis of data in literacy and numeracy and a targeted approach to tiered interventions, there were significant improvements in literacy and numeracy. Reading benchmarks: 75% of Kindergarten, 83% of Year 1 students and 65% of students were reading at or above the state benchmarks for their year groups at the end of 2016. Comprehension benchmarks have shown improvements: 60% of Kindergarten, 68% of Year One students achieved benchmarks. Writing has shown promising signs of improvement in Kindergarten with 75% of students achieving benchmarks. This is a continued focus in year 1 and year 2. The TEN program has been running for 3 years and the EAS results have been fantastic across K–2. 95% of Kindergarten students achieved or exceeded the target with 94% of Year 1 and 81% of</p>	<p>\$59,000</p> <p>Training and Development \$27,571</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	135	132	124	132
Girls	126	132	142	136

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.4	93.5	93.5	94.7
1	92.7	94.1	94.5	87.9
2	93.9	94.4	93.2	93.7
3	94.3	93.8	90.8	94.4
4	94.1	95.7	94.7	90
5	95.4	96.6	94.7	93.9
6	93.1	93.5	95.9	94.1
All Years	93.4	94.4	93.8	92.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance rates in 2016 were slightly lower to the previous year. The school has an attendance policy which states a set of procedures to manage non-attendance of students, including the weekly monitoring of student attendance contact with parents for unsatisfactory attendance, referral to the Learning Support Team and Home School Liaison Officer for intervention and implementation of an individual attendance plan if necessary.

A School Assistant Officer was employed to ring families and support regular attendance.

The importance of good attendance was promoted at

weekly assemblies, school newsletters, at Kindergarten orientation and parent meetings.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.39
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher of ESL	1.4
School Administration & Support Staff	4.72
Other Positions	0.4

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Our school does not have any staff member from an Indigenous background this year.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	31

Professional learning and teacher accreditation

Professional learning at Villawood East is recognised and valued as providing important training for improving teacher professional knowledge. In 2016 members of staff participated in Professional learning meetings on a Monday afternoon for one hour for school professional development.

All staff completed mandatory courses such as Child Protection, Code of Conduct, Anaphylaxis, Emergency Care and CPR.

Teachers participated in the following professional learning NCI, Multilit, AFL coaching, Touch football coaching, Growth Coaching, Town, L3 ,TEN, Autism awareness and LMBR training.

The total school budget on Professional learning \$48,000. The average expenditure for staff on a school level \$2,200 .

25% of classroom teachers supervised practicum students from Sydney University. Villawood East had no newly appointed beginning teachers in 2016.

Four teachers achieved accreditation at proficiency level and nine teachers maintaining accreditation at proficient level in 2016.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	606 759.19
Global funds	258 520.75
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	7 268.50
Canteen	0.00
Total income	1 900 950.32
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	13 978.95
Extracurricular dissections	5 442.14
Library	230.00
Training & development	866.97
Tied funds	738 366.47
Short term relief	78 668.61
Administration & office	71 576.38
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	27 821.72
Capital programs	0.00
Total expenditure	1 012 971.48
Balance carried forward	887 978.84

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	908 793.15
(2a) Appropriation	889 629.84
(2b) Sale of Goods and Services	2 828.62
(2c) Grants and Contributions	15 961.68
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	373.01
Expenses	-312 702.99
Recurrent Expenses	-312 702.99
(3a) Employee Related	-221 741.10
(3b) Operating Expenses	-90 961.89
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	596 090.16
Balance Carried Forward	596 090.16

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 781 889.68
Base Per Capita	15 407.16
Base Location	0.00
Other Base	1 766 482.53
Equity Total	933 720.16
Equity Aboriginal	5 623.12
Equity Socio economic	584 117.57
Equity Language	164 600.25
Equity Disability	179 379.23
Targeted Total	194 602.32
Other Total	383 533.44
Grand Total	3 293 745.60

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

Premier's Priorities: Improving education results and State Priorities: Better services .

NAPLAN results in 2016 data:

Year 5 reading there was a 10% improvement in the number of students achieving in the top two bands .

Year 5 numeracy there was a 10% improvement in the number of students achieving in the top two bands.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought opinions of parents, students and teachers about the school.

PARENTS

Parents were asked to provide feedback on the communication ,culture of the school and areas of strength and areas that could be further improved.

Responses are presented below.

Parents unanimously supported the school and believed it was a safe and welcoming place with dedicated and caring staff.

100% of parents liked positive phone calls about their child home from their child's teacher

65% of parents stated teachers and staff were approachable

41%of parents were entirely happy with the school and programs

90% of parents were supportive of the new sports program.

94% wanted the sports program to continue in 2017

Parents made suggestions on how the school could further be improved by:

Increase the frequency in parent teacher interviews each term and at the end of the year.

Develop workshops to provide information on how to access and use twitter and the school app.

STUDENTS

Student students were surveyed on coming to school and how to improve the school:

96% of students enjoy coming to school.

96% of students enjoyed learning . 80% of students favourite activity at school was sport ,maths and art.

Students suggested ways to improve the school:

Increase the number of excursions

More gardening and cooking activities

Improve the playground and more equipment to play with

Teachers

The staff evaluated school programs , school plan each strategic direction and areas to be reviewed. Responses are presented :

RFF together great opportunity for Learning and Development with a clear focus to improve.

Reduced meeting time and encouraged greater communication between staff

The new gold badge awards a good system.

The design and painting of the Aboriginal mural involved the students and families which was great.

Areas to be reviewed:

Review stage meetings and use of RFF

The use and purpose of the Data wall needs to be reviewed.

More frequent review of programs .

Differentiate Professional Development meetings to met the individual needs of teachers.

Gather information or questionnaires from parents at teacher parent interviews.

Policy requirements

Aboriginal education

Villawood East Public School is committed to improving educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students.

Class teachers in collaboration with students and parents wrote Personalised Learning Plans with a School Learning Support Officer employed to support implementation of the plans. The plans focused on literacy and numeracy development and also included a cultural goal.

A weekly Connect to Culture program was introduced which students being actively involved in lessons including Aboriginal history,story telling, art and literacy. Stage 3 Aboriginal students participated in a High school transition program held at Bankstown Community centre.

A family excursion to Museum of Contemporary Art for students and parents was organised to Aboriginal art exhibition and displays. This excursion was attended by all Aboriginal students and nearly all parents .

An Aboriginal artist was employed to design and paint a new school mural. Aboriginal students and parents were involved in painting the mural .

Villawood East promotes respect for Aboriginal culture by ensuring a Welcome to Country is presented before every assembly. The Aboriginal flag is flown daily. Integration of Aboriginal perspectives across key learning areas so all students can develop understanding and respect of Aboriginal people and Aboriginal culture.

Multicultural and anti-racism education

Multicultural education is a fundamental element of teaching and learning programs at Villawood East Public school with 85% of our students are identified as having English as an additional language dialect (EALD)

Our students come from 15 language backgrounds with the predominate languages being Arabic and Vietnamese.

The community languages programs cater for our Arabic and Vietnamese speaking students. Our Arabic community language teacher established a network with other Arabic community language teachers by inviting them to our school to share ideas, pedagogy and resources. 20 selected Arabic students visited Old Guilford Public to participate in learning activities and develop friendships.

There are two staff members trained as Anti Racism officers. The school is committed to the elimination of racism through our school curriculum and policies.

Other school programs

The University of Sydney's Compass

Villawood East Public continued to develop our productive relationships with external agencies through our ongoing partnership with The University of Sydney's outreach program 'Compass'. In 2016, students participated in a number of experiences and activities at school and on campus. Compass programs included Year 4 going to the Seymour Centre to the play 'Enter Stage Right'. A group of Stage 3 students were involved in the Compass Stop Motion Animation Film program and their short film was successfully showcased at The University of Sydney. Villawood East took part in a twelve-week 'Little Hands' program with student volunteers from the University of Sydney who helped children develop their fine and gross motor through hands on, practical activities based on the Fingergym Fine Motor School Readiness Program. Parents were encouraged to participate and attended an information session on how to practice these skills at home.

Sport

All students participated in developmentally appropriate activities to enhance gross motor skills and to encourage them to lead a more active and healthy lifestyle. All activities encouraged active participation, being a cooperative team member and good sportspersonship. Students participated in fitness activities, sports, special gala days, NSW PSSA Knockout competitions and District and Regional competitions. Students from Stage 2 and 3 participated in various gala days, including the T20 Blast Milo Cup Cricket, the Netball NSW Schools Cup competition and an in-school Football NSW gala day. Students in Years 2 through to 6 were provided with the opportunity to learn to swim as well as learn essential water safety skills in the NSW Department of Education's School Swimming Scheme. Year 5 students attended the CARES bicycle safety centre to learn how to be road safe and ride a bike safely in the community. School carnivals were held for athletics and cross country and teams were selected to participate at the district swimming, athletics and cross country carnivals. Boys and girls from Years 4 to 6 were encouraged to trial for selection to represent VEPS in the NSW PSSA Knockout competitions in soccer and touch football. Students were successful in selection for the SWS Rugby league team. Junior and Senior Mixed Touch Football Teams entered into the Bankstown District PSSA Competition which was played on Friday afternoons during Term 3, with both teams successfully making it through to the grand finals, coming in equal 1st place. During Term 1, 2 and 4, all classes participated in a free gymnastics' program run by Tri Skills, funded by Sporting Schools, an Australian government initiative. Students from the Australian College of Physical Education visited the school to teach sport and physical education skills to the students in Term 1.

Preschool 2016

Our preschool provides a full day program running from 9am–3pm. There are two groups which attend preschool over the course of the week each consisting of twenty children. Each child attends a five day fortnight fulfilling requirements needed for Universal Access .Our preschool provides a play based program guided by the Early Years Learning Framework. The Framework outlines five learning outcomes which are designed to allow links between learning, family and community. We believe in providing a stimulating play environment that supports learning, is engaging, well organised and provides children with choice. Throughout 2016 preschool staff, families and the community have continued to reflect on current practice and update our Quality Improvement Plan to drive our preschool towards achieving excellence in each of the quality areas. Our preschool will be undergoing assessment against the National Quality Standard at the beginning of 2017. Over 2016 we have continued to build our relationships with the community through programs that we provide to encourage our families to be a part of the children's early learning. We have also enjoyed having members of the community be involved with our preschool over the year such as the Police, Fire Brigade, Life Guards, Kindi Farm and Snake Tales.

Special Education

Villawood East Public school has an integrated special education unit that operates two support classes.

One class is for students with mild intellectual disabilities from Year 3–Year 6. The other class is for K–6 students on the autism spectrum. Special Education teachers and Student Learning Support Officers (SLSO) facilitate the teaching and learning in these classes.

Through collaboration with parents and carers ,school staff and external agencies and Support Plans (PLaSPs) are developed for each student. Collaborative meetings occur during the year including formal review meetings ,where all stakeholders discuss appropriate student placement and report on student goals and progress made to ensure students are engaged and making progress in the curriculum and achieving personal success.

Students in the support unit are integrated into school routine with some students accessing a variety of integration with mainstream classes including sport and art. All students have the opportunity to participate in school carnivals ,athletic programs, Student Representative Council, age appropriate excursions Stage 2 and stage 3 overnight camps and special events.