

Villawood North Public School

Annual Report



2016



4065

Introduction

The Annual Report for **2016** 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 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

Melanie Macmillan

Relieving Principal

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Message from the Principal

It was a wonderful opportunity to be able to lead Villawood North Public School during Terms 2–4 of this year, a role of which I will always feel very proud. The staff, community and children of Villawood North Public School all work together to establish a stable, caring and challenging environment where all children develop to their maximum potential.

Villawood North Public School and its community continue to benefit from addition funding from the State and Federal Governments. Use of these funds are aimed at improving the school across three strategic areas decided by the community.

- Excellence in student academic results in oracy, literacy and numeracy.
- Wellbeing and engagement strategies empower students as life-long learners and positive, resilient citizens.
- Enhanced leadership and supportive professional development across the school community

Villawood North Public School continues to promote a wide range of activities to accommodate all students. Children participate in PSSA sports, school sports, school performance, the Gillawarna festival, dance, drama and percussion groups as well as academic studies. This year our focus was on future focussed learning where staff engaged in professional learning on to address the STEM (Science Technology Engineering and Mathematics) Education Strategy 2016–2019 resulting in students experiencing unique learning opportunities in areas such as Robotics, Coding, a MakerSpace and Lego design walls.

To further improve the literacy and numeracy outcomes of our students in the early years, our school was a part of the early Action for Success initiative.

Early Action for Success at Villawood North was led by the Instructional Leader and enabled quality leadership to foster the identification of individual levels of attainment in literacy and numeracy. The individualised teaching right at the point of student need led to specific tiered interventions in literacy and numeracy within the early years.

Our school is proud of our multiculturalism which we celebrate each year with a spectacular Multicultural Day festival. The whole community comes together to value each other's differences while acknowledging our similarities. I would like to thank the students, parents and staff for their efforts in making Villawood North such a fantastic school.

Melanie Macmillan, Relieving Principal Terms 2–4 and Garrett Nelson, Principal Term 1.

School background

School vision statement

At Villawood North, students, staff and the community strive for excellence. Our students will become lifelong 21st century learners who will use creative problem solving, effective communication and critical thinking skills. Students will be enabled to manage their emotional, mental and physical wellbeing in a manner which demonstrates honesty, resilience, empathy and respect with a sense of optimism. Teachers will have the capacity to transform the lives of students and to inspire and nurture their development as learners, leaders and future citizens.

School context

Villawood North Public School is located in South Western Sydney and caters to a diverse community of 277 students, 86% coming from a non-English speaking background. The major groups are Vietnamese, Arabic, Chinese and Pacific Islander. The school receives significant funding from the Resource Allocation Model funding to support students from low socio economic or aboriginal backgrounds. In response to its diverse student needs the school has been included in the Early Action For Success strategy. The school receives additional funding, an Instruction leader and an additional teacher allocation to address literacy and numeracy student needs in the early years. The Instructional Leader works in collaboration with the Principal to integrate Early Action For Success initiatives into the school plan and programs. The community believes in creating a wide range of activities for children to support both academic and overall student development.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

In the domain of Learning, we are focusing on both improving and strengthening literacy and numeracy results.. The school has strengthened and refined focus on well-being systems to ensure student needs are better assessed and comprehensive information gathered before referral to Learning Support Team. The positive behaviour for learning program (PBL) was introduced school wide and significant collaborative work done to introduce and embed the ethos of PBL across the school. All planning for the introduction of Tier One PBL implementation in 2017 was done and staff have developed a shared pedagogy. Examination of all aspects of student wellbeing informed implementation planning to achieve greatest consistent affect of PBL as a foundation for school wide change.

By funding an additional class the school was able to reduce teacher student ratio which was well supported by the community. The strategy enabled greater flexibility for class placement and management.

Our major focus in the domain of Teaching is building a teacher professional learning system that is based on evidence and reflective practices. Throughout 2016 teachers participated in a network focus on reading. School based professional learning supported L3 and Ten training. School based collaborative planning led to research and development of SOLE and Make a Space initiatives being taken up by the school.

Two aspiring leaders were supported successfully to gain executive roles in other schools. School staff participated in the '@COSlead program.

Strategic Direction 1

STRATEGIC DIRECTION 1 Excellence in student academic results in oracy, literacy and numeracy.

Purpose

- To ensure students have high achievement in oracy, literacy and numeracy.
- To build strong foundations in oral language, literacy and numeracy for lifelong learning and school learning across the curriculum.
- To build student confidence and aspirations
- To develop students who are creative, critical and analytical communicators and thinkers
- To develop in students the enjoyment /pleasure of learning.

Overall summary of progress

All teachers participated in literacy or numeracy professional learning initiatives. Kindergarten teachers engaged in the Language, Literacy and Learning (L3) initiative; all K–2 teachers were involved in Targeted Early Numeracy (TEN) and Years 3–6 completed Phase One Focus on Reading: Comprehension. EAL/D and Stage 1 teachers participated with cluster schools in the Oracy action research. Through an increased focus on differentiation, these initiatives are having a significant impact on student learning, particularly at risk students. Professional learning has built teacher capacity in differentiating for the diversity of student learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students achieving above minimum standard in NAPLAN.	The comparison of NAPLAN 2015 and 2016 results show an: <ul style="list-style-type: none">• Decrease of 12% in students achieving below national minimum standard in Reading.• Decrease of 10% in students achieving below national minimum standard in Writing.• Decrease of 3% in students achieving below national minimum standard in Spelling.• Decrease of 1% in students achieving below national minimum standard in Grammar and Punctuation.• Decrease of 11% of students achieving below national minimum standard in Numeracy.	6 Teachers released for 2 days to visit and observe practice in neighbouring school.
Increased number of students achieving at or above minimum standards for each grade in literacy and numeracy continuum clusters	There hasn't been significant change in student performance in literacy and numeracy from 2015 to 2016.	Early Action for Success resourced with an Instructional Leader and an interventionist.

Next Steps

- Engage the whole staff in data collection and tracking systems to enhance our focus on academic achievement.
- Expanding and strengthening the L3 program by training new Kindergarten teachers and introducing the program to Stage 1.
- Maintain the TEN program through the training of new K–2 teachers..
- All teachers engage a process of Action Research to collaboratively reflect on pedagogy related to improving student learning outcomes.
- All teachers engage in mentoring with an additional K–2 Instructional Leader and 3–6 Instructional Leader, focussing on effective literacy and numeracy practices.

Strategic Direction 2

STRATEGIC DIRECTION 2 Wellbeing and engagement strategies empower students as life-long learners and positive, resilient citizens.

Purpose

- To develop lifelong learners who are aware of vocational opportunities.
- To develop the social and emotional skills necessary for students to contribute as successful, positive participants in society.
- To promote positive mental health and wellbeing through ongoing opportunities for students to develop their social and emotional skills.
- To build student capacity in becoming confident, secure and resilient individuals who are willing to take risks in learning.
- To build and maintain healthy and respectful relationships between all members of our school community.
- To ensure students believe that school is 'for them' and see themselves as successful learners.

Overall summary of progress

VNPS has continued to promote student wellbeing and engagement initiatives during 2016. Significant progress has been made in establishing the Positive Behaviour for Learning (PBL) Framework across our school. The PBL Team led staff in Professional Learning around whole school evidence-based processes and practices relating to the PBL Framework. Staff engaged further by developing a PBL Matrix, School Expectations and our PBL Handbook. Members of the Leadership Team devised a series of beginning of the year lessons through which school behavioural expectations will be taught.

The NSW DoE Wellbeing Framework with the focus on Connect, Thrive and Succeed guided the terms 1 and 2 implementation of the KidsMatter Primary Framework. This involved collaboration with students, school staff, parents, caregivers and the wider community. The result being a deeper, shared understanding of social and emotional learning and subsequent development.

Early Stage One teachers participated in a full-day professional learning at the University of Sydney to deliver a fine motor skill program—Fingergym—School Readiness Program. Students then participated in a series of Occupational Therapy based fine and gross motor skill activities designed to strengthen shoulder, hand and finger dexterity.

Three VNPS staff participated in the MeE Action—Research

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Attendance data and ongoing survey results reflects positive growth in student engagement.	Attendance monitored and targeted response procedures maintained student profile at 94.3. Monitoring of partial absences has resulted in greater numbers of students reporting to the office to record exact time of arrival.	School, network and FACS staff have worked together to implement and monitor improvement measures.
Community survey data reflects increases in student well-being and school engagement.	During Parent workshops and café events parents independently or using interpreters shared and reported that their children are coming home telling them positive things about school. and learning. Parents confidently provided verbal survey responses which formed the basis for semester planning of parent workshops content.	RAM Funds utilised to implement initiatives such as; Parent English classes, the employment of a Community Liaison Officer and production of written materials for parent workshops.
Staff indicate increased	The number of teachers consistently and	RAM casual relief funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
confidence in embedding engagement strategies into teaching practice.	confidently implementing project based learning pedagogy such as STEM, SOLE and Makerspace increased to 70%.	were utilised to release teachers from class to; attend inter-school visits to participate in SOLE observations, attend PL in Makerspace and the STEM conference.

Next Steps

- PBL implementation will be embedded in all school practices with particular focus on strengthening Tier 1 and introducing Tier 2 initiatives.
- Wellbeing Assistant Principal to be utilised 5 days per week to focus on specific wellbeing initiatives such as the continued implementation of PBL, student attendance, anti-bullying programs, social and emotional learning programs and social skills interventions for at risk students.
- Continued monitoring of student learning support needs through staff and team analysis of the Learning and Support Data base. Data analysed will document individual learning need and history, social supports and assessments, counsellor involvement, Reading Recovery inclusion to provide staff a deeper understanding of individual learning.
- Continue monitoring student attendance with a focus on partial student absences.

Strategic Direction 3

STRATEGIC DIRECTION 3 Enhanced leadership and supportive professional development across the school community.

Purpose

- To build capacity of teachers as future leaders
- To develop an engaged learning community focused on continual improvement of teaching and learning
- To encourage parents to work in partnership with school and to support their children in learning
- To develop school policies and practices that reflect the parent and student voice

Overall summary of progress

During 2015 ten teachers used action research as part of their professional learning. Five teachers investigated Motivation engagement Engagement Framework by working with a mentor to develop a focus question to be researched. All the teachers involved reported the action research approach gave them ownership of their own learning.

Action research was also part of an Oracy Project across schools and Stage 1 reading. Parents and students were given a greater opportunity to participate in school decision making through the use of a community liaison officer. A small number of regular parents attended the parent café each week which allowed for dialogue between parents, Principal and teachers.

Students continued to be involved in the Student Representative Council and became part of the evaluation meeting with parents. Leadership development opportunities were available, but, a more structured approach to leadership professional learning is required. Networks were strengthened through the community of schools and professional learning projects across schools. The major success of the professional learning networks was the introduction of new pedagogy and ideas into the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase of teachers using inquiry learning in their professional development. Increase of parents and students participating in school decision making processes.	<ul style="list-style-type: none">• 5 teachers engaged in the MeE Project and led this program at another school providing inquiry based.• The students maintained the same ratio of participation in the Tell Them From Me survey.• An increase from an average of 2 parent participants to 10 parent participants per weekly meeting at the Parent Café.• The school maintained an average of 40% parent participation in Parent Teacher Interviews.• Multicultural day and our end of year performance maintained capacity participation of 70%.	Ram funding provided fifteen teacher release days and funds for performance resources..

Next Steps

- Further develop student leaders with opportunities for peer support, sport and game leadership programs.
- Continue professional learning to build leadership capacity in both the leadership group and those aspiring to leadership.
- Further develop professional learning in the Teachers as Researchers project for all staff.
- Expand on the role of CLO to develop greater links with the community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Personalised learning plans have been implemented and supported for successful engagement of aboriginal students.	check equity funding
English language proficiency	EAL/D specialist support teachers in the classroom to address needs of students. Additional resources were purchased to allow students access to a wider variety of multilingual texts. Students and parents were more comfortable borrowing these books from the library promoting literacy.	ditto
Low level adjustment for disability	Student learning support officers (SLSOs) were employed to work with individual or small groups of students based on individual learning programs (ILPs). ILP development days were funded across the year for teachers to work with SLSOs to create or modify plans according to need.	
Quality Teaching, Successful Students (QTSS)	K–2 Interventionist provides targeted literacy and numeracy instruction Using the QT framework as a planning and reflection tool for each stage planning day Programming and planning reflects the requirements of L3 and TEN	
Socio–economic background	This program funds the majority of programs across the school. An additional class and support teachers 1.2 were employed to support the welfare and academic needs of students.	
Targeted student support for refugees and new arrivals	New Arrivals and Refuges were supported with a specialised program 1 hour per day. The growth of students in English literacy through this program allowed for greater participation in other class lessons.	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	133	144	147	146
Girls	149	133	123	128

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	94.4	92.9	92.9
1	93.2	95	94.4	94.7
2	96.2	93.5	93.9	93.4
3	95.5	95.4	95.2	94
4	95.7	94.9	94.5	94.6
5	94	94.8	94.2	95.7
6	95.3	95.9	95.1	95.1
All Years	94.8	94.9	94.3	94.3
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.56
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	1.4
School Administration & Support Staff	2.61
Other Positions	0.4

*Full Time Equivalent

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	40

Professional learning and teacher accreditation

All staff at Villawood North Public School engaged in compliance training including CPR, anaphylaxis, emergency care, child protection and the code of conduct. Teachers also developed Professional Development Plans (PDPs) and participated in professional learning that aligned with PDP goals.

In 2016, an accreditation mentor worked with three staff members towards completing Accreditation at Proficient level. Seven staff members worked on maintaining Accreditation at Proficient level.

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.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	214 564.92
Global funds	224 369.76
Tied funds	522 915.23
School & community sources	26 848.89
Interest	3 895.39
Trust receipts	5 104.60
Canteen	0.00
Total income	997 698.79
Expenditure	
Teaching & learning	
Key learning areas	4 862.02
Excursions	10 607.04
Extracurricular dissections	17 283.77
Library	4 456.66
Training & development	2 456.49
Tied funds	371 971.77
Short term relief	56 213.60
Administration & office	56 999.46
School-operated canteen	0.00
Utilities	26 821.79
Maintenance	31 224.19
Trust accounts	3 578.76
Capital programs	14 713.64
Total expenditure	601 189.19
Balance carried forward	396 509.60

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	436 835.11
(2a) Appropriation	412 806.76
(2b) Sale of Goods and Services	1 486.39
(2c) Grants and Contributions	22 074.58
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	467.38
Expenses	-298 819.92
Recurrent Expenses	-298 819.92
(3a) Employee Related	-192 258.48
(3b) Operating Expenses	-106 561.44
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	138 015.19
Balance Carried Forward	138 015.19

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.

The school has made a successful transition from OASIS to SAP in 2016.

Financial summary equity funding

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

School performance

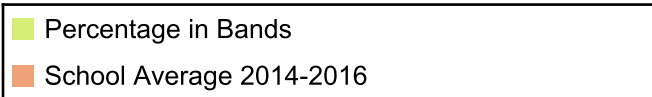
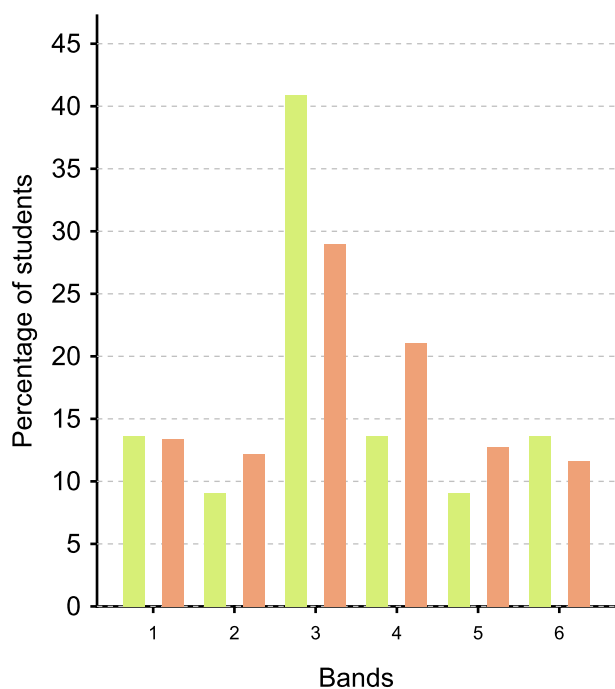
NAPLAN

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.

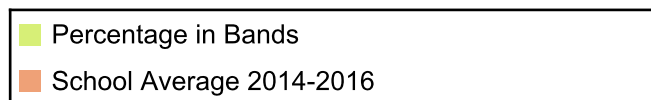
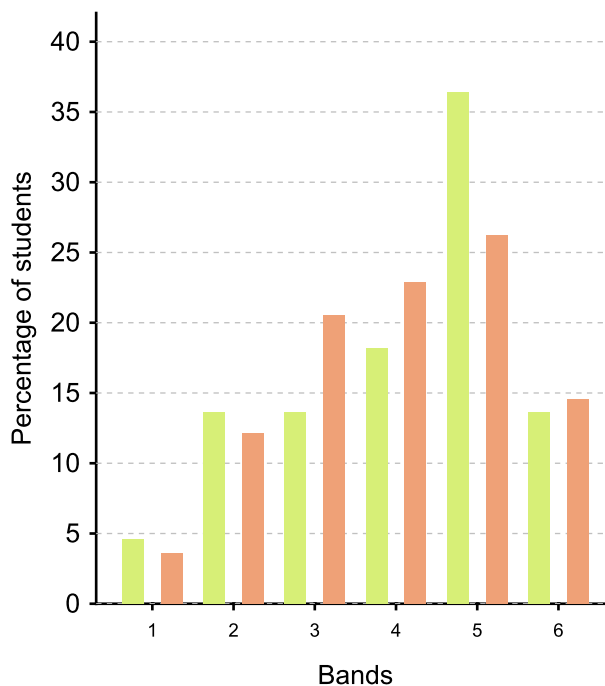
	2016 Actual (\$)
Base Total	1 885 056.20
Base Per Capita	14 579.63
Base Location	0.00
Other Base	1 870 476.57
Equity Total	615 889.45
Equity Aboriginal	5 277.54
Equity Socio economic	291 072.93
Equity Language	163 131.93
Equity Disability	156 407.06
Targeted Total	4 184.94
Other Total	222 946.27
Grand Total	2 728 076.86

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.

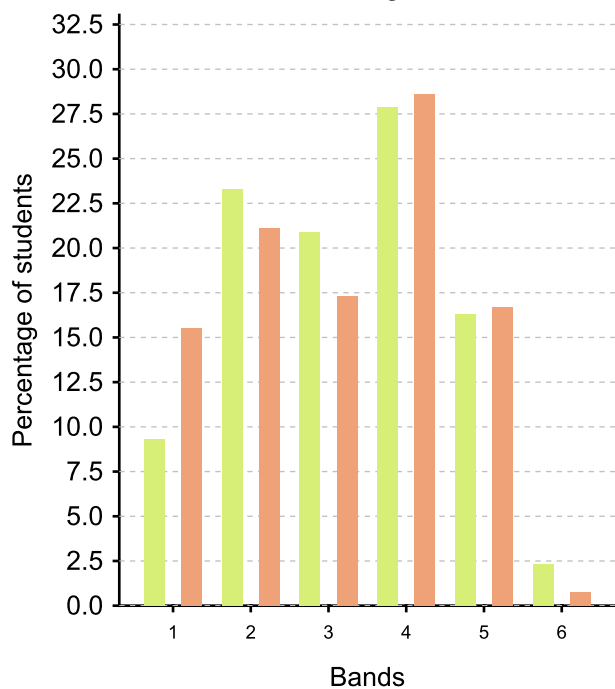
Percentage in bands:
Year 3 Grammar & Punctuation



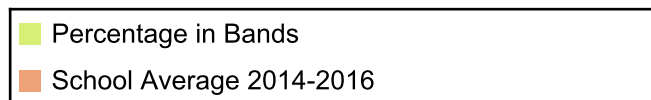
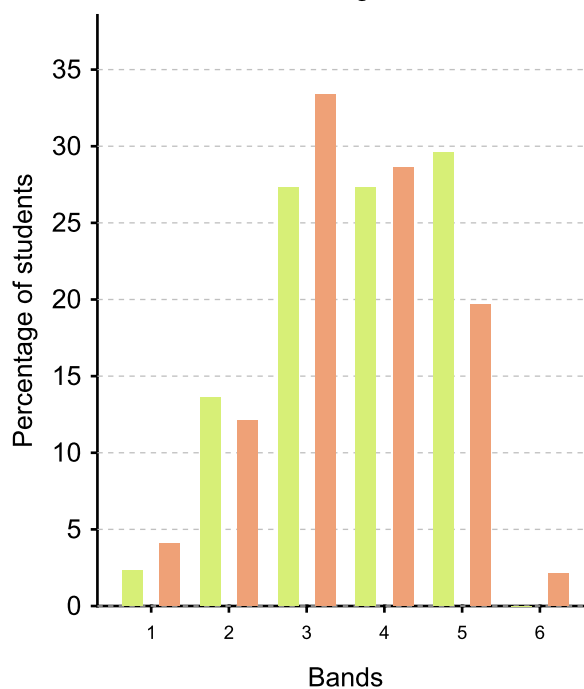
Percentage in bands:
Year 3 Spelling



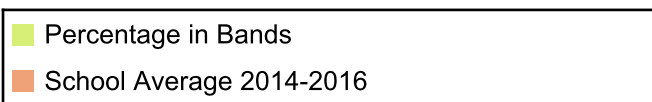
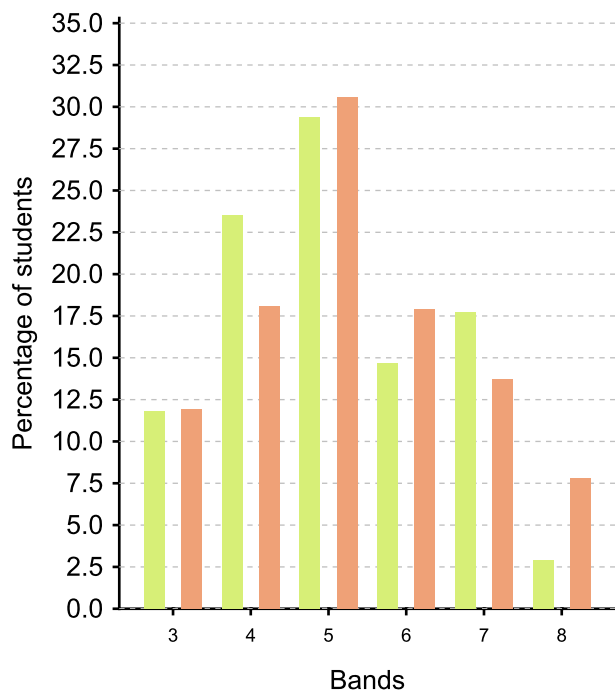
Percentage in bands:
Year 3 Reading



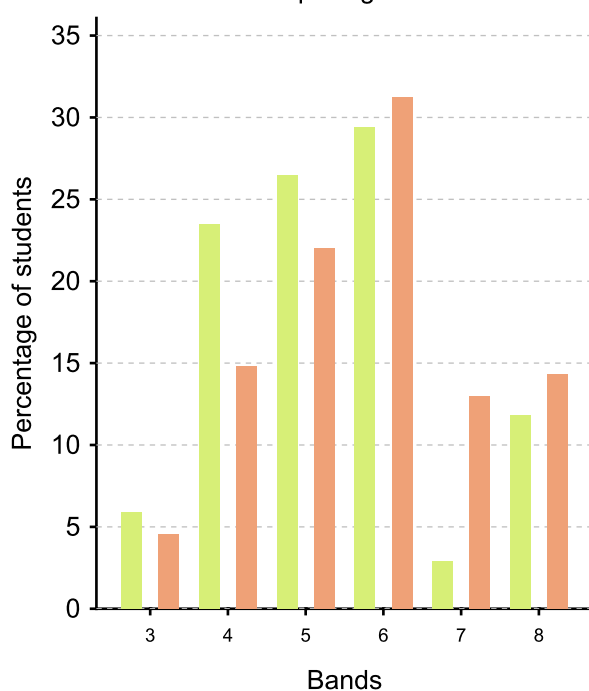
Percentage in bands:
Year 3 Writing



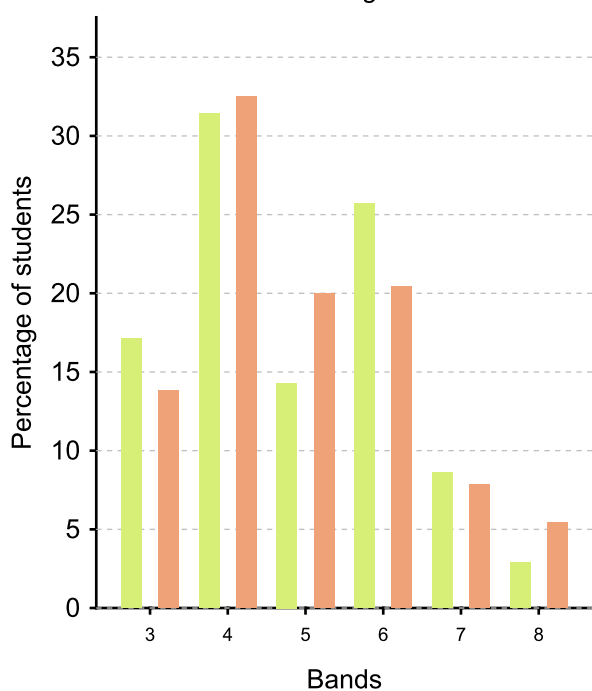
Percentage in bands:
Year 5 Grammar & Punctuation



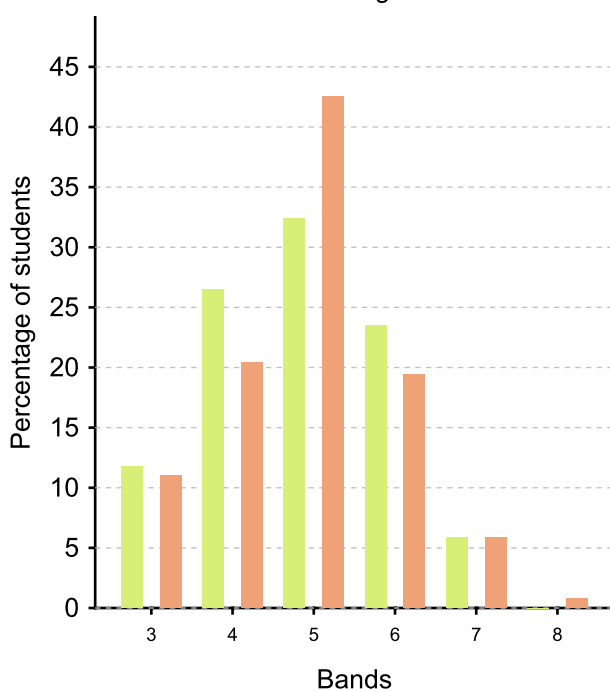
Percentage in bands:
Year 5 Spelling



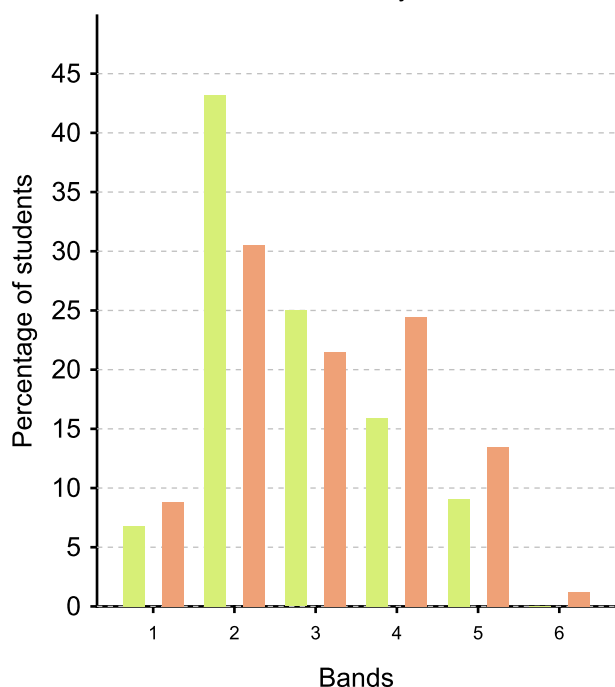
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

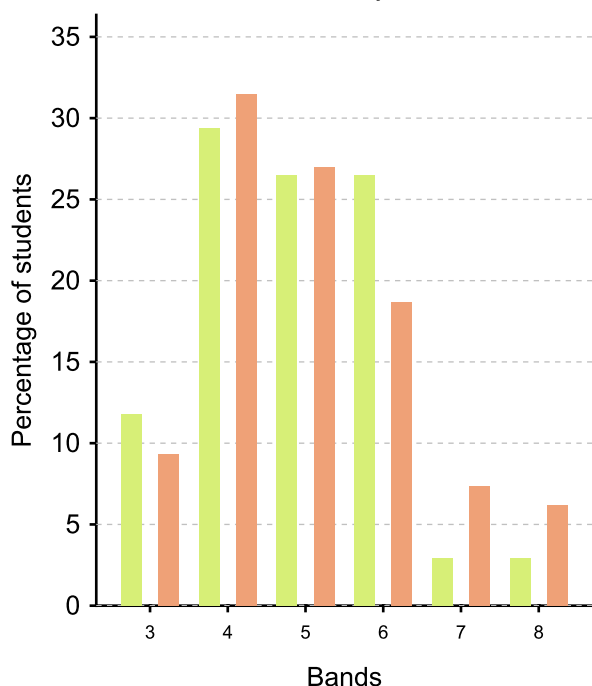


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

that they will attend university. The survey showed that 88% (NSW Norm 83%) report a positive sense of belonging. at school.

Through regular parent/caregiver morning teas, meetings and translator supported interactions parent/caregiver feedback is positive and supportive indicating satisfaction with school performance.

Policy requirements

Aboriginal education

There were 7 students of Aboriginal background in 2016 at Villawood North Public School. Pathways plans were developed for each student in collaboration with parents and carers. Teaching and support staff supported students in attainment of their individual goals.

Multicultural and anti-racism education

Villawood North Public School celebrates its multi-cultural community with an annual Multi-Cultural Day involving all students and many parents and community members. This day is the cornerstone of the schools community interactions with sharing and respecting of each others cultural identities. The awareness inspired by multicultural day enhance engagement in curriculum learning

Parent/caregiver, student, teacher satisfaction

Student participation in the "Tell Them From Me" survey indicates that 50% of students anticipate