

# Villawood East Public School

## Annual Report



2017



3977

## Introduction

The Annual Report for **2017** provided to the community of **Villawood East Public** 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, Twitter and local newspaper articles promoting the school's successes. We have become a Community Hub with many courses and activities being organised with an increase in parent participation. .

Our preschool was assessed and achieved a rating of Exceeding National Standards in all seven of the standards. An achievement we can all be very proud of.

We continue to strengthen our valued partnerships with Sydney University, Australian College of Physical Education, Karitane , 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 79% of students from NESB backgrounds. The school comprises of 11 classes including three support classes 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 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 a delivering value added growth from years 3–5 and a sustaining and growing value added growth K–3. Achievement of reading benchmarks: 79% of Kindergarten, 79% of Year 1 students and 70% of year 2 students were reading at or above the state benchmarks for their year groups at the end of 2017. NAPLAN results were 30% of year 3 students achieved proficiency in reading which was a 19 % improvement from the previous year. In Year 3 grammar and punctuation, 33% of students achieved proficiency which was a 20% improvement on the previous year. Year 5 NAPLAN writing resulted in 67% of students achieving greater than or equal expected growth.

We are delivering in all areas of the School Excellence Framework.

The PBL team was formed and engaged in frequent meetings where systems and processes for whole school values of Safe, Respectful, Learner were promoted. This included the relaunch of the playground behaviour systems through professional learning sessions for staff.

The school provides a range of extra curricular activities including choir, dance, debating and public speaking. The sports program has been further developed with PSSA touch football and AFL, 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**

Collaborative practice was an important part of the professional learning strategy. Weekly Professional Learning Community (PLC) time was provided to stage teams and specialist staff P–6. During this time, stages engaged relevant, focused, data informed professional learning. Collegiate discussions centered around student achievement, visible learning practices and curriculum knowledge in literacy and numeracy. These session times were embedded into the organisational structures of the school.

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 for the EAFS program. Our preschool was assessed to be Exceeding National Standards in all seven areas demonstrating what an outstanding quality program in our preschool is delivering. All teachers developed their professional development plans linked to Australian Standards with Beginning and Early Career teachers being supported in areas of identified need.

## **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, White Ribbon Day and Multicultural Day.

This year we have become a Community Hub with a Hub leader being appointed. There has been an increase in the number of community activities organised and an increase in parents participation.

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.

A variety of communication tools have been implemented with Class Do Jo , See Saw programs being used in classrooms to communicate with parents and show parents the learning that is occurring in classrooms.

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.

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For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

### 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

Collaborative practice has been an important part of the professional learning strategy. Weekly Professional Learning Community (PLC) time was provided to stage teams and specialist staff P–6. During this time, stages engaged relevant, focused data-informed professional learning. Collegiate discussions centered around student achievement, visible learning practices and curriculum knowledge in literacy and numeracy. These session times were embedded into the organisational structures of the school.

Stage One team engaged in an inquiry into phonics, phonemic awareness, feedback processes and goal setting for guided writing. Such inquiry was supported by the training and implementation of L3. Stage two teams engaged in in-depth focus on the implementation of TOWN Numeracy program and developing an understanding of effective feedback. Stage three teams focussed on student visible learning strategies including the use of learning intentions, success criteria, student learning goals and feedback practices. Specialist staff including EAL/D teacher, community languages teacher and Release from Face to face teacher engaged in discussions about vocabulary across the school. Teachers engaged in evidence collection activities and developed an understanding of Visible Thinking routines to enhance discussion. Assessment tasks were developed to collect evidence of growth in vocabulary development.

The Teachers as Learners initiative was established in 2017 to enhance teacher autonomy and ongoing, differentiated professional learning among staff. Teachers, through the Performance and Development Framework, identified professional learning goals that supported student learning. Each goal was directly linked to the Australian Professional Standards for Teachers and supervisors supported teams in the review of their goals.

Members of the leadership team engaged in professional learning to support leadership for improvement. Executive members joined the Network of Inquiry and Innovation Aboriginal Enhancement schools network that developed the understanding of the Spiral of Inquiry model into professional learning. They engaged in school visits, observing other leadership teams engage in Spiral sessions. The research of Linda Kaser, Judy Halbert and Helen Timperley was a focus for the professional learning. Members of the executive team participated in the Building Numeracy for Leadership initiative through Early Action for Success. The year-long course saw the executive members unpack the syllabus with a focus on working mathematically. This enhanced leadership capacity in leading school-wide quality teaching and assessment practices in Mathematics.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Internal and external data indicates that at least 80% of students meet benchmarks for reading, comprehension, writing, and numeracy</li><li>Growth as measured by effect size in reading, comprehension, writing and numeracy between year 3 and year 5 is greater than 0.8</li></ul>	<p>Interventionist and extra class teacher \$ 203,000</p> <p>Mulilit \$23,700</p> <p>Speech pathologist \$23,000</p> <p>Professional Learning additional teacher \$40,000</p>	<p>Significant improvements in literacy and numeracy. Reading benchmarks: 79% of Kindergarten, 79% of Year 1 students and 70% of year 2 students were reading at or above the state benchmarks for their year groups at the end of 2017. Comprehension benchmarks have shown improvements: 76% of Kindergarten, 65% of Year One students achieved benchmarks. Writing has shown promising signs of improvement in Kindergarten with 76% of students achieving benchmarks. The TEN program EAS results have shown improvement across K–2. 88% of Kindergarten students achieved or exceeded the target with 79% of Year 1 and 77% of year 2 achieving or exceeding the target. NAPLAN results show an increase in the percentage of students in the proficient strands in year 3. This applied to</p>



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## Next Steps

For the future, Building Numeracy Leadership, L3 Stage One L3 Kindergarten, Spirals of Inquiry and Formative Assessment will be essential focuses for developing further enhancing high achievement in the early years and consolidating into the middle and later years of primary school. Professional Learning Communities will be continued with the inclusion of classroom teacher and specialist staff. A focus on linking pedagogy, inquiry, and practice will be a key feature of this professional learning; including planning for quality responsive programming.

The Professional Development Framework process made teachers' learning goals more visible and relevant to their needs. For future directions, it was identified that short-term goals are valuable in achieving long-term goals. More frequent check-ins are essential to maintaining momentum to self-directed learning on behalf of teachers. Teachers communicated that they highly valued the opportunity to observe colleagues in their classrooms and will continue to be a feature of school-based professional learning. Also, strengthened mentoring and induction programs in the school will be a key feature of supporting new staff to the teaching profession to ensure high teacher performance.

With the success of student engagement with the stage 2 work in technology, this will be strengthened across the school. A technology team will be formed to continue a school-wide implementation of technology in classrooms. Beyond the use of technology, the school will head towards designing high quality and dynamic learning environments.

## 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

The PBL whole school system has been successfully embedded across K–6. The school uses common language for the values of Safe, Respectful, Learner. The whole school reward system is valued and can be supplemented with additional in class support programs. The white card system for student behaviour in the playground is commonly known by staff and students. Physical learning spaces have been reviewed and areas of need identified across all learning environments. This includes purposeful use of space for student learning, teacher professional learning and community engagement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Full day and partial attendance improves on 2014 levels</li></ul>		There has been a slight decline in attendance rates. since 2014 . In 2018 new positive strategies to encourage good attendance will be introduced.
A reduction in reportable playground behaviours identified through STARS	Playsafe area equipment \$20,000	The PBL whole school system has been successfully embedded across K–6. The school uses common language for the values of Safe, Respectful, Learner. The whole school reward system is valued and can be supplemented with additional in class support programs. The white card system is commonly known and a system is in place. During the year a review of the playground system and STARS system adapted with a new system being introduced. The new play safe area and library have been consistently available to students as an alternative to the playground. The outdoor play safe area was resourced with outdoor play equipment that met supported gross motor, sensory and fine motor needs

### Next Steps

For future directions, these understandings and shift in thinking need to continue to be strengthened. Staff new to the school need to be inducted effectively to ensure consistency. The PBL systems, processes need to be continuously monitored and language of positive behaviour maintained through continuous implementation. A focus for school improvement has been identified as strengthening the social, emotional framework/curriculum that focuses on success, empowerment and belonging. Through teacher surveys it has been identified that a future focused curriculum needs to be a continued area of development. Streamlined processes and efficient record keeping is a priority to allow for teachers to be engaged in practical student support programs. A new system of recording behaviour incidences will be fully implemented in 2018.

### 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

Student achievements have been communicated to parents and the wider community through various of media and communication sources. Through a parent survey it was communicated that they had high expectations and aspirations for their children's future. Parents communicated that they expect that their child will attend a university or do well in the workforce. Through a parent survey it was communicated that they had high expectations and aspirations for their children's future. Parents communicated that they expect that their child will attend a university or do well in the workforce. The relationships established with the wider community and specialist agencies has provided Villawood East community a welcoming and safe environment. Agency involvement has supported parental involvement in educational related activities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>An increased number of parents participating in classrooms and attending events</li> </ul>	Community Hub establishment and Hub leader employed.	<p>There is on average 20 parents attending weekly assemblies. At the gold badge assemblies the average number of parents attending was 50 parents.</p> <p>Parents volunteered to assist regularly in the library .</p>
<ul style="list-style-type: none"> <li>An increase in the number of community events</li> </ul>	Community Hub organising a variety of course for community members.	<p>There were 20 community events with the parent excursion to Cronulla have 70 community members attend.</p> <p>Since July the Hub has organised 15 programs for parents including TAFE course Cafe and Food handling, Parents as Confident Community members and Keeping your family Safe and Healthy</p>
<ul style="list-style-type: none"> <li>85% of families have school app downloaded and access school newsletter</li> </ul>	Skoobag App subscription renewed	There was a 20% increase on the school app being downloaded with now 659 devices being downloaded..
greater access to website		<p>The school twitter account has 325 followers a major increase from the previous year.</p> <p>65% of parents in year 1–6 use the Class Do Jo as a way communicating with teachers . Teachers share great learning in the classroom with parents.</p>

### Next Steps

For future directions, efforts towards promoting high expectations early among teachers, students, parents and the wider community will be a priority. More experiences around student engagement with role models within their community and beyond is essential. A clear definition of success and expectations of achieving beyond their potential is an important



message to communicate to the community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$13,549  • Aboriginal background loading (\$200.00)	Aboriginal students attended weekly Connect to Culture program.  This funding was used to employ a School Learning Support Officer to implement PLP.  Four casual teaching days required for classroom teachers to meet with Aboriginal students and families to discuss collaborate and write PLP.
<b>English language proficiency</b>	\$143,346	The funding was used for the employment of 1.2 teachers. The remaining funds employed a additional EALD teacher for one day per week.  Resources were purchased to support EALD programs  Programs reflect differentiated programs to cater for individual student needs.
<b>Low level adjustment for disability</b>	\$142,346	The funding was used to employ 1.4 Learning and Support teachers. The flexible funds were used to employ School Learning Support Officers to support students in the classroom and playground.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$21,127	The funding was used to employ a teacher one day a week to release executive to support , mentor and collaboratively plan with their stage.
<b>Socio–economic background</b>	\$594,393	Staffing entitlement was used provide additional classroom support. The flexible funding (\$564,393) was used to employ a speech pathologist one day per week. A teacher to create an extra class to reduce class sizes and an interventionist to support EA4S, MULTILIT, and additional days for implementation of Aboriginal PLP . 100% of students on the MULTILIT program demonstrated significant improvement. in their reading skills Additional staff employed for three days a week to release an Assistant Principal to support student wellbeing. Additional staff to support professional learning to release teachers from class to work with stages for professional learning and collaboration. Financial Support of stage excursion and camps to reduce bus costs. Update of technology including iPads and laptops. Refurbishment of the old canteen into a Community Kitchen.
<b>Support for beginning teachers</b>	\$26,900	Teachers were provided with extra release , professional learning opportunities, mentoring and support from the Instructional Leader and stage supervisors.
<b>Targeted student support for refugees and new arrivals</b>	Refugee \$1 970  New Arrival	New Arrival students were supported by the EALD teacher who provided classroom teachers with strategies to best suit the needs of the students.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	132	124	132	129
Girls	132	142	136	130

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	93.5	94.7	88.2
1	94.1	94.5	87.9	92.7
2	94.4	93.2	93.7	90.9
3	93.8	90.8	94.4	92.5
4	95.7	94.7	90	90.6
5	96.6	94.7	93.9	90.4
6	93.5	95.9	94.1	90.8
All Years	94.4	93.8	92.7	90.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance rates in 2017 were lower than 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. Class teachers and executive ring families to support regular attendance. The importance of good attendance was promoted at weekly assemblies, school newsletters and at Preschool, Kindergarten orientation and parent meetings.

The future direction will see a renewal of Student Attendance team 'A team' with continual reinforcement of the importance of good attendance in newsletters, parent meetings and assemblies.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.58
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	5.72
Other Positions	1.4

\*Full Time Equivalent

Currently our school does not have any staff member from an Indigenous background .

### 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	33

### Professional learning and teacher accreditation

Professional learning at Villawood East is recognised and valued as providing important training for improving teacher professional knowledge. In 2017 members of staff participated in Professional Learning meetings on a Monday afternoon for one hour for school professional development for two terms. The Teachers as Learners initiative was established in 2017 to enhance teacher autonomy and ongoing, differentiated professional learning among staff. Teachers, through

the Performance and Development Framework, identified professional learning goals that supported student learning. Each goal was directly linked to the Australian Professional Standards for Teachers and supervisors supported teams in the review of their goals. Teachers shared their Professional Learning at staff meetings during term 3

All staff completed mandatory courses such as Child Protection, Code of Conduct, Positive Partnerships, Spirals of Inquiry, Lead Accreditation, BNL, Anaphylaxis, Emergency Care and CPR. Teachers participated in the following professional learning STEM, NCI, Town, L3, TEN, Autism Awareness, Finance, LMBR training and gymnastics. Villawood East had one newly appointed beginning teachers in 2017. Two teachers achieved accreditation at proficiency level and nine teachers maintaining accreditation at proficient level in 2017.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	596,090
<b>Revenue</b>	4,222,235
Appropriation	4,121,412
Sale of Goods and Services	14,398
Grants and Contributions	81,998
Gain and Loss	0
Other Revenue	0
Investment Income	4,427
<b>Expenses</b>	-4,025,861
Recurrent Expenses	-4,025,861
Employee Related	-3,714,225
Operating Expenses	-311,635
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	196,374
<b>Balance Carried Forward</b>	792,465

Surplus funds have already been committed to projects. The new school plan commencing 2018–2020 includes planning for extensive expenditure on the update and

renewal of the playground, play safe area and additional play equipment. A well as an upgrade of the external learning areas and air conditioning upgrade of learning spaces.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,861,825
Base Per Capita	44,775
Base Location	0
Other Base	1,817,050
<b>Equity Total</b>	942,643
Equity Aboriginal	13,549
Equity Socio economic	594,865
Equity Language	143,346
Equity Disability	190,882
<b>Targeted Total</b>	407,995
<b>Other Total</b>	734,036
<b>Grand Total</b>	3,946,498

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.

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.

Year 3 Reading 30% of students achieved proficiency in the top 2 bands a 19% improvement for the previous year. Grammar and punctuation 33% of students achieved proficiency a 20% improvement from 2016. Year 5 writing there was a growth of 67% greater than or equal to expected growth. The average scaled score growth in writing was 26 points above the state and grammar and punctuation were 7% above the state.

Year 3 Numeracy 13% of students achieved proficiency a 5% improvement from the previous year. An 11% improvement with less Year 5 students in the band 3 in numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Year 3 Reading 30% of students achieved proficiency in the top 2 bands a 19% improvement for the previous year. In Year 3 grammar and punctuation 33% of students achieved proficiency a 20% improvement from 2016.

25% of Year 3 Aboriginal student achieved proficiency in reading .

## Parent/caregiver, student, teacher satisfaction

Students participated in the Tell Them From Me survey in 2017. Students surveyed were above the state average in the domains of having a positive sense of belonging, students who are interested and motivated, try hard at learning, positive student teacher relations and that the staff hold high expectations for them. Students were below the state average in participation in extra curricular activities and positive relationships with other students. 89% of students agreed they felt good about their culture at school. 75% agreed that teachers had a good understanding of their culture.

Staff were surveyed and, it was communicated that most teachers felt the process of planning their own Professional Learning enhances classroom practice and student learning and made their learning goals more visible and relevant to their needs. Teachers found that it created a collegiate atmosphere where sharing self-reflection encouraged others to be reflective of their professional learning. Teacher also responded that they have an increased awareness and empathy for students with trauma, ADHD and behavioural difficulties through quality Professional Learning.

Parents surveyed were all very happy with school organisation and teaching. Parents felt the school was friendly, welcoming and supportive. All parents surveyed held high expectations and aspirations for their children's future. Their aspirations for their children were for them to achieve University / TAFE qualifications and to do well in the workforce. Parents wanted their children to fulfill their dreams and be good citizens. Next year the school will use the Tell Them From Me parent survey as a source of data.

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 Pathways 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 organised with 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. Villawood East Public were the host for the Great Book Swap launch organised by the Indigenous Literacy Foundation ambassador actor Justine Clark Aboriginal launching the Book Swap. The Book Swap raises money to purchase books for remote Indigenous communities and Villawood East Public proudly supports the initiative. Students and teachers also attended the Indigenous Literacy day at the Opera House in September which was a celebration of Indigenous culture, stories and literacy.

The Villawood East school choir worked with Sir Joseph Banks High to learn the Australian National Anthem in Dharug. The choir sang the anthem at Presentation Day assembly and next year will teach the remainder of the school the anthem to be sung at every assembly and special assembly. Villawood East students and parents participated in a Smoking Ceremony with Elder Uncle Steven performing the traditional ancient ceremony.

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. A Welcome or Acknowledgement of Country occurs at the commencement of assemblies or formal gatherings

## 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 EALD teachers work collaboratively with classroom teachers to develop quality programs which develop skills and understandings. Villawood East Public held a Multicultural day with students wearing traditional clothing and watched many performances. There are two staff members trained as Anti Racism Contact Officers and any incidents of racism are dealt with by the ARCOs. The school is committed to the elimination of racism through our school curriculum and policies.

## Other school programs

## Policy requirements

### Aboriginal education



**Preschool 2017** 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. In the beginning of 2017 our preschool was assessed against the National Quality Standard. We are pleased to report that our preschool received **Exceeding National Quality Standard** in all seven areas of the standards. We are extremely pleased with our achievement as we worked hard as a team and aimed high in our standards for providing quality early childhood education. After our assessment preschool staff, families and the community have continued to reflect on current practice and update our Quality Improvement Plan to drive our preschool towards a higher quality standard. In 2017 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 aimed to reach out to our surrounding community through new apps such as SeeSaw, Twitter and our Skoolbag app to let our families know about the fantastic learning that we do in our preschool.

## 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 through the Sports in Schools program which ran for 2 terms. 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, Netball Gala day and Rugby league 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. School carnivals were held for athletics and cross country and teams were selected to participate at the district swimming, athletics and cross country carnivals. and touch . Junior and Senior Mixed Touch Football Teams were 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. The senior team became premiers and the junior team were runners up. In term 1 and 4 we entered a junior and senior AFL team. During Term 2, 3 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.