

# Villawood North Public School

## Annual Report



2017



4065

## Introduction

The Annual Report for **2017** 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.

Roderick Hutchinson

Principal

## School contact details

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## 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 provides education for a richly diverse community with 90% of students, coming from a language background other than English. There are 28 different languages backgrounds represented in the student population with the major groups being Arabic, Vietnamese, Chinese and Pacific Island. The school receives funding from the Resource Allocation Model to support students from low socio economic, English Second Language, or aboriginal backgrounds. In response to its complex student needs the school has been included in the Early Action For Success strategy. The school receives additional funding, an instructional leader and an additional teacher allocation to address literacy and numeracy needs in the early years. The Instructional Leader works in collaboration with the Principal, school leadership team and teachers to integrate Early Action For Success initiatives into the school plan and programs. The community supports a focus on learning and 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

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of external validation indicated that in six of the fourteen domains identified the school is Sustaining and Growing. The school is continuing its efforts to reach Excelling in these areas. In another 7 areas the school is Delivering and focus in the forthcoming plans is on raising practice to Sustaining and Delivering.

There has been ongoing development and integration of Information and Communication Technology (ICT) in learning. The continued focus on Positive Behaviour for Learning (PBL) programs and specialist programs from organisations skilled in enhancing social and emotional wellbeing have enhanced the engagement of some students.. Learning programs are being implemented to meet identified needs for individual students. The Early Action for Success (EaFS) program has provided an Instructional Leader who has led an increased focus on gathering student learning data to evaluate student progress and inform explicit teaching of the NSW syllabus.

Staff have been provided with professional learning and dedicated team time to review and revise teaching and learning programs and as a result most classrooms are progressing well towards consistent productive learning. An increasing number of classroom management practices are providing environments that enable engaging and creative learning..

The quality and depth of assessment practices is growing and data recording now has a consistent platform. Instructional leadership is providing professional learning and coaching to build quality data analysis skills. Some stages are achieving skilled analysis, interpretation and use of student performance data.

Planned meetings provide opportunities for collaborative review and evaluation of the effectiveness of teaching and learning programs. Specialist teachers have begun more collaborative practices and staff experience in coaching support in managing wellbeing issues.

There is significant investment in Learning and Development and Teachers have participated in professional learning that supports the school's vision and some have pursued professional learning to meet their own professional needs. Some beginning and early career teachers have engaged in targeted growth to support their identified need.

## 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 recording, tracking and comparing data on an electronic data wall developed by the school. EALD data was also included and the results were logged at 5 weekly intervals. This enhanced a focus on academic achievement. and asses in data collection and tracking systems to enhance our focus on academic achievement.

Two new kindergarten teachers were trained in L3 and the program was extended into Stage 1..

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.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students achieving above minimum standard in NAPLAN.	<ul style="list-style-type: none"><li>• Executive teacher released as IL semester 1 provided shoulder to shoulder intensive support to stage 2 and 3 teachers.</li><li>• EAfS IL provided 1:1 data chats with teachers in ES1 and ES2 with a focus on L3.</li></ul>	<ul style="list-style-type: none"><li>• Teachers who were mostly inexperienced and on first contracts mostly responded well to the initiative.</li><li>• Teacher confidence in T and L planning class delivery improved.</li></ul>
.Increased number of students achieving at or above minimum standards for each grade in literacy and numeracy continuum clusters	<ul style="list-style-type: none"><li>• Focus on Reading and Literacy.</li><li>• Librarian maintained as Library teacher meant collaborative teaching of Class Teacher and Teacher Librarian.</li><li>• High investment in reviewing all reading books across the school and replacing and stocking with new engaging texts.</li></ul>	<ul style="list-style-type: none"><li>• The school wide electronic data wall provided good information on student progress for T and L</li><li>• Feedback on progress and when necessary referral to and engagement with school based speech therapy, learning and support teachers and the EALD teacher.</li></ul>

### Next Steps

- introduce phonics to ES1 and S1
- consider position of TEN training

- introduction of the Learning Progressions

## 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 2017. Positive Behaviour for Learning has maintained focus and through the popular Villaward reward system positive behaviours are being identified and acknowledged. Professional learning has kept all teachers engaged in the program and enabled new staff to maintain protocols. There have still been frequent behaviour challenges from students in classes with casual teachers and in the unstructured playground times to be followed up in 2018.

Drumbeats and second steps programs for social and emotional learning worked with stage 2 and 3 students with some success.

A speech and language therapist has been employed at the school for one day a week for the second semester and conducted assessments, providing comprehensive reports on many referred children. Follow up individualised programs will follow.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance data and ongoing survey results reflects positive growth in student engagement.	Executive Teacher AP released F/T from class teaching. School, network and FACS staff have worked together to implement and monitor improvement measures.	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.
Community survey data reflects increases in student well-being and school engagement.	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.	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.
Staff indicate increased confidence in embedding engagement strategies into teaching practice.	RAM casual relief funds were utilised to release teachers from class to attend inter-school visits to participate in SOLE	The number of teachers consistently and confidently implementing project based learning pedagogy such as STEM, SOLE and Makerspace increased to 70%

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff indicate increased confidence in embedding engagement strategies into teaching practice.	observations, attend PL in Makerspace and the STEM conference.	The number of teachers consistently and confidently implementing project based learning pedagogy such as STEM, SOLE and Makerspace increased to 70%

### Next Steps

- Overall review of student behaviour and behaviour management approaches across the school. including PBL, student attendance and Anti Bullying.
- Learning Support Team processes to focus on individual student profiles and review of support needs, resources and professional learning requirements.
- Speech and language therapist contracted for the year.

### 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

Instructional Leadership has influenced and modelled good assessment, analysis, planning and teaching practices for other leaders and teachers.

Leadership to a whole school commitment to data wall recording and analysing and provided a good focus on individual learning.

Refugee Student Coordinator providing leadership and guidance to the support of students across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of teachers using inquiry learning in their professional development. Increase of parents and students participating in school decision making processes.	Parent Café once a fortnight coordinated by the CLO and timetabled with Professional Learning. and excursions.  Parent consultation was also sought and provided through the parent café.  RAM funding provided teacher release days and funds for performance resources.	There was a consistent increase in numbers attending. Parent numbers on average doubled through the year.  18 parents joined the excursion to UTS to find out about tertiary education options.  School performance and multicultural day remained popular for parents.

#### 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.
- Professional development for leaders in coaching, mentoring and learning Sprints or similar to focus on pedagogical progress across the school.
- Increase engagement with parents and community through increased language translations and Parent learning to understand student learning programs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Six students with Aboriginal background at VNPS had pathways plans. An SLSO with Aboriginal background was employed part of the year who supported stage 1, 2 and early stage 1 students	Three students in stage three took part in the Yarnup Program providing valuable and rich experiences.
<b>English language proficiency</b>	1..2 teacher days	EAL/D specialist support teachers in the classroom to address needs of students. A review of texts in first languages found a need so considerable investment in books for library use as well as sets for community language teachers.
<b>Low level adjustment for disability</b>	Three SLSO's employed	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 in term 1 for teachers to work with SLSOs to create or modify plans according to need.
<b>Quality Teaching, Successful Students (QTSS)</b>	Part time teacher	K-2 Interventionist provides targeted literacy and numeracy instruction through the EAfS Instructional leadership process impacting on planning and delivery of L3 and TEN.
<b>Socio-economic background</b>	Providing additional staffing to support Executive and other teacher release. Equipment and clothing.	Many programs benefit from this investment. Many day to day programs across the school have increased staffing to maximise student engagement. Excursions are supported especially to ensure as many students as possible can benefit equitably from learning.
<b>Support for beginning teachers</b>	Specialist Executive Teacher role	Three beginning teachers supported, guided, mentored towards successful professional roles.
<b>Targeted student support for refugees and new arrivals</b>	Refugee funding supported additional leadership, teacher support, professional learning	The whole school teaching staff were trained in teaching students from Refugee background. Enrolment procedures targeting their needs were set in place. Individual student need assessed and resourced or referred as required.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	144	147	146	133
Girls	133	123	128	128

Villawood North Public School has a number of student movements both in and out of the school every term reflecting a part of the demographic of the neighbourhood. Staff at the school are well used to this and ensure transition support is provided quickly and smoothly to meet all student need.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.4	92.9	92.9	95.4
1	95	94.4	94.7	94.6
2	93.5	93.9	93.4	94.6
3	95.4	95.2	94	93.7
4	94.9	94.5	94.6	94.3
5	94.8	94.2	95.7	91.8
6	95.9	95.1	95.1	94
All Years	94.9	94.3	94.3	94.1
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

- Late arrival and non-attendance are rigorously identified and centrally recorded. Follow up for persistent or unexplained absence is provided in a variety of ways depending on the case. and has been over seen by a dedicated executive this year.
- However attendance still remains a problem and

a review of response and intervention is a priority for 2018.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.33
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	2.61
Other Positions	1.6

\*Full Time Equivalent

Due to different circumstances Villawood North Public School began the year with 11 temporary teachers, mostly new graduate.

There are no permanent of full time aboriginal background staff at the school but an SLSO of Aboriginal background was employed one day a week for half the 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	30

### Professional learning and teacher accreditation

All staff at Villawood North Public School engage in compliance training including CPR, anaphylaxis, emergency care, child protection and the code of conduct. Teachers also develop Professional

Development Plans (PDPs) and participated in professional learning that aligned with PDP goals.

In 2017, an accreditation mentor supported three staff members to completing Accreditation at Proficient level.

## 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>	138,015
<b>Revenue</b>	3,109,063
Appropriation	3,050,084
Sale of Goods and Services	6,373
Grants and Contributions	51,541
Gain and Loss	0
Other Revenue	0
Investment Income	1,066
<b>Expenses</b>	-3,111,614
Recurrent Expenses	-3,099,259
Employee Related	-2,800,834
Operating Expenses	-298,425
Capital Expenses	-12,354
Employee Related	0
Operating Expenses	-12,354
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-2,550
<b>Balance Carried Forward</b>	135,465

Financial management processes and executive governance are designed to meet policy requirements. They will be reviewed in early 2018 to ensure compliance.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	1,820,453
Base Per Capita	41,874
Base Location	0
Other Base	1,778,578
<b>Equity Total</b>	752,799
Equity Aboriginal	6,536
Equity Socio economic	422,876
Equity Language	150,125
Equity Disability	173,262
<b>Targeted Total</b>	3,715
<b>Other Total</b>	387,357
<b>Grand Total</b>	2,964,323

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.

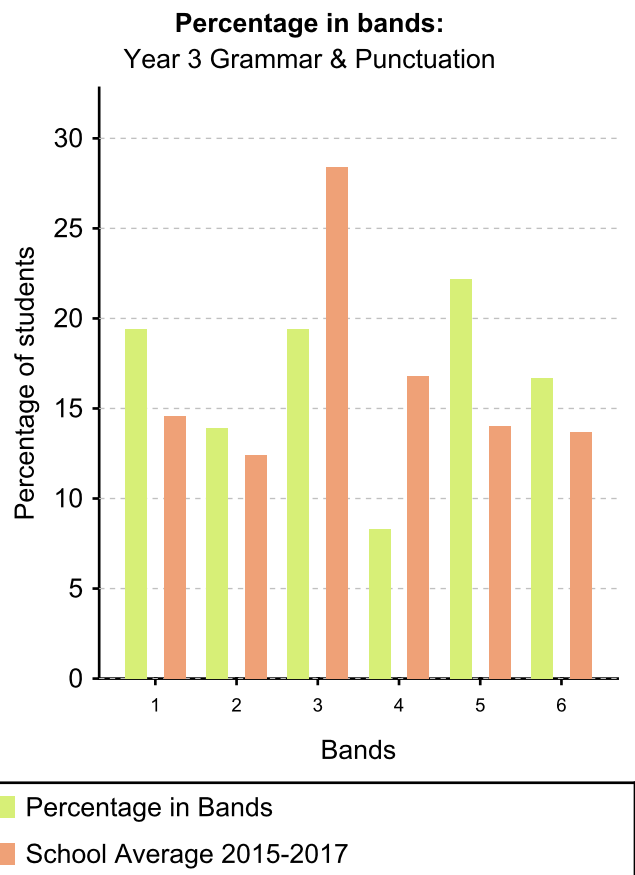
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

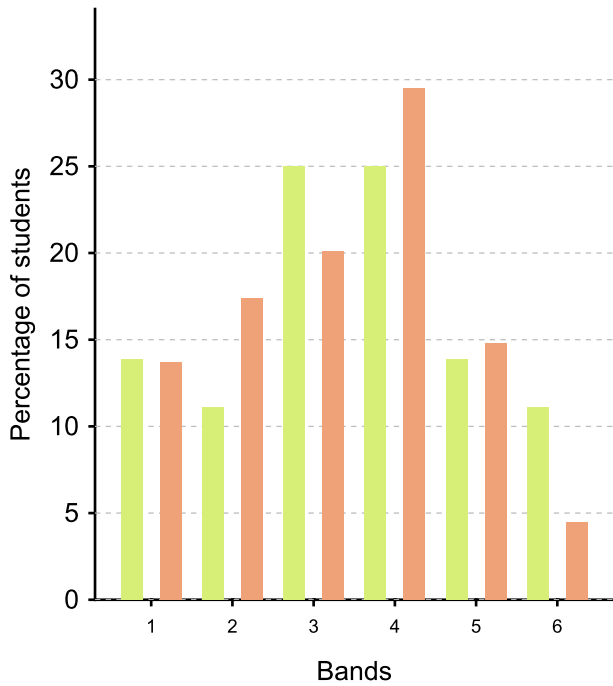
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

All eligible students enrolled and attending at Villawood North Public School are included in the NAPLAN assessments. Accommodations are provided when necessary and all requirements of NAPLAN are adhered to.



Band	1	2	3	4	5	6
Percentage of students	19.4	13.9	19.4	8.3	22.2	16.7
School avg 2015-2017	14.6	12.4	28.4	16.8	14.0	13.7

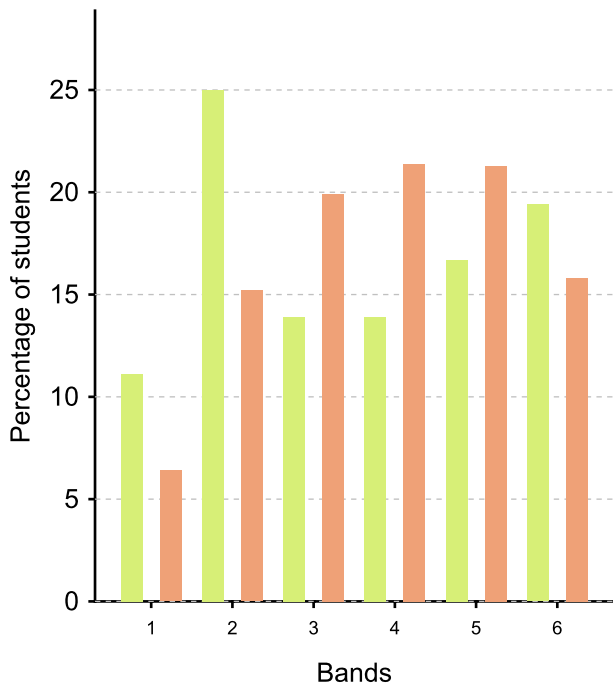
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	13.9	11.1	25.0	25.0	13.9	11.1
School avg 2015-2017	13.7	17.4	20.1	29.5	14.8	4.5

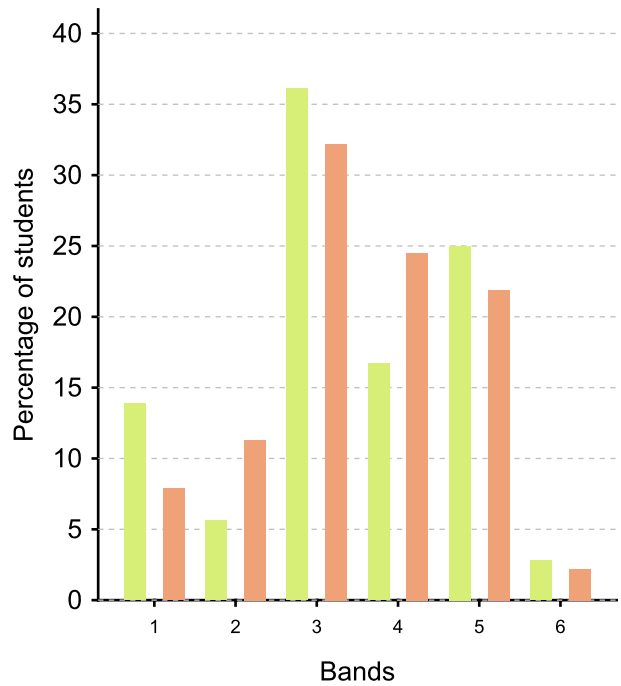
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	11.1	25.0	13.9	13.9	16.7	19.4
School avg 2015-2017	6.4	15.2	19.9	21.4	21.3	15.8

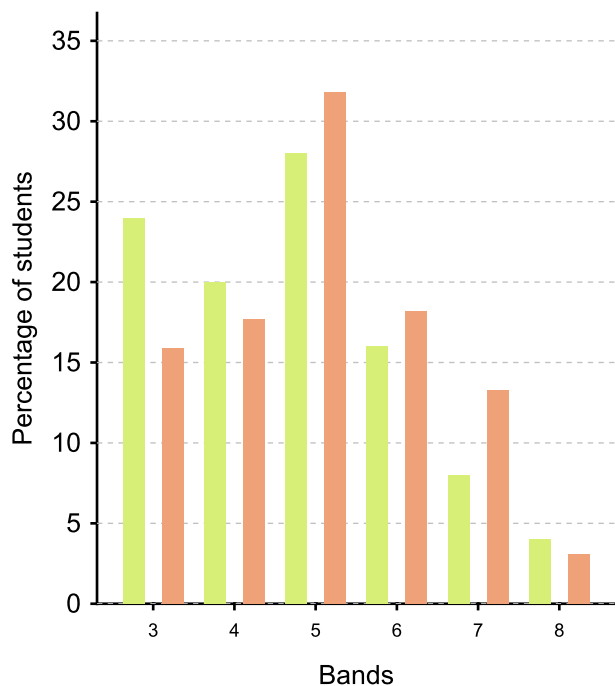
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	13.9	5.6	36.1	16.7	25.0	2.8
School avg 2015-2017	7.9	11.3	32.2	24.5	21.9	2.2

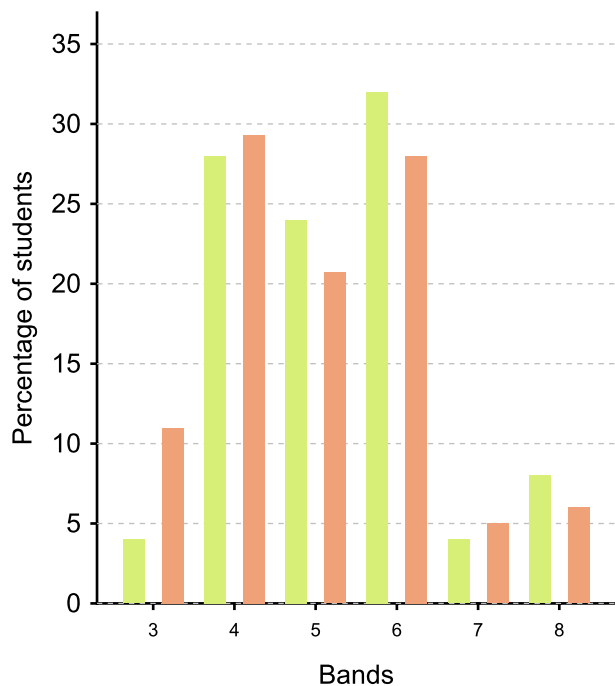
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	24.0	20.0	28.0	16.0	8.0	4.0
School avg 2015-2017	15.9	17.7	31.8	18.2	13.3	3.1

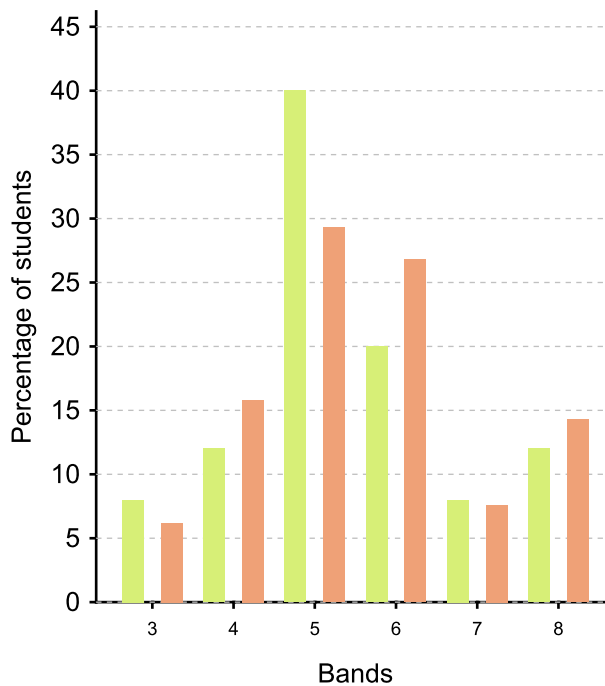
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	4.0	28.0	24.0	32.0	4.0	8.0
School avg 2015-2017	11.0	29.3	20.7	28.0	5.0	6.0

**Percentage in bands:**  
Year 5 Spelling

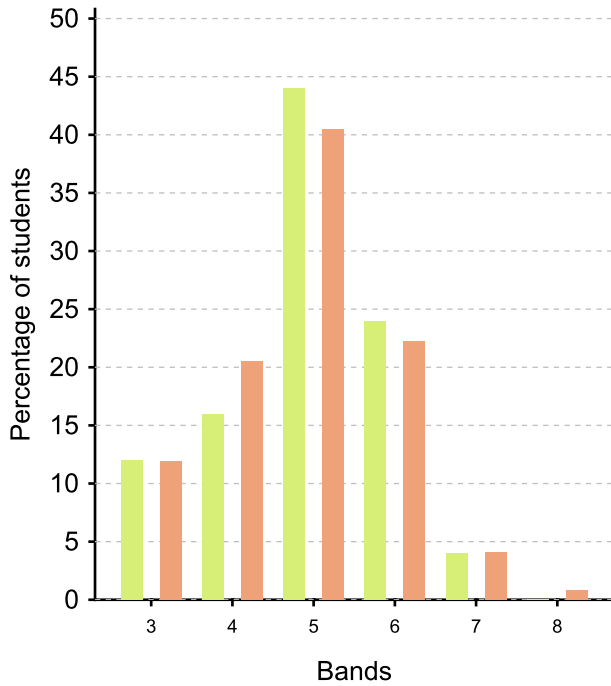


Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	8.0	12.0	40.0	20.0	8.0	12.0
School avg 2015-2017	6.2	15.8	29.3	26.8	7.6	14.3

### Percentage in bands:

#### Year 5 Writing



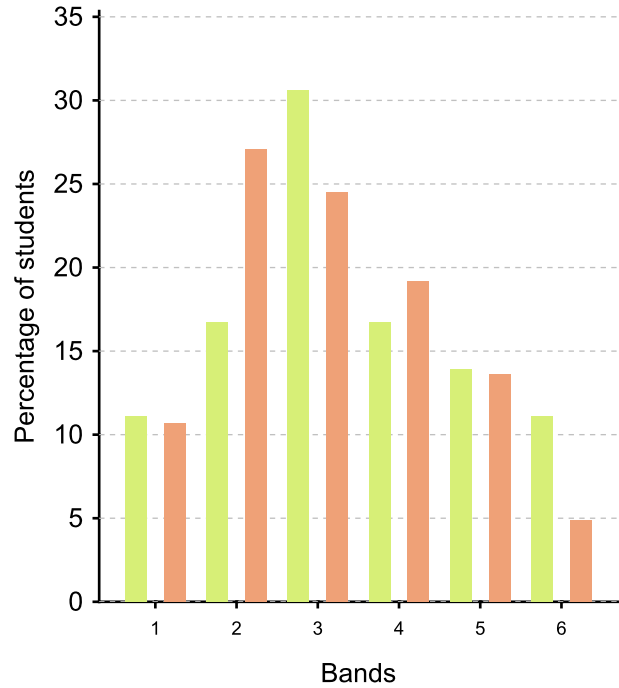
Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	12.0	16.0	44.0	24.0	4.0	0.0
School avg 2015-2017	11.9	20.5	40.5	22.2	4.1	0.8

Some students are already in the top two bands for numeracy and many are not far behind and showing potential to move into the top two bands.

### Percentage in bands:

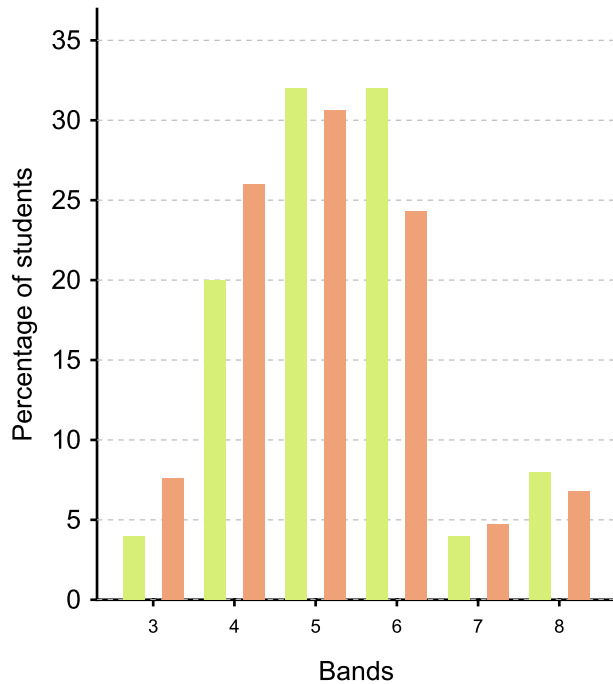
#### Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	11.1	16.7	30.6	16.7	13.9	11.1
School avg 2015-2017	10.7	27.1	24.5	19.2	13.6	4.9

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	4.0	20.0	32.0	32.0	4.0	8.0
School avg 2015-2017	7.6	26.0	30.6	24.3	4.7	6.8

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.

At Villawood North Public School we are focusing for the future on an individual learning profile for every student to ensure accuracy in identification of point of learning leading to most effective teaching and learning.

## Policy requirements

### Aboriginal education

Villawood North Public school successfully supported two students of Aboriginal background, one with additional learning support needs, in transition to High School where both are progressing well.

### Multicultural and anti-racism education

Villawood North and it's community celebrated multicultural day with a large and colourful event highly supported by families and community. The newly identified Anti Racism Community Officer for the school is an executive teacher who leads with strong values of fairness, responsibility and equity.