

Villawood East Public School

Annual Report



2018



3977

Introduction

The Annual Report for **2018** is 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 are a Community Hub with many TAFE courses and activities being organised with an increase in parent participation and achievement of TAFE accreditation.

Nine Villawood East students participated in ICT Young explorers NSW competition. Villawood East students came 1st for Head Safety Sensor and 3rd for VEPS Watering System NSW in the Year 3 /4 category. The students who developed the Head Safety Sensor progressed to the Australian final and came second in Australia for years 3 /4 which is an amazing achievement.

We continue to strengthen our valued partnerships with Sydney University, Karitane, Burnside, Song Room, 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 we are an inclusive learning community that values and enacts high expectation relationships that leads to excellence in teaching, learning, wellbeing and collaborative partnerships.

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 background. 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 and Occupational therapy program is implemented one day a week to support students.

We value our relationships with Sydney University, Karitane, Burnside, Bankstown Deadly Beginnings 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 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 this process indicated:

Learning

There is a strong commitment and high expectation that all students will make learning progress. Educational aspirations for parents are supported through the coordinated efforts of the *Community Hub* and school staff. A systematic method to monitor attendance has been strengthened with a streamlined, efficient system. The school plan was actioned through the development of proactive school wide approaches to wellbeing including intentional interactions and student-teacher relationship building strategies. Stage teams are implementing a large repertoire of wellbeing strategies. Wellbeing initiatives have increasingly become a shared responsibility as teachers have received mentoring and professional development to improve their capacity. Evaluation of student data and planned milestones has been used to monitor effectiveness of planned approaches to wellbeing. Students have experienced success by placing first and third in the *Young ICT Explorers* competition and the STEM pedagogy has been promoted and improved school wide. This enhances the established evidence-based teaching practices where teachers routinely evaluate practice. Research based structures in Spiral of Inquiry occur school wide and are supported by mentoring conversations and record keeping practices. The staff routinely plan assessment collaboratively and collect various forms of evidence to monitor student learning. Differentiated curriculum is provided to students at different levels of achievement.

In summary, it is understood that student learning includes a holistic view of individuals, groups and school wide strategies. Parents, teachers and students all engage in learning of their own. Long term learning is supported with strong foundations. Evidence based methods for monitoring continuous improvement of student learning is prioritised and frequent collegial discussions supported by data are embedded.

Teaching

The results of external validation indicate that Villawood East Public School has embedded *Professional Learning Community (PLC)* which facilitates professional dialogue, collaboration, observation, and timely feedback that drives ongoing school wide improvement in teaching practice. Beginning teachers have direct support from supervisors, instructional leader and external mentor in the area of behaviour management. Teachers actively share their learning through PLC, *Teacher as Learner initiative* and with other schools. Teachers' professional development plans are supported through this coordinated school approach. Professional learning in data use in teaching has been integral in the development of responsive planning approaches. Frequent data talks with key evaluative questions have supported the professional dialogue between teachers. The research-based model for professional learning, *Spiral of Inquiry*, has been used to develop the evaluative process with executive and classroom teachers. This model is explicitly linked to identifying and implementing the most effective practices. Teachers collaboratively plan and share curriculum knowledge formally with literacy and numeracy and to a lesser degree regarding key learning areas. This has supported more consistent implementation of evaluative thinking in stages 2 and 3 and further embedded these practices K–2. Explicit teaching, lesson planning and feedback are key drivers in developing teacher understanding of effective teaching practices. Detailed lessons are often planned, including elements of feedback to support teacher learning. The school facilitates professional learning in literacy and numeracy annually ensuring more experienced teachers are highly supportive of beginning teachers in implementing these strategies. L3, TEN, inquiry-based numeracy instruction K–6 are key pedagogies at VEPS This ensures an embedded collective responsibility to support the delivery of evidence-based practices.

In Summary, coordinated efforts for professional learning has been a key driver in supporting the development of evaluative thinking, frequent use of data and evidence collection and time for teacher reflection on practice. Quality planning in lessons, feedback and visible learning strategies are evident across the school.

Leading

The leadership team has monitored the implementation of syllabuses and associated assessment and reporting processes. The leadership team has monitored the implementation of syllabuses and associated reporting and assessment procedures through a professional learning community. Instructional leadership is developed as executive have attended Professional Learning and engaged in discussions about leading teams through collaborative practice. Parents and community members have the opportunity to engage in a range of school related activities. Principles of evaluation and design thinking including *logic modelling, milestone planning, and turning data into evidence* are evident in the continuous improvement efforts and school planning. Processes have been utilised to ensure school activities and professional learning are directly related to the school plan. Research regarding most effective professional learning activities, high expectations amongst community, wellbeing framework and visible learning were used to design the school plan's strategic directions, Excellence in Teaching and Learning, Excellence in Wellbeing and Excellence in Community. Strategic financial management ensured human resources were increased to support the school's strategic priorities. The introduction of *SENTRAL* system ensured administrative practices to support strategic direction 2 were in place. The leadership team measures school community satisfaction.

In summary the leadership team engaged in coordinated process of school planning supported by research and professional learning opportunities on behalf of the executive team. Strategic financial management is used.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Excellence in Teaching and Learning

Purpose

To promote learning excellence through a highly responsive approach to quality teaching and assessment. To design high quality and dynamic learning environments that support student and teacher performance for continued student achievement. Ensuring teachers have a relentless focus and ongoing pursuit towards delivering best practice and improving own capacity. To develop self-aware, reflective and responsible students who strive for excellence and reach their potential.

Overall summary of progress

Professional Learning that meets the needs of whole school Literacy and Numeracy improvement targets has been an important focus of the schools direction in 2018. School funds were spent on releasing teachers to attend L3 Kindergarten, L3 Stage One, Targeting Early Numeracy (TEN) and Building Numeracy Leadership (BNL). This included observations by L3 trainers, Instructional Leaders and peers.

A focus on building professional learning networks within and beyond the classroom was developed. TEN training was conducted by an Instructional Leader from Condell Park Public school and these included teachers visiting their school setting for observations. Building Numeracy Leadership is a whole school initiative access through the Early Action for Success initiative. A team of teachers are sharing across their teams in Professional Learning Communities (PLC).

A professional learning policy has been drafted and executive team consulted on various elements of the school's PL schedule, reference to Australian Professional Standards, Professional Learning Communities organisation, Professional Development Plans, beginning teachers funding and QTSS funding. A timeline and expectations of teacher engagement in the professional learning policy was communicated to teachers through stage meetings. The executive and supervisors' role in professional learning required ongoing and continuous dialogue with their teams. Teachers met with their supervisors to discuss and identify professional learning goals to initiate their learning journey for the year.

Professional Learning Communities (PLC) engaged in Spirals of Inquiry as determined by teams (around Numeracy K–6). Teams include specialist teachers to continue to support collaboration. The PLC time has supported in the identification of student need, understanding of formative assessment, student engagement and Number Talks as a part of a balanced Mathematics program. Each team has a slightly different approach to cater for the various professional learning needs of team members. Records have been kept of the Spiral of Inquiry.

Lesson planning, program and unit planning was created including mapping out scope and sequence termly. This provided scaffolds for teachers in preparing sequenced lessons including number talks, using concrete material to represent thinking, productive talk moves in Mathematics. The scaffolds have supported teacher development of the Mathematics curriculum.

Teachers and teams began recording observable behaviours on PLAN2 within one identified area per stage using the Literacy and Numeracy Progressions. Teacher professional learning was provided to the staff on the use of PLAN2 to support assessment of learning.

Our school has provided students with the opportunity to have experiences in technology enabled learning including through the STEM project Young ICT Explorers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students in yr 3 achieve proficient levels in Numeracy. Year 5 growth measures increase incrementally over three years in Numeracy.	Socio economic background: Employment of a teacher as Interventionist \$104,000 SLSO employed to implement Multilit 3 days \$30,000	In Year 5 Numeracy 7.8% of students achieve proficiency a improvement from the previous year. Year 5 Numeracy 63% of students were at or above the expected growth and average scale growth was 9.9% above the state growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased percentage of students in yr 3 achieve proficient levels in writing.</p> <p>Year 5 growth measures increase incrementally over three years in writing.</p>	<p>Socio economic background:</p> <p>Employment of teacher to create an extra class</p> <p>\$104,000</p> <p>Socio Economic background and English language proficiency</p> <p>Employment of teacher 4 days for an extra EALD teacher</p> <p>\$80,000</p>	<p>10% of students in Year 3 achieved proficiency levels in writing.</p> <p>12.9% of Year 3 students achieved proficiency in the top 2 bands in reading.</p>
Teachers use the professional standards and Professional Development Plans to identify and monitor professional development for continual improvement.		<p>All teachers engaged in PDP process including goal setting using Australian Professional Standards.</p> <p>All teachers shared their professional learning growth with colleagues.</p>
Whole school formative assessment practices embedded K–6 including evidence collection procedures.		Collaborative planning for assessment and classroom observations supported teachers in their practices. Scaffolds for scope and sequences, scaffolds for planned questioning and observation techniques were designed in teams and at stage based levels.
Increased use of technology in the classrooms to enable student development of the general capabilities framework.	<p>Socio economic background:</p> <p>Purchase of ICT technology</p> <p>\$65,000</p>	All P– 6 classes engaged in lessons inclusive of ipads, laptops, beebots, makey–makey and other technology and STEM resources.

Next Steps

To continue the development of high quality teacher professional learning, a focus on practice analysis conversations and mentoring structures will take place to ensure that practice-based, goal oriented feedback is embedded in the capacity building structures of the school professional learning policy. This will include the professional learning for supervisors and mentors who support teachers.

A whole school professional learning focus will be on developing student speaking and listening skills ensuring the use of discourse tools to support formative assessment practices in all KLAs. This will allow for teachers to apply high impact strategies across all Key Learning Areas.

Professional Learning Communities will further investigate and inquire around student growth and teachers understanding how to measure for growth in learning. Developing an understanding for impact in learning will be developed. Impact books may be used to scaffold teacher reflection about their impact on student learning.

A classroom teacher will lead the development of integrating STEM and ICT into the classroom through technology RFF and team teaching. The ICT specialist teacher will work with classroom teachers to support them in developing confidence in using the emerging practices around the Science Syllabus. It is aimed that teachers incorporate ICT skills across the curriculum to engage and inspire learning opportunities resulting in improved student use of ICT. Also, teachers will have a better understanding of STEM inquiry based learning and feel confident to program for it the following year.

Strategic Direction 2

Excellence in Wellbeing Practices

Purpose

To ensure excellent knowledge, practice and understanding by staff in proactive school-wide wellbeing strategies. To support students in accessing a wide range of curriculum experiences successfully, ensuring they flourish and prosper. To foster nurturing and supportive relationships between students and staff through positive and intentional interactions. To empower students with mindsets and skills that result in demonstrated courage, resilience and determination.

Overall summary of progress

An increased understanding and capacity has been developed across the school in developing and implementing wellbeing strategies to support students and early career teachers. Planning for wellbeing has moved from establishing generic behaviour strategies to more detailed, personalised plans. Various strategies for wellbeing are promoted, developed and shared to respond to various student needs across the school.

A more consistent approach to designing proactive student wellbeing interventions at individual, group, class and whole school level was implemented.

Stage supervisors led their teams in the development of tiered and personalised wellbeing support for individuals, groups and classes, including communicating with parents.

Staff has developed a greater understanding of student social and emotional needs and the wellbeing framework and what the students require. Teaching ideas have been embedded within classroom timetables with students and teachers actively engaged in intentional interactions that develop their relationship during eating time routines such as 2 x 10 strategy.

Learning Support Team (LST) has worked effectively across the school. The LST team met every week with termly reports submitted from Speech Therapist and Occupational Therapist to class teachers and executive. Speech Therapy and OT programs are presented in P-2 classrooms in different models to suit class needs.

Continuation, strengthening and embedding Positive Behaviour for Learning (PBL) structures school wide was a priority. The development of a new PBL team with new members was established each year and the PBL team saw new coordinator being appointed in 2018, therefore extending the collective responsibility of wellbeing further. PBL provided consistent language, expectations, classroom routines and playground monitoring systems K-6.

Staff regularly works with HSLO to analyse school attendance data and follow up with parents and students. Attendance flyers were given to late arriving student/parents with a discussion on entry to the school of a morning about the importance of being at school on time.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Annual school attendance improves to be closer to state average attendance.	Socio economic background: Purchase of Sentral \$6,400	2018 attendance data has remained comparable to 2017 levels. Within attendance, we have seen an increase in the level of attendance of our Aboriginal students. Attendance rates in 2018 are 89.8% compared to 85.3% in 2017.
Students with identified needs have learning plans inclusive of external agencies, parents, and community.	Socio economic background: Employment of a teacher to release Assistant Principal to support Wellbeing programs \$104 000	The Learning and Support team met regularly at least seven times each term in 2018. The team has been able to support identified student needs through personalised learning and support plans and behaviour support plans. These have been supported through including external agencies in the planning and preparation of these plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students with identified needs have learning plans inclusive of external agencies, parents, and community.	Low Level Adjustment for Disabilities. SLSO employed to support students \$49,000	The Learning and Support team met regularly at least seven times each term in 2018. The team has been able to support identified student needs through personalised learning and support plans and behaviour support plans. These have been supported through including external agencies in the planning and preparation of these plans.
School makes yearly progress against the Learning and Support matrix in identified areas.		The Learning Support Team met and matched the school's process to the Learning and Support Team matrix. From this analysis the team was able to identify areas that the LST were at level 3 (best practice) and areas for further development, foundation or Level 2. By the end of 2018 the LST were able to identify improvement in 2 out of 4 focus areas of "identifying Student Need" and "Management of Learning and Support Teams".

Next Steps

Continue building and implementation of attendance improvement programs such as the A team, staff use of SENTRAL to monitor attendance and increased home school communication.

Plan and design a Social and Emotional Learning framework for Villawood East to improve student wellbeing. Continued development of PBL practices across the school to support student behaviour.

Strategic Direction 3

Excellence in Community Partnerships

Purpose

To build leaders among students, staff and community who support the development of a strong, collaborative school culture. To strengthen the support of community aspirations by providing access to resources, connections and leadership opportunities. To develop educational partnerships, high expectation relationships and an ethos of belonging for all.

Overall summary of progress

Teachers participate in check in, check out circles at Professional Learning Community. Many teachers are using circles daily with their classes. Teachers have stated it has been a great way for students to care about each other when they hear that a student is not feeling OK.

There has been 29 TAFE courses offered with an average of 17 parents attending each course. This has been a huge increase of parent participation attending and completing the courses.

A substantial number of parents enrolled in, completed and gained accreditation in TAFE courses offered in the school's Community Hub.

There was an increased opportunity for children seeing their parents as role models, learners and being involved in the school life, therefore promoting a high expectations culture.

The Hub uses the community space nearly daily. New carpet and furniture purchased to make the community space more practical.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of parents engage in and complete courses provided by school and Community Hub.	Hub updated new furniture, carpet and blinds with new cabling for PSmart board \$12,000	29 activities were organised by the Hub Coordinator 6 TAFE accredited courses including First Aid and Floristry. Parent courses were also presented regarding children wellbeing and development. An average of 17 participants attended each course. 9 excursions for parents and children.
Increased proportion of students indicate that they have engaged in experiences with a variety role models from the school and wider community.		Former students came to school and completed work experience. They worked in classrooms and discussed high school. The RESPECT program introduced for 5/6 boys with excellent role models. The student performed their rap to promote no violence against women on White Ribbon day. Royal Botanical Gardens expert and Songroom visiting artist role models to all students. Fire Brigade and Police visited the school to discuss their roles and work.
Increased proportion of community participates in		The school garden was renovated and painted by a group of parent volunteers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
school-based activities including parents who share their culture, knowledge, and skills with the school.		<p>Autism Day was organised by parents and was a highly successful event. The Aboriginal Committee had a parent representative.</p> <p>Stage 3 students worked with a parent volunteer to design murals to be displayed in the school garden.</p>
Increased number of teachers who work with colleagues in the capacity of a mentor.		The behaviour expert employed by the school worked with and mentored with executive staff and early career teachers.

Next Steps

- To develop a new mentoring framework for teachers to commence in 2019
- To invite a variety of outside agencies and former students to discuss career pathways
- Develop and implement ways to celebrate student, teachers and the school's success within the wider community
- Regularly have staff and parent circles to encourage participation to model the process to build relationships with staff and parents

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17,100	<p>Funding was used to employ a school Learning Support Officer to implement PLP.</p> <p>Naplan Year 5 students 100% of Aboriginal students were at above expected growth in Numeracy and 62% in were at or above expected growth in grammar and punctuation.</p> <p>Aboriginal student attendance improved in 2018 with 89.8% attendance compared to 85.3% in 2017. Aboriginal Students attended weekly Connect to Culture Program and a variety of excursion including Maritime Museum and attended Sydney Dance workshop.</p> <p>Funding was used support excursions and other extra-curricular activities.</p>
English language proficiency	\$134,000	<p>Evidence of differentiation for EALD students in teaching strategies and learning programs. Mentoring of experienced EALD teacher to other teachers.</p> <p>The funding was used to employ one full time EALD teacher.</p> <p>The flexible funding (Flexible \$29,948) were used to employ an additional EALD teacher one day a week and purchase resources.</p>
Low level adjustment for disability	\$174,000	<p>The funding was used to employ 1.2 Learning and support teachers.</p> <p>The flexible funds (\$49,000) were used to employ School Learning Support Officers to support students in the classroom and playground.</p>
Quality Teaching, Successful Students (QTSS)	\$51,300	<p>Two Assistant Principals were released one day a week to work with stage teams for collaborative planning, develop classroom practice and provide personalised professional learning. PDP goals were a focus for professional dialogue and support was provided in identifying future PL that best achieves the goals. PDP evaluation completed and information guides Professional Learning sessions for the following terms.</p>
Socio-economic background	\$601 500 residual 570314	<p>The funding paid for 0.3 teacher for additional support in classrooms.</p> <p>The flexible funds of \$570,300 were used for the employment of an Interventionist to support literacy and numeracy development. A teacher for extra release to provide face to face teacher so that stages could collaboratively plan and evaluate student data fortnightly.</p> <p>Employment of class teacher to create an extra class to reduce class sizes.</p>

Socio-economic background	\$601 500 residual 570314	<p>The funding paid for employment of EALD teacher 3 days a week and employment of teacher to release an Assistant Principal off class to coordinate school wide wellbeing programs.</p> <p>An SLSO was employed to implement the Multilit program 3 days a week.</p> <p>Upgrade of classrooms and resources including computers, I pad and new furniture and an upgrade of outside learning areas.</p> <p>Speech and Occupational Therapist were employed 1 day a week.</p>
Support for beginning teachers	\$34,200	<p>ECT teachers attended a number of PL courses. Teachers worked with behaviour expert and developed plans and implemented new behaviour management strategies in their classroom.</p> <p>ECT teachers were given extra release time and were able to work with Literacy and Numeracy experts and supervisors.</p>
Targeted student support for refugees and new arrivals	\$3,289	<p>New arrival students were supported by the EALD teacher who provided classroom teachers with strategies to best suit the needs of students.</p> <p>New resources were purchased to support programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	124	132	129	134
Girls	142	136	130	134

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.5	94.7	88.2	88.3
1	94.5	87.9	92.7	89.7
2	93.2	93.7	90.9	91.2
3	90.8	94.4	92.5	91.6
4	94.7	90	90.6	92.6
5	94.7	93.9	90.4	89.2
6	95.9	94.1	90.8	88.6
All Years	93.8	92.7	90.9	90.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance rates in 2018 were slightly 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 make phone calls to 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 introduction of SENTRAL was introduced in 2018 which resulted in a more streamline monitoring of student attendance.

Student absences at Villawood East are negatively affected by students taking leave for overseas travel. Applications for leave (within the Department guidelines) accounts for some of the variances.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	1
School Administration and Support Staff	6.72
Other Positions	1.4

*Full Time Equivalent

No staff member identified as Aboriginal.

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	18

Professional learning and teacher accreditation

Professional Learning at Villawood East is recognised and valued as providing important training for improving teacher professional knowledge. In 2018, during terms 1 and 4, members of staff participated in Professional Learning meetings on a Monday afternoon for one hour. 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.

During 2018 Villawood East underwent external validation with staff and executive working on the processes required a deeper understanding of the School Excellence Framework.

All staff completed mandatory courses such as Child Protection, Code of Conduct, Emergency Care, Anaphylaxis and CPR. Other Professional learning was L3, Targeting Early Numeracy, Building Numeracy Leadership, Spirals of Inquiry, STEM, 8 ways of Learning, Advanced Asthma and first aid training. Two teachers participated in the Stronger Smarter leadership course.

All teachers are accredited at graduate or proficient level and some teachers are working towards higher levels.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	792,465
Revenue	4,637,840
Appropriation	4,528,436
Sale of Goods and Services	13,982
Grants and Contributions	90,726
Gain and Loss	0
Other Revenue	0
Investment Income	4,697
Expenses	-4,597,847
Recurrent Expenses	-4,597,847
Employee Related	-4,040,976
Operating Expenses	-556,871
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	39,993
Balance Carried Forward	832,458

The school plan will aim to spend surplus funds on playground upgrade, construction of ICT room and purchase of additional technology.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,960,415
Base Per Capita	55,530
Base Location	0
Other Base	1,904,885
Equity Total	926,715
Equity Aboriginal	17,108
Equity Socio economic	601,547
Equity Language	134,061
Equity Disability	173,998
Targeted Total	639,941
Other Total	781,670
Grand Total	4,308,741

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Reading 12.9% of students achieved proficiency in the top 2 bands. In Year 5 reading, 5% of students achieved proficiency in the top 2 bands this is an improvement of 5% from the previous year.

In Year 5 spelling, 10.3% achieved proficiency in the top 2 bands and 17.9% of students achieved proficiency in grammar and punctuation

In Writing our school level growth was 3% more than comparative schools. Year 5 Grammar and Punctuation the average scaled growth was 4 percent above the state growth.

In Year 5 Numeracy 7.9% of students achieved proficiency a improvement from the previous year.

Year 5 Numeracy 63% of students were at or above the expected growth and the average scale growth was 9.9% above the state scaled growth.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The state priority to increase the number of students in the top two bands remains a goal for our school and we are working towards the goal through implementation,

development and evaluation of the 2018–2020 school plan.

Achieving the state priority to increase the number of students in top two bands we will continue to work to achieve this goal through our school plan.

Year 3 Reading 12.9% of students achieved proficiency in the top 2 bands. Year 5 Reading 5% of students achieved proficiency and Year 5 Numeracy 7.89%.

Parent/caregiver, student, teacher satisfaction

Parents were surveyed around the various communication methods the school provides. The survey indicated that they would like translated notes to continue. Dojo app continues to be used greatly across K–6 and parent engagement in this form of communication is frequent. Parents were asked which method of communication they would like the school to use more of and responses included the use of school website and other social media tools. The school is further investigating how to continue strengthening our communication methods with parents and carers.

Students participated in the Tell Them From Me survey in 2018. 83% of students surveyed stated they had a sense of belonging at school.

97% of students had expectations for success and 93% had an advocate at school. All these responses were well above the state percentage of responses.

A teacher survey was conducted about satisfaction with professional learning, collaboration and mentoring structures in the school and how this supported changing teacher practice. The survey asked teachers to rate statements out of 5.

Professional Learning Communities has continued to develop our schools collaborative culture – average score 4 out of 5.

Discussions in Professional Learning Communities created change in my classroom practice – average score 4.1 out of 5.

Professional learning has been relevant and collaborative – average 4.3 out of 5.

I have had access to mentoring average score 2.9.

Teacher mentoring will be further supported next year.

Policy requirements

Aboriginal education

Villawood East Public School continues to develop and extend students' knowledge and awareness of Aboriginal Education.

Teachers engaged in professional learning about Aboriginal 8 Ways of Learning Aboriginal culture and

history through inclusive programs. Aboriginal culture and history are embedded in teaching and learning programs devised by classroom teachers.

of racism through our school curriculum and policies.

Villawood East Public School also ensures that all students from Aboriginal and Torres Strait Islander background have Personalised Learning Pathway Plans, which are developed and implemented, within the classroom by the classroom teacher and School Learning Support Officer. They are aimed at targeting individualised goals for each student and improving their academic skills and learning outcomes throughout the year.

Our school has engaged in a range of activities, which promoted and created an increased awareness of Aboriginal cultures. The school was successful in receiving a NAIDOC grant to fund an art workshop as part of NAIDOC Week. This promoted Aboriginal cultures and languages through visual arts as we created two banners to display in the school. Our school engaged students and teachers to work with industry professionals to learn about culture and history through movement at the Sydney Dance Company.

One student from Villawood East Public School was selected to be a part of the 2018 NSW Aboriginal Dance Ensemble called the Gili Dancers Initiative, which performed at the Seymour Centre.

We collaborated with The Arts Unit and Redfern Dance Company to organise a dance workshop at Villawood East inviting 15 NSW Public schools across the metropolitan area.

An Excursion to the Maritime Museum was organised with Aunty Lyn and students also engaged in weaving classes at Bankstown Community Centre.

Stage 2 and 3 students worked with Shannon from The Song Room on a weekly basis to explore Aboriginal and Torres Strait Islander language and culture through music. The program was a success in preserving traditional language, stories and improving both student's literacy and creativity. Villawood East Public School also participated in communal garden projects with Brendan from The Royal Botanic Gardens to understand some of the ways plants were used by Aboriginal people..

Multicultural and anti-racism education

Multicultural education is a fundamental element of teaching and learning programs at Villawood East Public School. Our students come from 15 language backgrounds with the predominate languages being Arabic and Vietnamese. The community languages programs caters for our Arabic and Vietnamese speaking students. Our EALD teachers work collaboratively with classroom teachers to develop quality programs which develop skills, understandings and respect for all cultures.

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

Other school programs

ICT Young Explorers

Nine students were chosen from their demonstrated technological skills in class to participate in the Young ICT Explorers program. This program ran from March to August during lunch times and on Fridays. The students had to work in groups to develop projects which used digital and information communication technologies to solve a problem or share a passion. Students were encouraged to think innovatively and outside-the-box.

Group one's project was the 'VEP's Watering System' which is a system that detects the moisture level of soil and then waters it accordingly to improve the garden beds in the school. Group two's project was 'Trash Bin 2.0', a robot that could move around the playground and detect rubbish and dispose of it to improve the environmental health of our school. Group three's project was the 'Head Safety Sensor' and this was developed to support those who are visually impaired. It is a sensor to be worn on the head which senses objects and hazards at head height so that the user can avoid injury particularly those who use walking canes. This project was developed to enable a student in the school to play in the playground without needing the assistance from a support person.

These projects were entered into the national competition and all three groups were invited to the NSW final judging stage of the competition at UNSW. On the day each group was allocated a booth where they could demonstrate their projects to the public and then to a panel of industry expert judges. On this day group one's project was placed 3rd in the state and group three's project placed first in the state.

Group 3, as the 1st place NSW winners were invited to represent their school and NSW at the national judging event in December at UTS. On this day these students again demonstrated their project to a panel of judges and Villawood East Public was placed 2nd in Australia for their stage group which is an amazing achievement.

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 a good sports person. 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 and Rugby League gala days.

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 carnival, and cross country carnivals. Junior and Senior Mixed Touch Football Teams were entered into the Bankstown District PSSA Competition which was played on Friday afternoons during Term 2 and 3 with both teams successfully making it through to the grand finals. The senior team became premiers and the junior teams were runners up. In term 1 and 4 we entered junior and senior AFL teams and both teams made it to the final. The junior team became premiers and the senior team runners up. During the year, all classes participated in a free gymnastics' program run by Tri Skills, funded by Sporting Schools, an Australian government initiative.