

Villawood North Public School

Annual Report



2018



4065

Introduction

The Annual Report for **2018** 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.

Kristy Bentley

Relieving Principal

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Message from the Principal

As the relieving principal of Villawood North Public School it is an absolute pleasure to work with a school community that is committed to ensuring all students have access to quality teaching and learning, and provide all learning opportunities school life can offer. We are a caring school that ensures every student is known, valued and cared for. The school has a strong focus on wellbeing and has a number of excellent strategies that support our students in being safe, respectful learners.

As an Early Action for Success (EAfS) school we continue to build a culture of quality teaching, where teachers regularly collect data to make informed decisions to drive personalised learning. We are building our expertise in delivering differentiated programs that are inclusive of all students and provide opportunities for students to celebrate their learning achievements.

Our Parent Cafe is an integral part in connecting our community with our school. Through the hard work of our Community Liaison Officer, Mrs Le Pham, our program is growing in strength and momentum.

I am proud of the achievements our students, staff and community have had in 2018 and am delighted to share these in this report.

Message from the students

At the beginning of the year, two students from years two to six are chosen to represent the class as members of the SRC (Student Representative Council). The SRC meet even weeks to discuss issues that concern themselves and the school. This year the issues included rubbish around the school and wanting to help the outside community. Through mufti days, the SRC raised funds to help those in need.

Two rewarding community initiatives were particularly popular. The first of these two initiatives was Bandana Day. Bandana Day aims to help teenagers suffering with cancer through the sale of colourful bandanas. This year the school raised over \$900 for this great charity selling over 120 bandanas. The second community initiative was the Fairfield Trolley Parade organised by Starr Partner Real Estate and the Uniting Church Diner for the less fortunate members of the local community. It was the first time for Villawood North to be involved in this charity event alongside twenty one other schools. Over the course of a fortnight, seven hundred grocery items, which filled seven trolleys, were brought to school and delivered to Starr Partner Real Estate. Early in December eight members of the SRC travelled to Fairfield and took part in delivering the trolleys to the Uniting Church Diner. Helping the local community is a rewarding experience and will continue to drive the SRC.

2018 SRC

School background

School vision statement

At Villawood North Public School we are dedicated to the development of independent, confident and successful learners within a nurturing, quality learning environment. We work together as a whole school community to prepare and inspire all students to contribute to an ever changing world.

School context

Villawood North Public School is located in South Western Sydney and provides high quality education for a richly diverse community with 90% of students having a language background other than English. There are 28 different language backgrounds represented in the student population with the larger groups being Arabic, Vietnamese, Chinese and Pacific Islander.

The school supports students from low socio-economic, English as a Second Language and Aboriginal and Torres Strait Islander backgrounds. In response to its' complex student needs, the school is an Early Action For Success school. The school receives an Instructional Leader to support the early development in literacy and numeracy. 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 which support the development of the whole child.

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.

In the domain of Learning, Villawood North has developed a strong focus on a learning culture that builds strong partnerships with parents and students. The Parent Cafe has been an integral part of the this process. The review of the schools Positive Behaviour for Learning (PBL) and the schools response to consistent student attendance has brought back to the spotlight the necessity of a school-wide collective responsibility for student learning and success. Teaching and learning programs have shifted in their delivery and have differentiation and regular review of student progress to ensure all learning needs are being addressed. The review of the Learning Support Team (LST) process and support has provided targeted support for students and a streamlined approach to tracking progress through interventions.

In the domain of Teaching, Villawood North is an Early Action for Success school and has extended the practice of regular analysis of student data to inform teaching and learning to a whole school approach. With the implementation of Learning Sprints all staff members had opportunity to engage in collaborative and reflective processes. To extend the opportunities for collaboration and reflection for improvement, all staff members engaged in Instructional Rounds across a network of seven schools, participated in network meetings specific to their role and targeted professional learning aligned with their Performance and Development Plans (PDP). Staff engagement in these opportunities has demonstrated a positive impact on teacher practice resulting in positive impact on student learning.

In the domain of Leading, Villawood North identified the importance of distributive leadership and the opportunities for all staff members, students and parents to be leaders with our school community. The school continued to work with Parent Cafe, two Community of Schools (CoS), aspiring leaders networks and the students to build capacity across the school. Feedback was regularly sought and a culture of self-reflection for improvement has been established.

Our self-assessment 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

Wellbeing and Engagement

Purpose

To ensure that there is a strategic and planned approach to excel in whole school wellbeing and engagement processes that support all students so they can connect, succeed, thrive and learn.

Overall summary of progress

Through consultation with staff, students and parents, clear expectations regarding wellbeing and Positive Behaviour for Learning (PBL) have been established. Through the continuous support of a PBL coach and a committee of teachers the school has aligned processes and practice reflecting current DoE policies. Wellbeing has underpinned the decisions made to improve the school environment, student engagement and connections with the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. An increased percentage of students and teachers indicating improved well being. 2. Increase the percentage of learning time in classrooms through the elimination of behavioural disruptions. 3. Improved regular whole day student attendance. 4. Increased parent and carer engagement in all aspects of the school.	Tell Them From Me Survey \$5,000 resourcing PBL programs PBL Mentor \$5,000 for 10 x Casual Release days Home School Liaison Officer \$17,000 Community Liaison Officer \$2,000 resourcing Parent Cafe	Updated school guidelines to support Wellbeing and PBL at Villawood North, aligned against the School Excellence Framework. Implementation of fortnightly reporting of attendance concerns and regular engagement of the Home School Liaison Officer (HSLO) demonstrated increase in attendance of 'At Risk' students. Parent Cafe identified topics related to student learning to provide them with understanding about curriculum and school programs.

Next Steps

In 2019 the PBL committee will continue to refine the Villawood North Public School implementation of PBL and relaunch to our school community.

Students will have the opportunity to apply, engage in training and be effective PBL Peers to support students in the playground in being safe, being respectful and being a learner.

Playground upgrades will include targeted areas for socialisation and learning throughout the school. Equipment will be purchased to provide opportunities for students to engage with other in games and developing relationships with peers.

Relationships with parents will continue to be strengthened with their opinions and ideas valued through Parent Cafe, surveys and forums.

Opportunities for teachers to collaborate, share and network will be established and embedded in school systems, fostering a culture of conversation and collegiality.

Strategic Direction 2

Quality Teaching and Learning

Purpose

To ensure the diverse needs of all students are met through exemplary teaching and learning practices.

Overall summary of progress

Throughout 2018 there was a strong focus on using data to inform teaching and learning programs and to improve school processes and planning in delivering the curriculum. L3 and regular data conversations were implemented across K–2 facilitated by the Instructional leader. This provided staff the opportunity to analyse individual student data aligned with literacy and numeracy learning progressions and differentiating teaching and learning to meet individual student needs. The 3–6 and support staff were introduced to the literacy and numeracy learning progressions, and through the guidance of their team leader and Teacher Quality Advisor engaged in Learning Sprints to inform explicit teaching practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Increased proportion of all teachers utilising reliable data to track and inform student learning. 2. Students will achieve or exceed a year's expected growth in Literacy and Numeracy. 3. All teaching and learning programs will be aligned with the NESA registration process and reflect NSW curriculum requirements.	\$25,000 Casual release for professional learning \$1,000 Instructional Rounds facilitator \$7,000 Casual release to attend Instructional Rounds across a community of schools \$164,000 Instructional Leader Teacher Quality Advisor	K–2 staff have regular meetings with IL and designated times to input data. All K–2 students are placed on the Learning progression in in selected elements of Literacy and Numeracy. 3–6 staff are at the beginning stages of unpacking the learning progressions with a focus on writing. All stages in the process of reviewing and analysing programs to identify gaps. Process commenced to review current school scope and sequences for All Key Learning Areas, reviewed using NESA registration scope and sequences advice.

Next Steps

In 2019 a Curriculum Working Party will be formed to review and develop NESA compliant scope and sequences for all 6 Key Learning Areas (KLAs). This will lead teams in delivering a curriculum that meets all requirements as outlined in the NSW syllabuses.

Our 3–6 teams will continue to engage with a Teacher Quality Advisor, School Services to broaden the depth of knowledge in data analysis and literacy and numeracy learning progressions to inform Learning Sprints.

L3 professional learning will be provided for new staff joining the K–2 team. All K–2 teachers will engage in professional learning to build knowledge and understanding in Targeting Early Numeracy (TEN) and Synthetic Phonics. This will be added to the K–2 teaching and learning programs to strengthen understanding of foundation skills in literacy and numeracy.

Whole school professional learning will focus on explicit teaching across all KLAs and implementing learning goals for individual students. Professional learning will be differentiated and opportunities for teachers to share expertise will be embedded in school processes.

Strategic Direction 3

Inspiring and Leading

Purpose

To inspire the leadership qualities in all and ensure the school community share a culture of high expectations.

Overall summary of progress

Review and refinement was the goal of 2018. The year provided the school with valuable data about leadership and professional learning. It has opened conversation amongst students, staff and parents about the opportunities for leadership across the school and how strong collaborative partnerships can be formed and nurtured. Survey results have driven the schools direction in engaging in the Performance and Development process, and has strong emphasis on sharing of expertise and 'shoulder-to-shoulder' support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. An increase in teachers leading new or established programs, sharing expertise and teaching and learning experiences. 2. Continue to see an increase in the understanding of high expectations across all staff, students and parents and carers. 3. An increase of opportunities in leadership within the school.	\$5,000 Casual release \$1,500 professional learning @CoSLead Facilitator \$2,000 professional learning Skoolbag subscription fees	Introduction of a variety of committees with representation of all staff and an increase of staff accessing networks. Increase in conversations with students, staff and parents in the area of high expectations in attendance and behaviour. This included an increase in translated documentation, re-launch of Skoolbag app, and development of our new website. Increase opportunities for student leadership with Sandpit Monitors and the concept of PBL Peers. Staff outside of the leadership team lead budgets and form a Finance Committee.

Next Steps

In 2019 the school is providing opportunities for students to become leaders in various areas of playground, to support the PBL and Wellbeing frameworks. The profile of student leadership opportunities will be lifted and promoted.

Parent Cafe will be structured to provide two opportunities per term for parents to be engaged in feedback or decision making in regards to program implementation or spending of school funds. This forum will also provide the community opportunities to learn about the teaching and learning in classrooms.

Teachers will be identified as experts in specific areas of the curriculum and will have the opportunity to provide professional learning or observation lessons to their colleagues. A strong focus will be on differentiating professional learning across the school led by our teachers.

Review of the Finance Committee and Roles and Responsibilities implementation and refine the processes. Open school planning and milestone meetings to all staff members to provide transparency and opportunities for feedback.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,000	<p>All Aboriginal and Torres Strait Islander (ATSI) students had a Personalised Learning Plan (PLP) in place</p> <p>Stage 3 ATSI students engaged in 'Yarn Up', a program to develop self-confidence in public speaking</p> <p>Development of an ATSI committee and increased participation in NAIDOC</p> <p>Two staff members becoming active members of the local AECG</p>
English language proficiency	<p>1.2 FTE Specialised Teacher</p> <p>Refugee Support Leader</p> <p>\$5,000 resources</p>	<p>All staff engaged in professional learning implementing EAL/D Learning Progressions</p> <p>EAL/D teacher attended network meetings and maintained knowledge of current pedagogy</p> <p>School engaged in self-evaluation using the EAL/D matrix as a reflective tool and to identify areas for improvement in 2019</p> <p>Resources were purchased to compliment the teaching and learning for New Arrivals</p>
Low level adjustment for disability	<p>\$6,000 teaching resources</p> <p>Work Experience TAFE School Learning and Support Officers (SLSO)</p> <p>1.2 FTE SLSO (\$32,000)</p>	<p>Learning Support Team assessed needs of students and determined the level adjustment required to meet student needs</p> <p>Targeted 3–6 students in Toe by Toe, an explicit reading intervention</p> <p>Increased SLSO intervention in K–6 classrooms to support literacy and numeracy programs</p> <p>Continued Learning and Support teacher interventions in classrooms K–6, collaborating with classroom teachers</p> <p>Provided physical support to enable all students to engage in school excursions and sporting activities</p>
Quality Teaching, Successful Students (QTSS)	\$40,000 relief teacher	<p>Effective mentoring and coaching practices provided constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management.</p> <p>All teachers received support with the Performance and Development Framework.</p>
Socio-economic background	<p>\$10,000 subsidy</p> <p>\$212,000 additional teachers</p> <p>\$10,000 teacher professional learning</p>	<p>Provision of heavy subsidy for school excursions, incursions and other activities to extend the curriculum</p> <p>Employment of two teachers to decrease class sizes and increase individualised instruction</p> <p>Additional funding to teacher Professional Learning enabled growth in teacher capacity</p>

Socio-economic background	<p>\$10,000 subsidy</p> <p>\$212,000 additional teachers</p> <p>\$10,000 teacher professional learning</p>	and performance
Support for beginning teachers	<p>\$8,000 relief teachers</p> <p>\$18,000 professional learning</p>	<p>Attendance at professional learning to build capacity in the areas of curriculum knowledge and classroom management</p> <p>3 teachers engaging in mentoring and support in obtaining accreditation at proficient</p> <p>Three new scheme teachers attained accreditation and one has maintained accreditation at Proficient</p>
Targeted student support for refugees and new arrivals	<p>EAL/D teacher</p> <p>0.4 FTE Ethnic School Learning and Support Officer</p> <p>\$5,000 student assistance</p>	<p>Daily intervention in language acquisition</p> <p>Purchase of resources to support language acquisition</p> <p>All staff engaged in professional learning for trauma affected students and their learning</p> <p>Daily 'Touch Base' program to check in with each student</p> <p>Purchase of school supplies, uniforms and excursion payments</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	147	146	133	142
Girls	123	128	128	126

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.9	92.9	95.4	91.3
1	94.4	94.7	94.6	93.8
2	93.9	93.4	94.6	93.5
3	95.2	94	93.7	93.2
4	94.5	94.6	94.3	93
5	94.2	95.7	91.8	94.7
6	95.1	95.1	94	87.6
All Years	94.3	94.3	94.1	92.7
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

Villawood North Public School engages the Home School Liaison Officer (HSLO) to review attendance data. Teachers reported attendance concerns every fortnight with tracking of interventions. In 2018 weekly meetings were held with the principal, HSLO and students with low attendance rates to discuss:

- student concerns or barriers preventing them getting to school
- strategies to assist in improving school attendance
- engaging parents or caregivers

These regular meetings demonstrated a positive impact on student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.7
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	1.2
School Administration and Support Staff	2.61
Other Positions	1.2

*Full Time Equivalent

Villawood North Public School has no staff members who identify as indigenous.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Staff professional learning was linked directly to the school's three year plan. All staff participated in mandatory professional learning during 2018. In addition to mandatory professional learning:

- All teaching staff participated in professional learning delivered by experts in the areas of explicit teaching, teaching students from a trauma background and implementing the EALD Learning Progressions.
- Teachers engaged in professional learning to improve student outcomes. Mandatory and differentiated professional learning provided teachers with opportunities to develop their skills and knowledge.
- Instructional Rounds with our community of schools continued and had a focus on Explicit Teaching. The leadership team engaged in professional learning in the pedagogy of Learning Sprints which brought the approach of data

analysis, explicit teaching and reflection as a whole school implementation process.

- Early Stage One and Stage One teachers participated in Language, Learning and Literacy (L3) and implemented L3 in their classrooms. Early Stage One and Stage One teachers were supported by an Instructional Leader funded through Early Action for Success. This allowed for teachers to receive feedback on lessons and be provided with teaching strategies in literacy and numeracy. Data was regularly analysed and incorporated into developing programs across the school. K–2 Assistant Principal's, Instructional Leader and Principal attended EAfS Roadshows to ensure the school was working towards state literacy and numeracy goals.
- Stage Two and Stage Three teachers participated in Using Data with Confidence and engaged with a Teacher Quality Advisor to plan, implement and evaluate explicit teaching through Learning Sprints.
- Specialised programs such as Teacher Librarian, English as an Additional Language/Dialect, Learning and Support and Community Languages actively engaged in network meetings. This built capacity across our specialised programs through sharing of practice across school sites.
- Staff engaged in professional learning external to the school, identified through the Performance and Development process targeting individualised goals.
- SASS staff attended SAP training.
- SLSO's engaged in professional learning in assisting students 3–6 in literacy.

The total allocated school budget for Professional Learning was expended which include \$18,500 of Tied funds and \$15,000 of school funds.

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	135,465
Revenue	3,305,224
Appropriation	3,246,636
Sale of Goods and Services	4,582
Grants and Contributions	52,522
Gain and Loss	0
Other Revenue	100
Investment Income	1,385
Expenses	-3,087,289
Recurrent Expenses	-3,087,289
Employee Related	-2,797,166
Operating Expenses	-290,123
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	217,935
Balance Carried Forward	353,400

The school's financial management processes and governance structures meet financial policy requirements.

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	2,001,221
Base Per Capita	50,469
Base Location	0
Other Base	1,950,752
Equity Total	768,330
Equity Aboriginal	5,076
Equity Socio economic	434,416
Equity Language	154,219
Equity Disability	174,619
Targeted Total	27,918
Other Total	376,537
Grand Total	3,174,006

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.

Thirty one Year 3 and forty six Year 5 students sat literacy NAPLAN assessments in 2018.

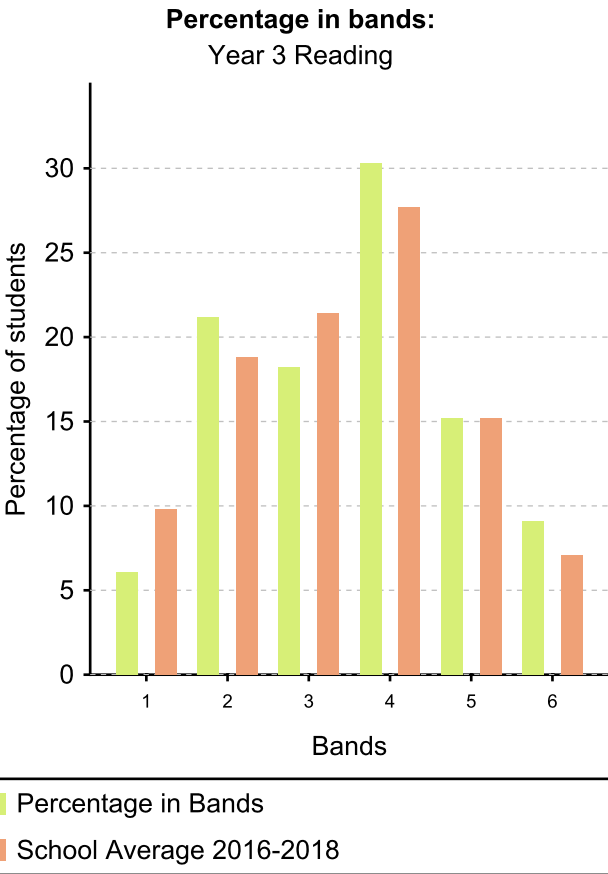
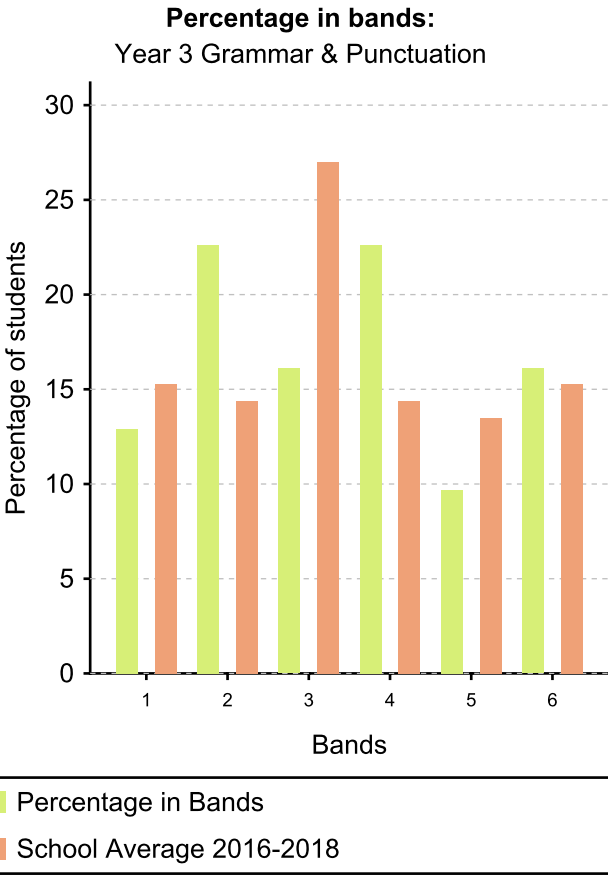
In Grammar and Punctuation 46.2% of students were at or above expected growth.

In Reading 52.6% of students were at or above expected growth.

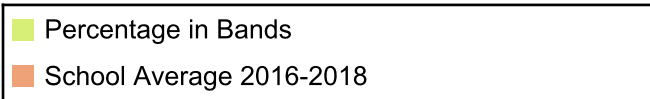
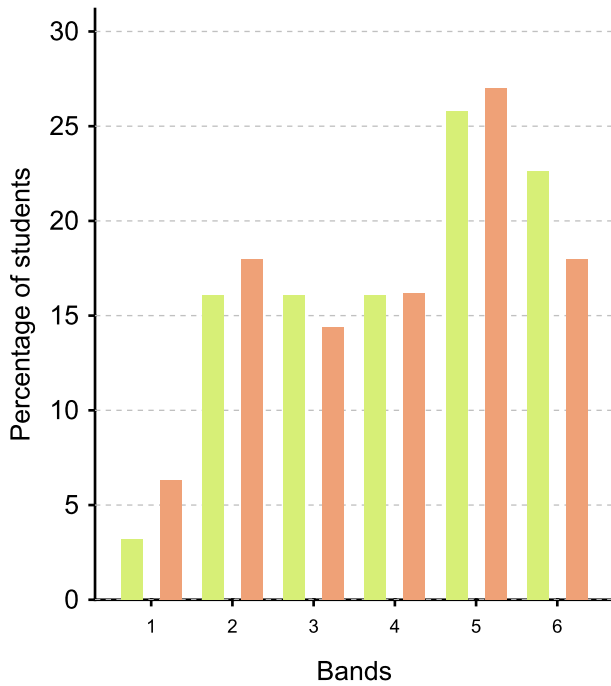
In Spelling 64.1% of students were at or above expected growth.

In Writing 50% of students were at or above expected growth.

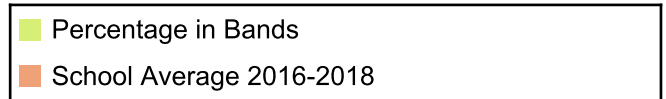
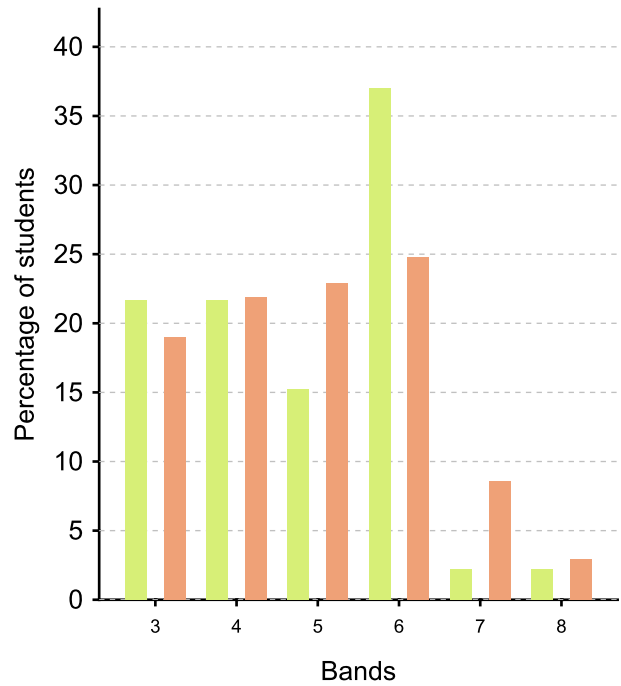
Grammar and Punctuation will be a whole school focus for 2019.



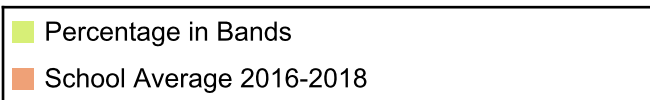
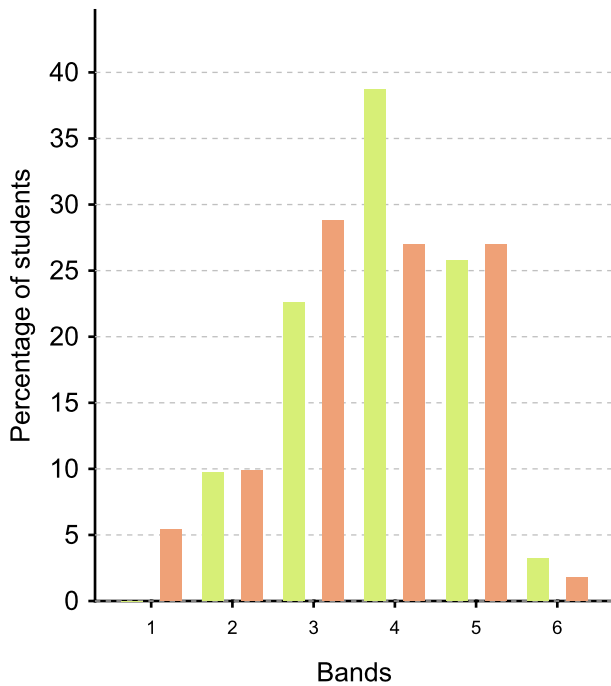
Percentage in bands:
Year 3 Spelling



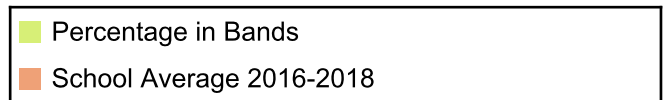
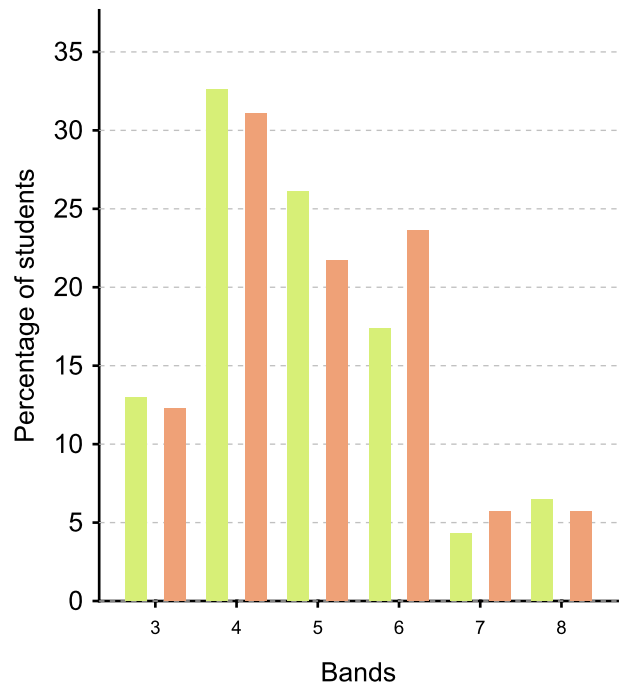
Percentage in bands:
Year 5 Grammar & Punctuation



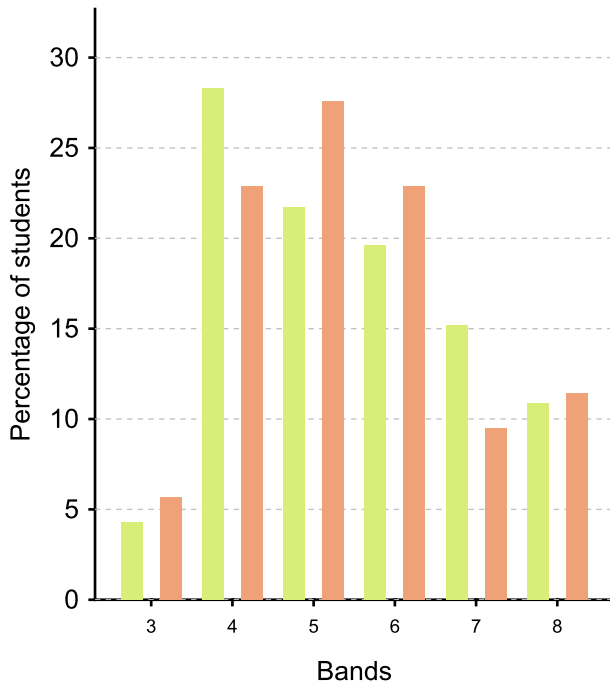
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

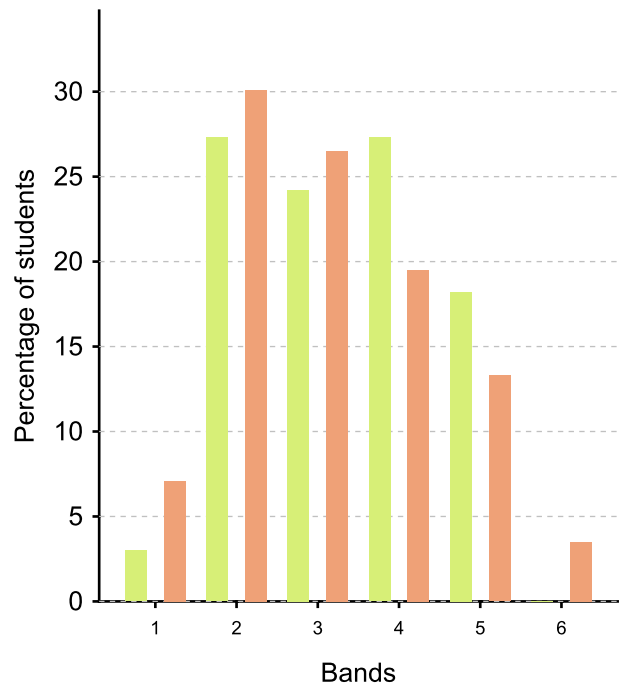


Percentage in bands:
Year 5 Spelling



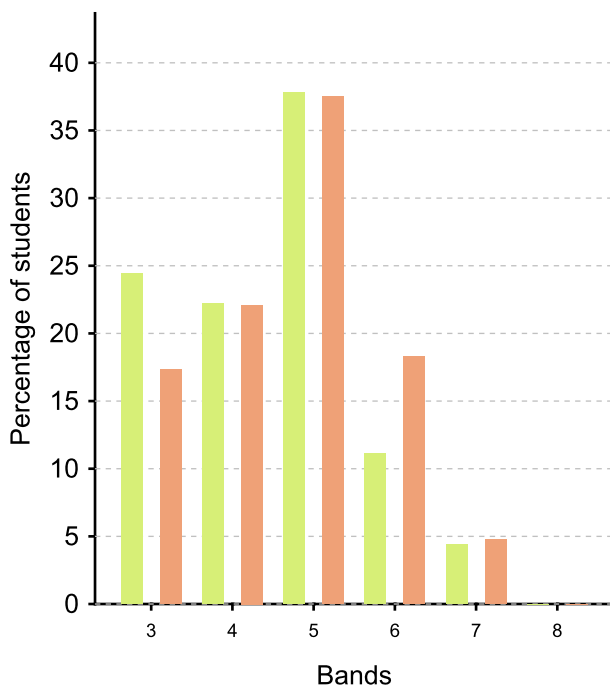
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



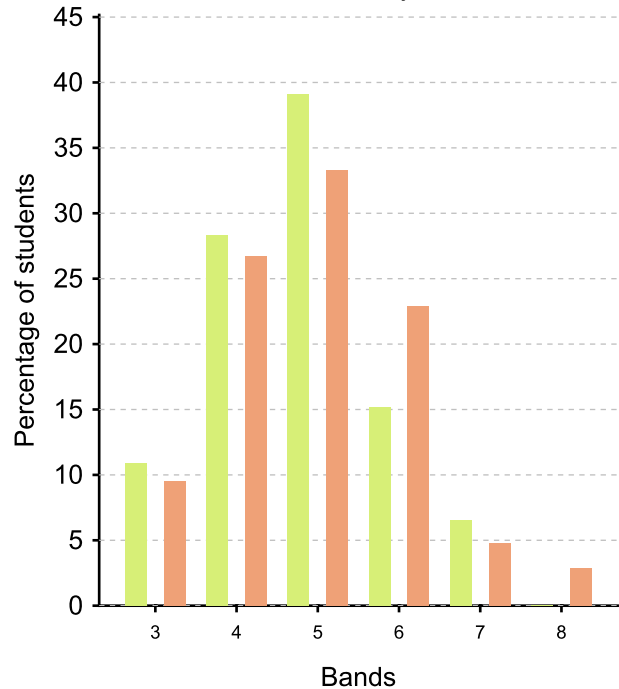
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Thirty one Year 3 and forty six Year 5 students sat numeracy NAPLAN assessments in 2018.

In Numeracy 51.3% of students were at or above expected growth.

Numeracy will continue to be a whole school focus for 2019.

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.

In 2018, 13.92% of students achieved in the top two bands in Reading and Numeracy. Villawood North

Public School is delivering in regards to the learning growth of students between Kindergarten and Year 3 and between Year 3 and Year 5.

Parent/caregiver, student, teacher satisfaction

Parents, students and teachers were encouraged to participate in surveys to provide feedback about the school.

Perspectives of parents were sought through the Parent Café; Forum. Their responses are presented below. All parents agreed that;

- There was increased communication between school and home,
- Parents felt welcomed when entering the school and attending events, and
- Enjoyed being consulted about school decisions.

Perspectives of students were sought through student forums. Their responses are presented below. All students agreed that;

- Most teachers help students to learn, and
- PBL awards and the PBL shop were motivational to make good choices at school.

Perspectives of staff were sought through surveys and school reflection tools. Their responses are presented below. All students agreed that;

- High expectations are set for learning,
- Differentiated teaching and learning is implemented,
- Data is being used to inform teaching and learning programs, and
- There was an increase in staff consultation in whole school planning and decision making.

All parents, students and staff identified the school environment required improvements, starting with the playground.

Policy requirements

Aboriginal education

Villawood North Public School celebrated this year's NAIDOC Week theme, 'Because of her, we can' by participating in a variety of activities that explored Aboriginal and Torres Strait Islander women who have played, and continue to play, significant roles at community, state and national levels. The week began with students and teachers discussing the meaning and significance of NAIDOC Week and this year's theme to ensure everyone had a shared understanding. Students were given the opportunity to study famous indigenous women and to write about women who have inspired them. Students and staff respectfully observed a variety of indigenous artworks which led to students designing and painting a rock which will be used as part of an Aboriginal rock garden. All staff and students successfully celebrated NAIDOC Week and are looking forward to the completion of the indigenous garden in 2019.



Multicultural and anti-racism education

The students, staff and community of Villawood North participate enthusiastically in our Multicultural Day every year and 2018 was no different. This year on Multicultural Day, we had over 20 countries represented in our Flag Ceremony. Both students and teachers created outstanding performances that showcased the richly diverse cultures within our school. Our parents make a significant contribution to our Food Festival every year. Students and their families enjoyed a delicious lunch from a variety of cultures. To end the day, students travelled to different classrooms with their passports and learnt about various countries during our Country Study. Parent participation is steadily increasing every year, with over 25% attending on the day and over 70% assisting with our Food Festival. Multicultural Day at Villawood North is a highly anticipated event, made successful by the hard work and contributions of our entire school community.