School context

Villawood North Public School has a diverse community of 285 students with 86% coming from a non-English speaking background. The major groups are Vietnamese, Arabic speakers, Chinese and Pacific Islanders.

Principal’s message

It is with great pleasure that I present the Annual School Report for 2013.

I have the privilege of leading a group of dedicated teachers who aim to improve the educational outcomes of all students. Throughout 2013 we continued to engage in professional learning about teaching/learning and readying ourselves to implement the new English Curriculum in 2014.

We continue to offer our students lessons using a variety of technology such as iPads, laptops, interactive whiteboards and computers, with the aim to develop 21st Century learning skills (including communication, collaboration and creativity skills).

Villawood North also promotes a wide range of activities to accommodate all students. Children participate in PSSA sports, school sports, young artist day, school performance, Gillawarna festival, dance/drama/percussion groups as well as academic studies.

Our school is proud of our multiculturalism. The children are able to value each other’s differences while acknowledging our similarities.

Lastly I would like to thank our parents for helping us to make Villawood North such a fantastic school.

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.

Garrett Nelson
Principal
Villawood North Public School

P & C and/or School Council message

The School’s Parents and Citizens Association collaborated on several projects this year.

We ran our annual Mother’s Day and Father’s Day stalls to provide students with the opportunity to spoil all the mums and dads.

We were also able to run our end of year Christmas raffle. The students and their families did a great job selling tickets to make it a success.

Unfortunately due to a continued lack of volunteers, the canteen continued to operate two days a week. Our aim is to encourage all parents, including the parents of our new Kindergarten and newly enrolled students to volunteer in the canteen. We want to ensure it remains operational in order to provide the students with food and to earn some much needed money for the school.

We sadly said goodbye to two of our P & C members at the end of the year. Mrs Berkhout and Mrs Priestley have been long standing members of our P & C and coordinated the running of the canteen as well as all of our fundraisers. The staff and students of Villawood North would like to thank them for their years of service and dedication to our school and the community.

Villawood North P&C Association

Student representative’s message

The SRC had another successful year. Two students from each class (Years 2-6) were selected by their fellow peers through class elections. These students met regularly, as well as the school’s captains and vice-captains, to form the Student Representative Council (SRC).
At the regular meetings students had the opportunity to discuss school issues and organise fundraising such as Stewart House.

The SRC have carried out a range of responsibilities this year. These included:

- helping and hosting special events at school
- Anzac Day Service
- Spelling Bee
- Jeans for Genes Day
- running whole school assemblies.

The senior SRC members represented the school at Young Leaders Day. VNPS’s School Captain Bao Nguyen proudly participated in the Regional Ambassador Program on behalf of our school.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Enrolments at Villawood North Public School have reduced gently over the last few years. This may be due to changes in public housing.

Student attendance profile

Enrolments at Villawood North Public School have reduced gently over the last few years. This may be due to changes in public housing.

Student enrolment profile

Enrolments at Villawood North Public School have reduced gently over the last few years. This may be due to changes in public housing.

Management of non-attendance

During 2013 we worked very closely with our schools Home School Liaison Officer to manage absences and implement new initiatives.

Through this partnership we now have a more efficient way of dealing with and managing late students.

With consistent weekly visits the HSLO assisted us in monitoring students with attendance concerns, contacting parents and creating plans to improve the school’s overall attendance percentage.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Villawood North Public School has approximately 25% of teachers having taught for 20 or more years while another 25% have taught for less than 5 years. The last 50% have taught for greater than 5 but less than 20 years.

There were 4 teachers on part-time maternity leave and 1 teacher on full-time maternity leave.

There were also 7 temporary teachers either full or part-time due to additional positions through the Low Socio-Economic National Partnership.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.5</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. There is no member of staff with an Aboriginal background.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>45%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>45%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>193751.95</td>
</tr>
<tr>
<td>Global funds</td>
<td>184808.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>171908.01</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>63015.59</td>
</tr>
<tr>
<td>Interest</td>
<td>6595.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11785.34</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>631864.96</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
  - Key learning areas: 17447.65
  - Excursions: 22072.69
  - Extracurricular dissections: 40988.37

Library: 1896.42

Training & development: 1062.4

Tied funds: 219515.38

Casual relief teachers: 34605.63

Administration & office: 77634.47

School-operated canteen: 0.00

Utilities: 40341.2

Maintenance: 26287.62

Trust accounts: 10993.62

Capital programs: 0.00

Total expenditure: 492845.45

Balance carried forward: 139019.51

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Achievements

Arts

Choir

In 2013 Villawood North students continued to succeed in the area of Creative Arts.

Selected students participated in two school choirs. The Gillawarna Choir performed for family and friends at the festival for two performances. Both nights were enjoyed by all.

We also had two successful dance groups. The hip hop and Vietnamese dancers practiced regularly and performed enthusiastically at the Gillawarna festival.

A school based drumming group formed after an Artists In School initiative continued to develop their skills and get people tapping their feet whenever they performed.

Annual Performance

Our annual Villawood North performance “Land of Oz” was a great success. Students practiced for 2 terms to prepare an amazing show that was standing room only both nights.

Young Artists Day

We held our annual Young Artists’ Day competition in 2013. All students in years 3-6 participated and created artworks based on the theme of “Food”.

All winners attended the art exhibition at school where they were presented with their prizes in front of family and friends.
They were also treated to a day in the city to visit the INVESTEC offices at Chifley Tower.

We would once again like to thank all our sponsors INVESTEC, Ernest & Young, Ansarada and Freehills for their ongoing support.

**Sport**

Each year all students participate in a gymnastics program. In term 1 students are taught the fundamental skills of gymnastics in a fun and easy to learn program.

Students also had fun practicing for the Jump Rope for Heart Day. They learned some great skipping routines and had a lot of fun.

All students had a chance to participate in the whole school swimming scheme. This allowed students to attend swimming lessons once per week to learn valuable swimming skills.

**Sports Carnivals**

In 2013 Villawood North held 3 successful sporting carnivals. Our swimming carnival held at the Fairfield Leisure Centre, the cross country carnival on the school oval and the athletics carnival at Makepeace Oval.

Students trained in the skills of cross country and athletics in the weeks prior to the carnivals and students enjoyed exhibiting these skills in a competitive environment.

We had many students qualify for the zone carnivals in each of these carnivals. They proudly represented our school.

**PSSA**

The senior soccer team had another successful season and our school community is proud of their accomplishment in winning the 2013 soccer season.

The senior team trained hard before school and during lunchtimes to learn the skills of soccer and working together as a team.

Due to the efforts and sporting skills of many of our students several of our athletes earned enough points to be awarded Lansdowne Zone Blues Awards.

**Other**

**Home Reading**

All students participate in a home reading program. Kindergarten to year 4 students took books home from the class reading boxes. While year 5 and 6 participate in the Principal’s Reading Challenge.

**Reading Recovery**

Villawood North Public School continued the highly successful program of Reading Recovery. Students’ with reading difficulties developed skills at a rapid rate which allowed them to participate in classroom programs with their peers.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
Other school based assessments

Best Start
Best Start data, current at the end of Term 2, shows that there were 68.7% of Year 1 students achieving at Cluster 5 or above for Aspects of Reading Texts.

Reading Benchmarking
72% of Year 2 students were benchmarked at reading level 20 or above at the end of term 2.

Significant programs and initiatives

Aboriginal education
The school provides students and parents with experiences to develop an understanding of and sensitivity to Aboriginal history, art and culture through redeveloped HSIE units of work, teacher training and deeper knowledge and use of current resources. Visiting artists and speakers perform for all stages across the school and provide strong practical links to the school’s HSIE, performing arts and teacher education programs.

All Indigenous students have an Individual Learning Program which identifies their strengths and areas for improvement.

Multicultural education
Villawood North Public School maintains a strong focus on providing learning opportunities for students to integrate their cultural background and knowledge with contemporary Australian culture. The school ensures that it is engaging, inclusive, sensitive and free of all forms of discrimination including racism in its learning and working environments, practices, communication and procedures.

Students receive support to develop and maintain their first languages through the school’s extensive Community Languages Program (Arabic and Vietnamese). This program enhances the students’ understanding and respect of their cultures as well as promoting first language literacy.

After the success of last year’s Multicultural Day it was decided that this was to become an annual school event. Students celebrated their own culture as well as that of others during a flag ceremony, items and dances and was culminated with a multicultural food tasting.

This event has been well received by the community and has a high attendance rate by parents.

Transitional Equity Funding
The school received $40,700 in Transitional Equity Funding in 2014. The majority of this was used to fund a Speech Pathologist 1 day a week and the professional development course “TELL” (Teaching English Language Learners).

National partnerships and significant Commonwealth initiatives (participating schools only)

- Low Socio-Economic School Communities National Partnership.

2013 was the last year of Villawood North Public School’s participation in the National Partnership Program.

Over the years significant changes occurred in the school.

Changes in student outcomes in reading (Reform 4)
Improvements in student Reading outcomes are evident across all Stages within the school, with the largest areas of growth being within Stage 1 Reading Texts. These changes have been
positively affected through the implementation of the following strategies;

- Mentoring by both the Literacy and Numeracy Coach and Stage Supervisors specifically targeted explicit focuses within the area of Reading.
- The employment of a Speech Pathologist, with a focus on developing oral language, has assisted teachers in deepening their understanding of the aspects of reading and the significance of Background Knowledge. This has assisted teachers to develop learning environments which are rich in language experiences upon which students are better able to broaden and develop their vocabulary.
- The purchase and use of Springboard Comprehension has assisted teachers to teach a large range of comprehension skills to the students. The large number of rich literacy texts in this program has engaged children across all stages.

Changes in identifying and targeting student needs (Reform 4)

Collegial support through the professional expertise of the Literacy and Numeracy Coach has led to increased teacher capacity in targeting students who are achieving less than stage equivalent outcomes. Planning tools such as the Literacy and Numeracy continuum and Best Start Assessment has targeted teacher awareness of those students not achieving as expected.

The subsequent individual learning programs developed for these highlighted students have promoted specific and targeted interventions and adjustments, meeting individual needs in a manner which demonstrates greater focus and collaboration.

There have been improved results for identified students with the additional support of Student Learning Support Officers. Both the Learning and Support Team and teachers have responded that they feel this strategy has had some of the greatest impact on improving learning outcomes for targeted students.

Changes in whole-school evaluation and planning (Reform 5)

Low Socio Economic Status Schools National Partnerships has made dramatic changes to whole-school evaluation and planning. From the beginning we started to include more staff members and parents into the planning process. While it is still difficult to involve parents through the process we have developed more informal ways for parents to give feedback for example parent forums.

Through the Team Leadership for School Improvement course, staff have gained more of an understanding of their own role in evaluation and planning. Over this last year more staff have been involved in gathering data. The variety of data has also increased to include surveys, parent forums, NAPLAN, Best Start, Literacy continuum, school based student assessment, teacher assessment review and executive assessment review.

It is apparent that staff have a greater understanding of the school priorities and understand that it is a team effort to improve student outcomes. This is observable in team meetings and through teacher/executive assessment reviews.

While changes to staff will continue in the school, the evaluation and planning process sets a base for new staff to come into the school and understand our priorities.

The staff of Villawood North Public School will continue to plan and evaluate using the skills developed through the National Partnership program into the future.

Changes in teachers’ capacity to lead and mentor beginning teachers (Reform 1)

All classroom teachers have been provided with ongoing professional learning opportunities through the implementation of a peer observation/mentoring program. Weekly opportunities have offered staff from beginning to highly proficient teacher designated time to experience reciprocal class observations. Professional dialogue between staff has increased teacher capacity to utilise the Literacy and Numeracy Continuum as a planning tool to meet varying age equivalent stage outcomes. Reflection on the quality teaching framework has
been increased through written and oral feedback between colleagues.

One classroom teacher, who has reached proficiency, has undertaken a leadership/mentor role in advising and supporting beginning teachers through their accreditation procedures, beginning teachers have received ongoing support in the preparation of the necessary documentation and requirements. This support improved teacher efficiency in their document preparation and the management of professional proficiencies faced in the early years of teaching.

One teacher was able to build their leadership skills by taking on the role of the Literacy and Numeracy Coach. This was accomplished by building her mentoring skills and gaining experience working with individuals and groups to develop and implement educational programs. As part of the leadership team she also coordinated a stage, participated in meetings and attended executive professional development.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include;

- Analysis of school and NAPLAN assessment data.
- Surveys of parents and students.
- Staff consultation through meetings and surveys.

School planning 2012—2014: progress in 2013

School priority 1 - Literacy

To improve literacy outcomes of every student inclusive of LBOTE and Aboriginal students with a focus on reading comprehension.

Outcomes from 2012–2014

- Year 1: from 23% in 2012 to 28% in 2013 of students will be at or above cluster 5 on the literacy continuum for the aspect of Reading texts.
- Year 2: from 50% in 2012 to 55% in 2013 of students achieving a benchmarked reading level at, or above level 20.
- Year 3: from 38% in 2012 to 42% or more in 2013 of students achieving proficiency in Reading.
- Year 5: from 11% in 2012 to 16% or more in 2013 of students achieving proficiency in Reading.

Evidence of progress towards outcomes in 2013:

- Best Start data shows the target was exceeded with 68.7% of Year 1 students achieving at Cluster 5 or above for Aspects of Reading Texts
- Benchmarking data showed the target was exceeded with 72% of Year 2 students reading at level 20 or above.
- NAPLAN results show a decrease from 38% to 31% of Year 3 students achieving proficiency in reading (Bands 5 and 6).
- NAPLAN results show that this target was met by 16% of Year 5 students achieving proficiency in reading (Bands 7 and 8).

Strategies to achieve these outcomes in 2014

- Teachers continue to focus on timetabling intensive Literacy blocks.
- Teachers to broaden knowledge of the Reading and Viewing outcomes and content in the NSW English Syllabus and integrating Reading and Viewing into other Key Learning Areas. This will be achieved through ongoing Teacher Professional Learning (TPL) and stage planning.
- Ensuring ABC Reading Eggs is ready to commence by the end of week 5, Term 1 2014.
- All classroom teachers will continue to provide opportunities for students to consistently use ABC Reading Eggs. This program will continue by the allocation school funds.
School priority 2 - Numeracy

To improve numeracy outcomes of all students student inclusive of LBOTE and Aboriginal students.

Outcomes from 2012–2014

Year 4: from 79% in 2012 to 83% or more in 2013 of students scoring above 50% in school post-test assessment in space and geometry.

Year 6: from 61% in 2012 to 65% or more in 2013 of students scoring above 50% in school post-test assessment in space and geometry.

Year 3: from 21% in 2012 to 25% or more in 2013 of students achieving proficiency in Numeracy.

Year 5: from 22% in 2012 to 26% or more in 2013 of students achieving proficiency in Numeracy.

Evidence of progress towards outcomes in 2013:

- Pre and Post test results have shown basic progress was made with an increases from 79% - 81% of year 4 students scoring above 50% in space & geometry post test.
- Pre and Post test results of Year 6 students has shown the target was exceeded with an increase from 61% to 66%.
- NAPLAN results show achievement for Year 3 students achieving proficiency in numeracy was maintained at 21%.
- NAPLAN results of Year 5 students show an improvement from 21% to 23%.

Strategies to achieve these outcomes in 2014:

- Numeracy Committee will continue to analyse data and identify areas of underperformance in students and create focus areas.
- Teachers will continue to dedicate one lesson per week to this focus area and program accordingly.
- Due to the popularity and high use of the Mathletics program, the school will continue to fund its continuation in 2014.
- Continued use of concrete materials to reinforce concepts.

School priority 3 - Student engagement and attainment through parent engagement

To continue an increase in parental understanding of the educative process leading to improved student motivation and participation in learning.

Outcomes from 2012–2014

- Increase in parent attendance at meetings such as “Meet the Teacher” from 38% in 2012 to 42% in 2013.
- Increase in the number of parents participating in K-2 excursions from 15% in 2012 to 18% in 2013.
- Increase in the number of parents participating in 3-6 excursions from below 5% in 2012 to 5% 2013.
- Increase student engagement in the classroom by utilising parents as partners in learning in and beyond the classroom from 5% in 2012 to 8% in 2013.
- Improve student attendance from 94.58% in 2012 to 95% or above in 2013.

Evidence of progress towards outcomes in 2013:

- Data shows that the average parent attendance was 42%. Meetings included in this percentage were Meet the Teacher, Dad’s Corner, parent/teacher interviews and school open day.
- There was a decrease in parents attending excursions from 15% to 10% in the K-2 area.
Parents attending excursions from the 3-6 area maintained at 5%.
Average attendance from term 1 to term 3 was 94.6%

**Strategies to achieve these outcomes in 2014:**

- The role of the community communication officer will be handled by a committee. We hope to include community language teachers, school learning and support officers, teachers and parents.
- Parent forums will continue to encourage parents to have a say in the school. These meetings will also be used to involve parents in future planning and evaluation.
- Skoolbag app will be deployed so that the school can communicate directly with parents who have installed the app.
- All parents will be contacted by classroom teachers; contact includes meet the teacher and or phone conversations.
- Mentor teachers in making contact with parents, including students’ with a lower than 90% attendance rate. Discuss attendance as an agenda item in parent/teacher interviews.
- Rewards for 100 % attendance will be used.

**School priority 4 – Leadership and management including teacher professional learning**

**Outcomes from 2012–2014**

- To build teachers’ knowledge of the Quality Teaching Framework to improve classroom practices.
- Establish a whole school Teacher Professional Learning plan to cater for the wide range of teacher experiences.
- Alignment of Teacher Professional Learning to school/DEC priorities.

**Evidence of progress towards outcomes in 2013:**

- 100% of staff were able to discuss the Quality Teaching Framework. Teachers were able to give examples of this in their teaching practice.
- 88% of teachers had PLP and demonstrated progress into completing their targets.

**Strategies to achieve these outcomes in 2014**

- Have a whole school meeting per term to review and update targets/achievements.
- Extra release for coordinators to lead professional development in the classroom and to help develop Professional Learning Plans for themselves and their team.
- Extra release for coordinators will also allow for 1 observation per term as part of the TARS and EARS process.
- Whole school professional learning in the Australian Teaching Standards.

**Professional learning**

During 2013, in conjunction with stage professional learning, the staff at Villawood North participated in several whole school professional development courses.

**TELL (Teaching English Language Learners)**

Under the guidance of a consultant staff, explored the needs of English Language Learners. This was a course that catered to the specific needs of our school community which has 86% of our students learning English as a second language (ESL).

Staff reviewed current teaching practices and investigated new approaches to teaching and learning.

This course culminated with staff presenting their findings in order to ensure the needs of all students are being met.

**Peer Observations**

Staff were involved in a series of peer observations throughout the year. This involved staff observing the teaching practices of their peers. Staff chose teachers they would like to observe and spent time observing different
approaches to structuring lessons and achieving outcomes.

At the conclusion of the observations staff completed teacher observation feedback sheets that outlined the positive aspects of the lesson they had observed and what ideas they would like to implement into their teaching practice.

**New Curriculum**

Staff from K – 6 participated in a whole school introduction and investigation of the NSW English syllabus in preparation for its implementation in 2014.

These professional development sessions were conducted during staff development days and whole school staff meetings.

Staff familiarised themselves with the outcomes and expectations of the new syllabus and were given the opportunity to work with their stage to develop units in preparation for implementation in 2014.

**Leadership**

A whole school approach was taken to the in-serviceing of the Leadership professional development course.

The purpose of this course was to encourage and assist in the development of teachers as current and future leaders.

Staff underwent sessions relating to leadership qualities, skills and opportunities. These sessions were conducted by the school Principal and a department consultant.

**Parent/caregiver, student, and teacher satisfaction**

**Parents**

In 2013 Villawood North worked consistently at increasing the involvement of parents as decision makers in all facets of school life.

A successful initiative was conducting a parent forum each term. Parents were personally invited to discuss current school issues in a relaxed and non-confronting environment.

The Principal and several executive members attended these forums which were held while providing parents with a catered lunch.

During these discussions parents were able to voice their opinions on current school practices.

Some outcomes from these forums were:

- Parents were pleased with the new parent/teacher interview organization
- They would be able to offer more assistance with the changing of K-2 home readers
- The negotiation of moving Stage 2 students onto a new home reading system
- The organisation of an election day sausage sizzle to raise funds for the school
- Each parent forum showed an increasing number of parents attending.

**Teachers and Students**

As part of National Partnership the schools Mathematics Committee worked hard to implement initiatives to increase student engagement.

This was done through surveying teachers’ opinions on the current school resources and the importance of using concrete materials in order to increase students understanding of mathematical concepts.

The committee then purchased the relevant resources and distributed them for use.

Both staff and students expressed an increase in engagement through the use of more stimulating resources.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Garrett Nelson, Principal
Lynette Kinloch, Assistant Principal
P and C members
Literacy and Numeracy Evaluation Teams

School contact information
Villawood North Public School
Bligh Street
Ph: 9724 1423
Fax: 9728 2296
Email: Villawoodn-p.school@det.nsw.edu.au
Web: www.villawoodn-p.schools.nsw.edu.au
School Code 4065

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: