Villawood North Public School
Annual School Report 2014
School context statement

Villawood North Public School is located in South Western Sydney and caters to a diverse community of 277 students, 86% coming from a non-English speaking background. The major groups are Vietnamese, Arabic speakers, Chinese and Pacific Islanders.

The school receives significant funding from the Resource Allocation Model funding to support students from low socio economic or Aboriginal backgrounds.

The community believes in creating a wide range of activities to support both academic and overall student development.

Principal’s message

It is with great pleasure that I present the Annual School Report for 2014.

2014 was the first year of the Resource Allocation Model to equitably fund schools. This allowed for a number of programs to continue that would have finished with the end of Low Socio-Economic School Communities National Partnership in 2013.

We were also lucky to join the Early Action for Success program which aims at improving student education outcomes in their first years of school (kindergarten to year 2). Our Instructional Leader was appointed at the beginning of term 2 and will continue at the school to the end of 2016.

Villawood North 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 the students, parents and staff for their efforts in making 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.

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

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Student attendance profile

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Workforce information

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

Workforce composition

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<td>Instructional Leader</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<td>Teacher of ESL</td>
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<td>School Counsellor</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no staff members from an Aboriginal background in 2014.

Teacher qualifications

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

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<th>Qualifications</th>
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<td>Postgraduate</td>
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Professional learning and teacher accreditation

Professional Learning

In 2014 Villawood North received $13,574 in funding to provide teacher professional learning. In addition funding from Early Action for Success and Resource Allocation Model allowed for additional professional learning to take place.

Some of the professional learning undertaken in 2014 included; the Targeting Early Numeracy program, using the new Mathematics syllabus, peer observation and an engagement research project.

Teacher Accreditation

Nine teachers are currently accredited at proficient with a further teacher completing their accreditation at the proficient level.

Beginning Teachers

This year we have had one beginning Teacher who has received an additional 2 hours of release from face to face teaching. This time has been used to meet with a mentor, collect resources, observe peer teachers and plan lessons.

Financial summary

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

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A full copy of the school’s 2014 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 2014

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 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)
2014 Exempt Students

As an indication, the no. of students exempt for Year 3 Reading are: 0

As an indication, the no. of students exempt for Year 5 Reading are: 0

Other achievements

2014 Sport report

Sport at Villawood North Public School has become an integral part of everyday life with the inclusion of many new programs in our busy curriculum. The NSW Premier’s Sporting Challenge was introduced to Stage 2 and 3 during terms 2 and 3, and was quite successful in making our students more active at school as well as in their daily home life. To showcase our participation, the school received an award which is proudly displayed in our school front office.

VNPS had a successful year running their annual swimming, cross country and athletics carnivals, with students being represented further at Zone and Regional levels. Students enjoyed being taught athletic and cross country skills, as well as...
the training received at school which enabled them to participate in carnivals confidently.

The annual Learn to Swim program was continued this year and was enjoyed by all who attended, with swimming and safety as the key in the lessons.

PSSA sports were again very popular with our students. Students in Stages 2 and 3 represented our school in various sports this year. Popularity was shown by the numbers that tried out for our representative teams. VNPS was represented in soccer, netball, newcombe ball, basketball and oztag. Our soccer team this year was proud to wear our new soccer jerseys and socks. Our students didn’t reach finals this year, however, were very competitive and enthusiastic in all the sports represented.

Marcela Malvicino
Sports Coordinator

Significant programs and initiatives – Policy and equity funding

Resource Allocation Model Funding

Villawood North Public School received $241,940 in Resource Allocation Model Funding.

This allowed the school to run an additional class above establishment creating smaller classes.

Other programs include:

- Additional Professional Development for teachers.
- Resources such as books.

Special Days such as Young Artist Day.
New computers and iPads.

Multicultural education and anti-racism

As part of the curriculum students learn about other cultures and beliefs. Additionally Villawood North Public School holds a multi-cultural celebration. Our Multi-Cultural Day involves children coming to school in national dress, participating in cultural activities and bringing a plate of food for others to taste. It is fantastic to see the large amount of parent participation in the day which creates a wonderful environment for our children.

Aboriginal background

There were 5 students of Aboriginal background in 2014. All families were invited to attend individual planning meetings for their children to identify their progress and areas of development for future planning. Only one parent was unable to attend. Funding was utilized to allow teachers to attend meetings, plan and collect teaching resources. If needed student learning support officers gave individual student support in either literacy or numeracy.

English language proficiency

In 2014 Villawood North Public School received an EAL/D staffing allocation of 1.4. The EAL/D teaching support was divided between a full-time EAL/D teacher (K-2 and New Arrivals) and two days of targeted 3-6 support.

These specialist programs were developed around the unique needs of EAL/D students. EAL/D teachers used the ESL scales in conjunction with the syllabus to address the needs of targeted students and to assist them to access English curriculum outcomes and content. This program involved targeted English language skills that these students require to access the general curriculum, in addition to learning area-specific language structures and vocabulary.

Effective program implementation was informed by an understanding of the characteristics of EAL/D learning, including students’ learning needs and typical pathways of development.
Students with the highest EAL/D needs were given priority support through the New Arrivals Program. Other students received a variety of targeted language guidance through either in class assistance, team teaching or withdrawal teaching.

Matthew Green
EAL/D Teacher

Additional funding was used to employ an EAL/D consultant 1 day a week for two terms. The consultant worked with class teachers and EAL/D specialist teachers to develop programs and EAL/D policies for the school.

Learning and Support

Across our school during 2014, a total of sixty-two students were supported through the provision and the implementation of Individual Learning Programs (ILP’s).

Of those sixty-two, fifty-five focussed on addressing individual learning needs within the key learning areas of literacy and/or numeracy. Some ILP’s were implemented by Learning and Support Officers as part of small group (two-three students) or one to one implementation strategies. ILP’s are assessed each term and adjusted accordingly to reflect outcome achievement. Planning days were provided both semesters for teachers and SLSO’s to work together to more formally evaluate implementation strategies, further assess outcome achievement and plan future targets if needed.

The remaining five ILP’s addressed individual outcomes within target areas such as increasing on task behaviour, following set routines and independent work sequencing skills.

At the end of semester one, students who had met outcomes and were deemed to no longer require an ILP were discontinued on the learning and support program. Those students who were not meeting the expected stage outcomes and required an ILP were included. At the beginning of each school year, as part of the teacher handover process and the ILP planning and implementation cycle, students previously discontinued from an ILP are reviewed to ensure that they are meeting outcomes as intended.

This year we have reinforced our school practice which ensures that students being placed on ILP’s must also be referred to our Learning and Support Team (LST). In the case of ILP based referrals, they only need be completed bi-annually.

Fifty-seven students were referred by their class teachers to the Learning and Support Team. This number comprises students new to ILP’s and students who require specific support including behaviour and well-being needs.

Through the LST intervention and support structures, students and their families gained access to additional in-school and community based services such as; School Counsellor interventions, support and psychometric assessment if required, individual behaviour plans and/or social support systems, Allied Health service support such as access to Medicare Local such as speech pathology, external counselling services and family well-being and support services.

Leanne Fayle
Learning and Support

Early Action for Success

An Instructional Leader and additional support teacher were allocated to Villawood North Public School in May as part of the Early Action for Success initiative. The aim of the program is to improve Kindergarten, Year 1 and year 2 student learning outcomes. Teachers participated in the Targeted Early Numeracy initiative involving explicit teaching, differentiation and close monitoring of student progress. Students demonstrated a high level of achievement in numeracy with almost 100% meeting end-of-year benchmarks.

Teachers also participated in professional learning for reading and comprehension, EAL/D student differentiation and formative assessment. Teachers received additional in-class support and resources for targeted students. K-2 teachers are now confident recording and monitoring students’ learning outcomes using the literacy and numeracy continuums and PLAN data. Two year 1 teachers were involved in an action learning project focusing on oral interaction to develop writing skills.
Numeracy achievements

- 99.9% of students in Kindergarten have met the numeracy benchmark. (Perceptual or higher)
- 100% of students in Year 1 have met the numeracy benchmark. (Figurative or higher)
- 100% of students in Year 2 have met the numeracy benchmark. (Counting on and Back or higher)

Reading achievements

- 45% of students in Kindergarten have met the benchmark for reading (cluster 4 Reading or higher)
- 60% of students in Year 1 have met the benchmark for reading (cluster 6 Reading or higher)
- 70% of students in Year 2 have met the benchmark for reading (cluster 8 Reading or higher)

Comprehension achievements

- 30% of students in Kindergarten have met the benchmark for comprehension (cluster 4 Comprehension or higher)
- 60% of students in Year 1 have met the benchmark for comprehension (cluster 6 Comprehension or higher)
- 77% of students in Year 2 have met the benchmark for comprehension (cluster 8 Comprehension or higher)

Writing achievements

- 40% of students in Kindergarten have met the benchmark for writing (cluster 4 Writing or higher)
- 53% of students in Year 1 have met the benchmark for writing (cluster 6 Writing or higher)
- 64% of students in Year 2 have met the benchmark for writing (cluster 8 Writing or higher)

Margaret Turnbull
Instructional Leader
Other significant initiatives

Use of Technology in Student Learning

Students at Villawood North have had equitable access to technology on a daily basis whether as a whole class, individually or within group work. Every classroom has an interactive white board. Stage 2 and 3 classes have 12 laptops in each class for student use and K-2 classes have access to 20 iPads and desktops available in their rooms. The computer room, being the connected classroom within the school, allows students consistent access to both desktops and iPads. The library also has desktops and laptops available for student use as well.

Throughout 2014, many exciting lessons occurred in the computer room looking at extending and enhancing the student’s skills in their use of ICT and various programs. All lessons that students participated in focussed on various essential 21st century learner skills including: problem solving, perseverance, working collaboratively with others, creativity, communicating and making decisions as well as reflecting upon their learning.

All students participated in cyber safety and cyberbullying lessons looking at how to stay safe online and what to do when being bullied. We were also privileged in having a guest speaker from ACMA come out to speak to students in Years 3-6 and to address the whole staff during a meeting.

Other activities that have occurred within the computer room included students participating in:

- Web quests
- Photography utilising our iPads then using apps on the iPad to creatively edit their photographs ready to be entered into the Investec Photo Competition
- Creating and working collaboratively using google apps to create a class fairy-tale
- Coding lessons which allowed for self-regulated learning and peer tutoring.

Elizabeth Jugovac
Computer Teacher

Library Program

The aim of the Villawood North Public School Library program is to provide opportunity for students to develop, integrate and practise their information literacy skills through engagement in project based learning. Emphasis is placed upon the development of the 21st century skills of creative and critical thinking, collaboration and communication. Some examples of this include:

- A Stage 2 unit of work involving student creation of digital stories. Students used digital technology and worked collaboratively to identify the features of folk tales, create a digital story and communicate about the process and their finished product to an audience of peers.
- A Stage 3 Independent Research Project combining elements of Sugatra Mitra’s Self Organised Learning Environment Toolkit with explicit instruction in the information skills process. Students engaged in enquiry based learning to research, critically evaluate websites and present on a topic of their choice.
The promotion of reading for leisure is also a focus of all our K-6 Library Programs. Some examples of how this goal has been addressed are:

- K-6 author studies
- Annual Book Fair
- Promotion of a variety of genres via teacher reading to students and student engagement with ebooks
- Responding to student needs, interests and requests when purchasing new books and sourcing ebooks
- Borrowing program extended to include borrowing over school holidays
- Access to library before school and at recess and lunchtimes for dedicated readers

Another positive achievement is that since its refurbishment in late 2014 the library has become increasingly a collegial workspace. Teachers and support staff are choosing to use the library space as a place to work, assess or hold meetings.

Vicki Treen
Teacher/Librarian

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 external data
- Analysis of survey data and feedback (Student, Parents, Staff).
- Community meetings

School planning 2012-2014:

School priority 1

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

Outcomes from 2012–2014

To improve the literacy skills of all students:

Year 1: from 68% in 2013 to 72% in 2014 achieving at or above cluster 5 on the literacy continuum for the aspect of Reading Texts.

Year 2: from 72% in 2013 to 75% in 2014 benchmarked at, or above level 20 in Reading texts.

Year 3: from 31% in 2013 to 35% or more in 2014 achieving bands 5 and 6 in Reading.

Year 3: from 39% in 2013 to 42% in 2014 achieving proficiency in writing.

Year 5: from 16% in 2013 to 19% or more in 2014 achieving bands 7 and 8 in Reading.

Evidence of achievement of outcomes in 2014:

- PLAN Data, current at week 5, Term 4, shows that there were 77% of Year 1 students achieving at Cluster 5 or above for Aspects of Reading Texts.

- Through benchmarking Year 2 students at the beginning of Term 3, results demonstrate that this target has improved slightly, with 73% of Year 2 students reading at level 20 or above.

- NAPLAN results show a decrease from 31% to 19% of Year 3 students achieving proficiency in reading (Bands 5 and 6).
- NAPLAN results show a decrease from 39% to 21% of Year 3 students achieving proficiency in writing (Bands 5 and 6).

**Strategies to achieve these outcomes in 2014**

Teachers continued to plan two hour literacy blocks/sessions and supervisors observed lessons focusing on elements of modelled, guided and independent activities.

Student access to ABC Reading Eggs incorporated K-6 with 100% of classes utilising the program either daily or weekly. This has resulted in an increased level of student engagement.

Stage supervisors have provided additional support to classroom teachers through the implementation of a support and mentoring program. This has resulted in an increase in teacher confidence and performance ability. Hence, a delivery of more explicit teaching lessons with a focus on reading.

The Instructional Leader will continue to work with all K-2 teachers on strategies to assist in improving the Reading aspect of the Literacy continuum.

Teachers are developing a sound understanding of the aspects in the Literacy Continuum and are using explicit teaching strategies and structured reading groups to assist students to progress through the next cluster of markers.

The combination of employing both a Speech Pathologist and an Instructional Leader have assisted teachers in providing learning environments rich in quality oral language experiences which has led to a broadening of students vocabulary.

Teachers broadened their knowledge of the Reading and Viewing outcomes and content in the NSW English Syllabus and integrating Reading and Viewing into other Key Learning Areas through utilising Student Outcome Meetings.

Regular opportunities of modelled, guided, shared and independent reading experiences are provided.

**School priority 2**

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

**Outcomes from 2012–2014**

To improve the numeracy skills of all students:

- **Year 1:** from 58% in 2013 to 60% in 2014 achieving counting-on-and-back in the Early Arithmetical Strategies aspect of the numeracy continuum.
- **Year 4:** from 81% in 2013 to 83% or more in 2014 scoring above 50% in school post-test assessment in space and geometry.
- **Year 6:** from 66% in 2013 to 68% or more in 2014 scoring above 50% in school post-test assessment in space and geometry.
- **Year 3:** from 21% in 2013 to 23% or more in 2014 achieving proficiency in Numeracy.
- **Year 5:** from 23% in 2013 to 25% or more in 2014 achieving proficiency in Numeracy.

**Evidence of progress towards outcomes in 2014:**

- PLAN Data, current at week 5, Term 4, shows that there were 80% of Year 1 students achieving the Early Arithmetic Strategy of Counting On and Back (level 3 or above).
- Pre and Post test results have shown an increase from 81%-85%.
- Pre and Post test results have shown increases from 66% to 90%.
- NAPLAN results show a decrease from 21% in 2013 to 14% in 2014.
- NAPLAN results of Year 5 students show a decrease from 23% in 2013 to 18% in 2014.

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

Teachers have continued to develop a learning framework that strengthens classroom teaching practice and their understanding of the Early Arithmetic Strategies (EAS) aspect of the Numeracy continuum.

Students were provided with regular opportunities to manipulate hands on materials and activities including the Count Me In Too games. Teachers are beginning to utilise the expertise of the Instructional Leader to assist with improving student outcomes.

The Numeracy Committee identified areas of student underperformance. Teachers were then made aware of these areas of difficulty. In collaboration teachers developed a whole school focus area which targeted these areas of need.
Teachers agreed that an intensive concentration once a week benefited student’s performance and understanding of the focus area in space and geometry.

Teachers indicated that utilising high quality resources allowed for more hands on lessons using concrete materials. This supported them in providing quality learning environments rich in stimulus. Students reported an increased enjoyment of mathematics due to the use of the highly engaging resources.

Students have indicated an increase in engagement during mathematics due to the use of the Mathletics program. 100% of all surveyed students commented that they are using the Mathletics program on a regular basis in the classroom. 78% of all students surveyed stated they are using the program at home which further supports student engagement.

**School priority 3**

To continue to increase 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 42% in 2013 to 45% in 2014.

Teachers will initiate contact with parents through an increase in communication, from 50% of parents contacted in 2013 to 100% in Term 1 of 2014.

Increase student engagement in the classroom by utilising parents as partners in learning in and beyond the classroom from 5% in 2013 to 8% in 2014.

Improve student attendance from 94.6% in 2013 to 95% or above in 2014.

**Evidence of progress towards outcomes in 2014:**

- Attendance at meetings remain at 42% in 2014. A variety of meetings made it difficult to calculate exact percentage.
- Teachers made contact with 96% of parents by the end of term 1 in 2014.
- Student attendance rose from 94.6 in 2013 to 94.9 in 2014.

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

Communication committee established to engage parents and plan events. The committee also establish an attendance action plan. The action plan included creating awards for excellent attendance and contacting parents when there were attendance concerns.

In 2014 Villawood North Public School linked with the University of Sydney to run an action research project on engagement. This project has inspired other teachers to undertake professional development in engagement strategies in 2015.

Feedback from the community showed that the additional class was important to the school. The main benefit was for increased student wellbeing in the classroom.

**School priority 4**

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.

**Outcomes from 2012–2014**

Maintain staff awareness of school priorities, targets and strategies at 100% in 2014 as measured by staff surveys.

100% of teaching staff implementing the Quality Teaching Framework and the Australian Teaching Standards in their classrooms.

Increase the number of staff developing and implementing professional learning plans, in line with school priorities and the Australian Teaching Standards, from 88% in 2013 to 100% in 2014.

**Evidence of progress towards outcomes in 2014:**

- Through the Teacher Assessment Review and Executive Assessment Review processes staff demonstrated an understanding of the school priorities. However, it was also noted that the committees were not very effective in driving the priorities.
- Teachers used the Australian Teaching Standards documents in creating and
implementing their Professional Learning Plans.

- Almost all staff had a Professional Learning Plan which was implemented in 2014. Implementation systems are still being adjusted to create more individual accountability in the future.

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

Staff meetings were held regularly to review the school priorities. This also led to a collaborative approach to whole school planning in 2015. Each stage had access to an additional teacher one day a week to allow for additional professional learning and peer observations. This strategy also helped teachers to develop and implement professional learning plans.

Teachers felt they were more prepared to create individual learning plans as this was the second year of implementation. However, it was evident that a more systematic method of implementation was needed to allow teachers to implement their plans.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The School community has decided on the following strategic directions over the next 3 years.

- Excellence in student academic results in oracy, literacy and numeracy.
- Wellbeing and engagement strategies empower students as life-long learners and positive, resilient citizens.
- Enhanced leadership and supportive professional development across the school community.

**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.

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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: