

Lansvale Public School Annual Report



2018



5220

Introduction

The Annual Report for **2018** is provided to the community of **Lansvale 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.

Mark Diamond

Principal

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Message from the Principal

2018 has been a wonderful year indeed at Lansvale Public School. We have again shone as a school in the arts, sport, public speaking and citizenship! Some of the highlighted achievements for 2018 include:

***The Preschool Team** were recognised as Excellent in a very important ACEQA ceremony this February. This recognition places them in the top 40 of 15 000 plus registered preschools throughout Australia, at this time.

*The school again took deliberate and decisive action to ensure that the quality of our teaching staff is exemplary. We did this by investing in teacher professional learning at unprecedented levels and the dividends have been strong.

*Eleven students were successful in achieving places in **Selective High** placements for 2019; Congratulations *Jordan, Celine, Karina, Alvin, Richard, Maria, Sarah, Caroline, William, Chloe and Tim* were all offered positions inclusive of *Hurlstone, Sefton, Prairievale, Moorebank and Bonnyrigg High Schools*.

Eight students* were offered places in the even more competitive **OC Classes in 2019. We wish Issac, Jack, Marcus, Nini, Brian, Deric Stephanie and Lachlan all our very best

* One student is off to the highly selective Westfield Sports HS for Rugby League. *Congratulations Tyrese!*

*In the ICAS **International Testing Program** run by **UNSW** LPS students performed as follows;

4 High Distinctions (3 in Spelling, One in Maths) **41 Distinctions** with a record 28 being across English Strands and **76 Credits** across all areas Years 2–6.

In sport, Lansvale had a magnificent year! We were PSSA grand final winners in Rugby League, Junior Netball and Boys T–Ball.

We were Runners Up in Junior Soccer, Touch Footy.

LPS sent huge teams of talented athletes to Zone and Regional Carnivals representing the school. This year 5 students attended the Regional Swimming Champs, 10 in Cross Country and 6 in Athletics. For the first time in a number of years a child represented our school at the NSW Athletics Carnival at Homebush – Congratulations Aaliyah Farre from 5/6M!

We took part in the prestigious Gillawarna Performing Arts Festival and were invited to perform at the Cabramatta White Ribbon Day and the NSW Chinese Schools Spectacular. For the first time ever, we took the whole school off site to the Marconi Club for our Biennial Concert called Stars in Our Eyes.

Lansvale PS NAPLAN Results continue to creep closer and closer to State Average performance. Students are growing at one and half times the rate of other schools and we have the best value added results In the Fairfield Network.

Our Debating Team did their personal best this year and were narrowly defeated in the Grand Final of the Fairfield District Comp. We had finalists both in the Spelling Bee and Public Speaking Competition Finals. Kevin from 3/4L represented LPS at the State Final of the Junior Spelling Bee finishing 8th in NSW.

The school continued its fabulous work with the Sydney Opera House with the PaTCH Parents and 5/6N designing an installation and activity visited by 4000 children from across NSW.

We need to acknowledge the fine work done here at our school by the following teachers who move on in 2019; Mrs Erin Ellington who is going to Ringrose PS, Mrs Violetta Rajcinovski who is off to Padstow North, Steven Diep who is going to Lansvale East PS and Mr Alex Russo who has been appointed to St Johns Park PS. Thanks also to Carol O'Brien who has been our SaCC Coordinator since 2016. We wish Monica Cheung and Melissa Laughlin all the very best for their maternity leave during 2019.

Mark Diamond

Principal

Message from the school community

I have spent a good 14 years at Lansvale and have seen many Principals come and go in my time and one of the best to have and to work with has been Mr Mark Diamond and his dedication to his work is second to none.

I wish Lansvale all the best as I have called it a day after 14 years but I will be able to help with the school discos if I am needed in the future.

I want to thank my committee Ashley and Denise for working hard as we were only three and I feel they did a sterling job under the circumstances. I also would like to thank the teachers, parents and students who also helped the committee through the year in the many functions that were held Mother's day, Father's day and Colour run to name of just a few we had. The committee has purchased the new playground and also disco equipment for the school, and have left it in a very healthy bank balance to be used in the future.

We have a fantastic school in this state with excellent teachers and a fantastic Principal and we can only get better if we all work together as it will benefit our children.

I do feel sad that it is finally coming to an end for me at Lansvale as both my children have started a new chapter in their lives with high school and university and I look forward to their future education as a parent.

It has been an honour working with Mr Diamond and striving to make Lansvale the best school in the state, I know how passionate he is with his work and strives for even greater things to come. I wish him and the teachers all the best as the real winners will always be the children.

I want to thank everyone for their help and I hope the future for Lansvale is even brighter.

Thank You Lansvale for my time with you.

Regards

Harry Apostolidis

Message from the students

Chloe Lam

My time as a school leader has now come to an end but I have really enjoyed the opportunities that I got to experience this year I am proud of who I have become and accomplished through my school leader involvement. I have gained responsibilities and maturity when completing my duties alongside the other school leaders. I want to say thank you to Mrs Smith, Miss Tu, Mrs Mallios, my mum, my family, friends and most of all my oldest sister because without her I wouldn't of realise what I wanted to do become a leader before I left to high school. I thought of this opportunity as following my sister's footsteps who is an is an inspiration to me. I would like to congratulate our future school leaders for 2019 Albert Chen, Jennifer Lien, Lilian Phan, Suzanne Phan and Katherin Heng all the best. My advice is to enjoy your time being a school leader and represent our school with pride no matter where you are. Don't be afraid to stand in front of an audience and be ready to run the assembly if asked too. Remember you are the leaders of the school and everybody will look up to you with high expectations.

Maria Ma

My time as school leader has been a great opportunity for me and it has truly been my favourite year. My years at this school has made me accomplish many things like being more mature and being proud of all my accomplishments. I've gained many skills in Senior Dance, TOM, Mind Marathon and many more. A true leader doesn't create followers they create more leaders. I've always had this thought in my mind to become a great leader and who I am today you should always follow you dream and never give up as once said by John Maxwell ' Leaders become great not because of their power but because of their ability to empower others'. Just remember you're beautiful just the way you are and no matter what anybody says never give up your inspiration and dreams. I would like to also thank all the teachers that have taught me throughout my years at Lansvale. Because of you I am who I am today and leaving Lansvale as a PROUD student. My journey as school leader might have ended but yours have just begun. YOU CAN DO ANYTHING. So don't give up and take a chance to lead the school with all you have.

Tevin Chhuo

2018 has been a incredible year for me and the others, primary school is going to end soon and it's time to go to high school. I've enjoyed being a school leader and it has taught me many valuable skills and experience wonderful events participating in activities, such as hosting Presentation Day, Multicultural Day, National Young Leaders Day, ANZAC day and White ribbon day. I've always wanted to be a school leader and it was a dream come true. I didn't want to be school leader for the clout or the fame. Being a true school leader is about helping to make our school a better place for our students and become the best role model for younger students from K-5. My advice to future school leaders is always be ready for what's to come also be committed to this exceptional role as you will never regret it. You will represent Lansvale Public School where ever you go and don't forget we are an amazing school.

Jordan Chan

I think that being the school leader has been one of the best experiences ever, it was exciting to host many different assemblies and special events. I am grateful that I had the opportunity to attend these special activities that were certainly and truly amazing which helped us build upon ourselves. I know there is always a chance to self improve myself and I learnt that this year. I wish all the future school leaders the best of luck in 2019.

Angela Lam

Being a school was the best opportunity I've ever had and I am going to miss being it. The best part was the activities and events that the school leaders and I got do. For example National Young Leaders Day. I also got to participate in TOM, Sydney Opera House Creativity, Dressing up as a tree world record and many more. My favourite part was working with all the school leaders with all of their ideas and all of our teamwork because without teamwork we wouldn't have ever worked so well. I wanted to thanks for all the people voted for me because without them I would not have been here, so shout out to all those people. I hope more people would feel interested to tryout like us. Thank you.

School background

School vision statement

Lansvale Public School is a collaborative and inclusive learning community where we are **all** challenged to be critical thinkers and creative, compassionate, confident citizens. **We are all committed to learning to learn!**

School context

At Lansvale Public School we are determined to shift our students' mindset from one of "Learning to Achieve" to "Learning to Learn".

Lansvale Public School is a high stakes school situated in south-west Sydney. The current student enrolment is 790 students from P-6, including 94% from a non-English speaking background. The school has a committed, collaborative and enthusiastic staff, with a mixture of experienced and early career teachers. The school plans and priorities are driven by an effective learning community culture.

We have high expectations of students, teachers and parents as equal partners in rigorous and authentic learning experiences. The school has an active Parents and Citizens Association and numerous significant projects with strong links to the community through the community engagement team. Our school is a place where passion and enthusiasm abound.

We have outstanding early childhood programs including preschool, a range of high achievement learning initiatives catering for gifted and talented students, for students with learning difficulties and students with English as an additional dialect.

We are heavily invested in ensuring that everything we do is reflective of our whole school learning focussed culture. We are relentless in our pursuit of deep and rigorous teacher professional learning that is relevant, ongoing and of exceptional quality. Our mantra is "that to be an exemplary teacher one must first be a dedicated learner!"

Whilst our literacy and numeracy teaching and learning is explicit and personalised, we also demand that relevance and significance are strongly considered when learning is designed by teams of educators. Our Value Added student performance demonstrates student growth at 1.5 years of school annually. This is a foundation upon which our future focused learning programs build as sound literacy and numeracy opens the door for deeper more engaging learning, motivating our students as intrinsic learners.

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 2018 our self assessment utilising the School Excellence Framework II saw us at excelling in Learning Culture, Wellbeing, Curriculum and Student Performance Measures. We were Sustaining and Growing in Assessment and Reporting. We were excelling at Student Performance Measures and Effective Classroom Practice and Sustaining and Growing at Data Skills and Professional Standards. We were excelling at all areas of Leading. Overall performance was Excelling in 10 from 14 elements.

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

Engaged Student Learning

Purpose

Learning

Inspire, challenge and empower students.

To design student learning experiences that result in the development of literate and numerate students who think critically, creatively and ethically and who are socially, environmentally and culturally aware.

An enduring focus will be on working towards building determined students who learn skills, values and attitudes that will support personalised real world learning.

Overall summary of progress

Our teachers continue to become adaptive experts in curriculum and assessment practice. 2018 saw a renewed focus on explicit teacher professional learning in literacy and numeracy. We undertook significant work in familiarising every teacher and parent in the National Learning Progressions in literacy and numeracy. This important work underpins individual and collaborative practice in meeting the personalised learning needs of all P–6. Teams of teachers also continued to apply themselves to ongoing courses of study around expert literacy development, substantive dialogue, Building Numeracy Leadership and formative assessment. Every stage of teachers in the school mapped five – ten week integrated units of work, focussing on Inquiry, involving high engagement strategies, collaboration, problem solving and rich culminating tasks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increased proportion of students achieving one year's growth in literacy• Increased proportion of students achieving one year's growth in numeracy and literacy• Improve students achieving in the top 2 bands of NAPLAN by 10%• 80% of students being able to identify a strength and future direction for their learning• Improved presence of inquiry skills authentically embedded across KLAs	<p>\$100 000 EaFS IL Positions</p> <p>\$20 000 School Contribution to IL Position</p> <p>\$40 000 TPL Funds Literacy, Numeracy, ICT and Inquiry</p> <p>\$40 000 ICT and other Inquiry Resources</p> <p>\$10 000 Parent Forums including PaTCH</p> <p>\$30 000 ICT Contractor</p>	<p>Overall 90 % of Kinder students meeting or exceeding Reading benchmarks.</p> <p>87% of students in Year 2 students meeting or exceeding Reading benchmarks</p> <p>Overall 85% of Stage One students meeting or exceeding Writing benchmarks</p> <p>50% of Year 3 students performing in the Top 2 Bands in Reading well in excess of the Premier's Initiative.</p> <p>60% of Year 3 students performing in the Top Three Bands of performance in Numeracy.</p> <p>76% of Year 5 students performing in the Top Three Bands in Spelling</p> <p>54% of Year 5 students performing in the Top Three Bands in Numeracy</p> <p>100% of students being able to identify a strength and future direction for their learning</p> <p>Students independently undertaking rich tasks demonstrating their improved inquiry skills cross KLAs in all stage as evidenced by student reports Semester 2.</p>

Next Steps

*Refine learning sprints to ensure all students in the classroom are being catered for as per our tiered interventions (Improvement instructors and classroom teachers)

*Tailored Teacher Professional Learning around differentiating the five mathematical proficiencies

*A strong focussed implementation of Assessment of, for and as learning across the Big Four projects of literacy, numeracy, inquiry and creativity.

*A stronger focus on incorporating the Science, History and Geography outcomes into integrated Inquiry units

*Deploy training in Guided Inquiry Design to all members of the Inquiry Team



Strategic Direction 2

Exemplary Staff and Leader Learning

Purpose

Excellence in leadership, learning and teaching.

To provide a professional learning culture where we strive for continuous improvement in leadership, teaching and learning.

An enduring focus will be on a coherent learning focussed culture across classrooms, all quality learning environments, teams and the whole school learning community.

Overall summary of progress

Learning sprints were deployed in multidisciplinary teams of teachers across all stages. This has allowed for targeted cohorts of students to be explicitly catered for in literacy and numeracy. Our leaders continued to develop collective efficacy by establishing psychologically safe team based environments and 1:1 coaching expertise. Aspiring leaders have established evidence based inquiries aligned with school and team need to address student learning/wellbeing improvement. The Opera House Creativity Project entered its second year of implementation with the focus being increasing the skills and capacities of teachers and community members to deepen their practical application of the CLIL Framework across all facets of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> An increased number temporary staff ready for long term engagements, gaining permanency and/ or promotions positions An increased number of teachers accredited by the NSW Teacher Education Standards Authority (NESA) at higher levels Increase the percentage of teachers' satisfaction with school leadership and school culture School achieves excellent value added results, significantly above the values added by the average 'like' school Increased numbers of students making one years' growth in literacy and numeracy Increased evidence of skills, values, knowledge and disposition of our students as a result of CLIL 	<p>\$100 000 EaFS IL Positions</p> <p>\$20 000 School Contribution to IL Position</p> <p>\$40 000 TPL Funds Literacy, Numeracy, ICT and Inquiry</p> <p>\$40 000 Library, Literacy and Numeracy Resources</p> <p>\$15 000 CLIL Opera House Yearly Contract</p> <p>\$10 000 TPL Inquiry</p> <p>\$30 000 ICT Contractor</p>	<ul style="list-style-type: none"> 14 temporary classroom teachers have job ready CVs and six teachers achieved permanency in 2018. Six classroom teachers accredited by the NSW Teacher Education Standards Authority (NESA) at proficient. Two commenced work on their accreditation at Higher levels in 2018/19. Rigorous work completed throughout 2018 reflecting improved awareness of positive school culture and shared leadership. School achieves excellent value added results, significantly above the values added by the average 'like' school – Growth between Year 3 – Year 5 exceeds national average 1.5 times Increased numbers of students making one years' growth in literacy and numeracy CLIL project sees a team of 12 teachers trained by Frank Newman in all aspects of the CLIL Creativity Project

Next Steps

- *Establish a train the trainer model of integrating Opera House CLIL activities/teaching framework across KLAs for at least 1/2 of the teaching staff
- *Establish ongoing links to support the sustainability of our Creativity journey, eg Schools Plus and or Asia Education Foundation
- *Continue to enter Literacy/Numeracy Progression Data on PLAN 2 and improve our capacity to utilise all aspects of PLAN2 and Best Start Data
- *Publish and celebrate integrated units for all stage teams and undertake an analysis of student data across KLAs – impact of General Capabilities as reported to parents
- *Take an explicit focus on the Big ideas in Mathematics and unpack the implications for pedagogy, assessment and learning.



Strategic Direction 3

Active School and Community Learning

Purpose

Authentic, rigorous and inclusive partnerships for learning.

To build strong relationships and an educational community by leading and inspiring a culture of authentic collaboration, substantive communication, empowered leadership and organisational practices.

An enduring focus will be on learning skills, values and attitudes that will support personalised real world learning in order to embolden and give them voice.

Overall summary of progress

Lansvale Public School has made a concerted effort to include parents and the broader community not just in school decision making but also in improving students' learning. The school has since taken steps to bridge the gap between the school and the broader community so that parents engage more with the school and in their children's learning. Two initiatives – PaTCH (parents as teachers and classroom helpers) and 'Parent Forums' – have been particularly instrumental in increasing the level of parent engagement with Lansvale Public School. As a result of these initiatives and other efforts at the school, there are now at least 50 parents who regularly attend P&C meetings at the school and who are actively involved in school discussions and activities. During 2018 we continued to flourish in early intervention with three viable playgroups running per week. Parent Cafe every second week and programs such as The Triple P Parenting Program were tailored to meet the specific needs of parents. Important work commenced in establishing a sustainability plot with student, parent, community and teacher input sought in the co-design of this learning facility. Local Clubs continue to contribute to initiatives like breakfast club, music, speech and occupational therapy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Increase the active engagement of parents with the Seesaw app, website and key IT platform • Increase number of parents attending Parent Forums, PaTCH Program et al representative of 40% families in the school community • Increase in parental contacts leading to successful referral to appropriate support agencies • Sustained linkages created with businesses, council, charities and philanthropists • Projects deeply embedded in school culture around sustainability and creativity. 	<p>\$30 000 Speech Therapy</p> <p>\$30 000 Occupational Therapy</p> <p>\$10 000 Parent Forums/PaTCH</p> <p>\$10 000 ICT resources – Communication/Seesaw</p> <p>\$10 000 towards Rich Opera House Excursions/incursions</p> <p>\$10 000 SDD Parents</p> <p>\$10 000 Creativity Resources</p> <p>\$10 000 Teaching Artist 1 DPW x 20 weeks</p>	<ul style="list-style-type: none"> • There were 582 parents connected to the school via Seesaw in 2018 (a peak of 1018 per week) • 34 334 items were added to Seesaw in 2018 • The Schoolapp was opened 13 367 times in 2018. These are unique daily openings. • CLIL project sees over 8000 students experiencing a Creativity Installation designed by LPS teachers, 16 parents and 30 students. • + 20% overall increase in number of parents attending Parent Forums, PaTCH Program, Parent Cafe • Four extraordinary parents present about Parental Partnership 2018 at Gonski Institute to rave reviews. • 65 families represented in Playgroups three days per week in 2018

Next Steps

- *Design and implement a focussed review of school promotion and communication strategies
- *Pilot sound cloud for vital communication with parents as a simple audio interpreter service
- *Establish and launch the school sustainability patch and fully integrate it in school programs
- *Embed the SACC Program deeply into P–2 Programs whilst boosting the community engagements focus on teaching and learning
- *Design a locally based learning response to the AO Long Pho Performance at the Opera House utilising the power of local influencers.
- *Deploy two teaching artists (music/visual arts) across at least eight classes during 2018
- *The school contributes robustly to the Amplify Showcase involving all CLIL schools 2016–2018



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of a part time Aboriginal Education Assistant \$3 429 Equity \$12 000 School Contribution Low SES	Review of Personalised Learning Pathways with updated implementation and participation of stakeholders. Mentoring and learning adjustments
English language proficiency	\$187 000 1.8 FTE EALD Positions \$50 000 School Self Funded 0.5	Continued a program of professional development for EALD teachers Continued developing individual classroom teacher skills in the use of EAL/D pedagogy Built a bank of KLA units of work across all Key Learning Areas with a language development focus Continued to develop all teachers' skills in assessing student progress against a number of measures including the ESL Scales and EALD Progression. Additional EALD Resources – Leadership and Advocacy
Low level adjustment for disability	\$187 000 1.8 FTE LaST Positions \$50 000 School Funded 1.0 SLSO	A well trained and deployed team of experienced SLSOs. Learning Sprints
Quality Teaching, Successful Students (QTSS)	\$128 000 FTE Mentoring Position – Shared	Teacher Mentoring P–6 Targeted PDP Support
Socio–economic background	\$760 000 – Inclusive of \$160 000 TPL \$ 80 000 Resources Lit/Num \$150 000 ICT Support \$50 000 Creativity Support \$250 000 CLOs, SLSOs, SACC Facilitator \$70 000 Speech and OT	Literacy and Numeracy Support Access to Content experts Targeted Expertise around General Capabilities Rich Engagement and Resourcing Formative Assessment Focus Parental Partnerships Learning Adjustments
Support for beginning teachers	\$88 000 Professional Learning Release \$12 000 Resources	Accreditation mentoring with tailored support focussed on Classroom Capacity. Strong Smart Initiative with those not on a dedicated class.
Targeted student support for refugees and new arrivals	\$60 000 Combined Support from Teachers/SLSOs	This funding is consistently retrospective. We had 12 students of refugee and or New Arrival Status throughout the year. Focused, adjustments were made for each child with small group, specialised support deployed all year for these students.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	348	360	363	373
Girls	300	304	316	341

School numbers remained fairly stable throughout the 2018 academic year. Overall numbers hovered around 710–740 students inclusive of 80 part time preschool students. We project a stable year in 2019 with a slight rise in newly arrived families, particularly refugees from the Middle East. Lansvale PS numbers will continue to climb slightly due to in–area students from the western end of Longfield Street no longer being allowed elsewhere as out of area enrolments.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.9	92.7	93.3	91.5
1	93.4	92.7	93.3	92
2	93.7	94.7	93.5	92.8
3	95.1	93.2	95.6	93.3
4	94.4	94.9	94.6	94.8
5	93.8	94.3	94.9	94
6	94.4	93.7	94.8	94.8
All Years	93.7	93.7	94.3	93.2
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

Overall attendance data at Lansvale Public School remains relatively pleasing. A targeted response for a small number of students who fall well below acceptable attendance rates will continue in 2019. As

will a relentless focus on an again small number of students who are regularly late for school and those seeking exemptions for overseas trips.

Class sizes

Class	Total
KV	19
KB	19
KS	19
KL	17
KJ	19
KG	18
1F	22
1R	21
1P	22
1L	22
1K	22
2V	23
2D	23
2C	24
2B	24
3/4L	31
3P	30
3H	30
3/4M	31
4G	30
4SO	31
5/6N	29
5/6M	31
5/6T	30
5/6L	27
5/6S	27
5/6H	30
5/6R	30

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.85
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	6.67
Other Positions	3.6

*Full Time Equivalent

We have one member of staff that identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	66

Professional learning and teacher accreditation

Six classroom teachers accredited by the NSW Teacher Education Standards Authority (NESA) at proficient. Two commenced work on their accreditation at Higher levels in 2018/19. The vast majority of teachers now enter the profession with either a four year degree course or Masters equivalent.

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	1,163,146
Revenue	8,121,849
Appropriation	7,741,861
Sale of Goods and Services	89,983
Grants and Contributions	276,238
Gain and Loss	0
Other Revenue	2,500
Investment Income	11,267
Expenses	-7,896,418
Recurrent Expenses	-7,896,418
Employee Related	-6,906,241
Operating Expenses	-990,176
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	225,431
Balance Carried Forward	1,388,577

- Lansvale Public School is a wonderfully resourced school that has managed its overall financial commitments with due diligence and appropriate financial responsibility. The finance committee meet twice per term and are made up of the Principal, two Deputy Principals, Instructional Leader and School Administrative Manager. Accrual financial accounting is monitored, reviewed and gazetted during these meetings. Budgets are formulated by the school leadership team and acquitted by the SAM, Principal and Senior Executive. The P&C are updated on financial matters at each meeting and are given ample opportunities to contribute to decision making around major expenditure. Annual funding is committed against equity loadings as derived by the NSW Government and always spent in keeping with these priorities.

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	4,739,163
Base Per Capita	135,165
Base Location	0
Other Base	4,603,998
Equity Total	1,281,703
Equity Aboriginal	3,429
Equity Socio economic	766,609
Equity Language	225,986
Equity Disability	285,679
Targeted Total	63,436
Other Total	1,341,079
Grand Total	7,425,381

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

School-based assessment

2018 has been a wonderful year indeed at Lansvale Public School. We have again shone as a school in the arts, sport, public speaking and citizenship! Some of the highlighted achievements for 2018 include:

***The Preschool Team** were recognised as Excellent in a very important ACEQA ceremony this February. This recognition places them in the top 40 of 15 000 plus registered preschools throughout Australia, at this time.

*The school again took deliberate and decisive action to ensure that the quality of our teaching staff is exemplary. We did this by investing in teacher professional learning at unprecedented levels and the dividends have been strong.

*Eleven students were successful in achieving places in **Selective High** placements for 2019; Congratulations *Jordan, Celine, Karina, Alvin, Richard, Maria, Sarah, Caroline, William, Chloe and Tim* were all offered positions inclusive of *Hurlstone, Sefton, Prairievale, Moorebank and Bonnyrigg High Schools*.

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We were Runners Up in Junior Soccer, Touch Footy.

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.

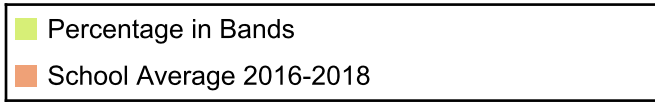
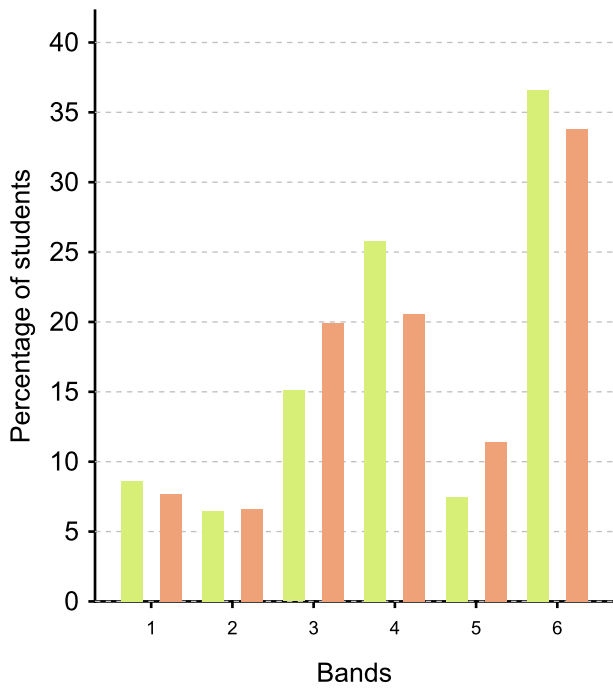
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

Literacy Highlights include :-

- **50% of Year 3 students** performing in the **Top 2 Bands in Reading**. This is close to the school's best Yr 3 Reading ever.
- **76% of Year 5 students** performing in the **Top Three Bands in Spelling is quite an extraordinary result**. These spelling results are evident on overall progress around spelling as immersed in student writing.
- **Lansvale Public School continues to feature in ACARA's list of High Value Added Schools**. The improvement in results between Year 3 and Year 5 is nearly twice the national rate. (2016–2018)

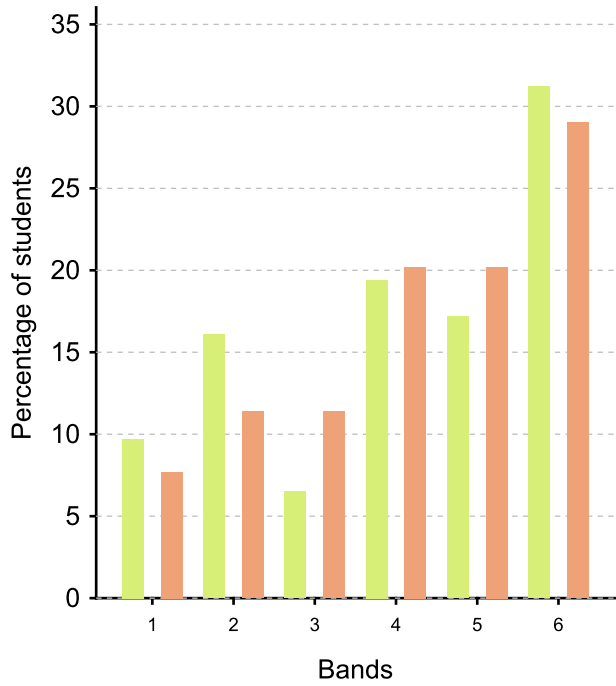
Percentage in bands:
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	8.6	6.5	15.1	25.8	7.5	36.6
School avg 2016-2018	7.7	6.6	19.9	20.6	11.4	33.8

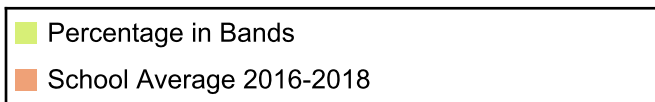
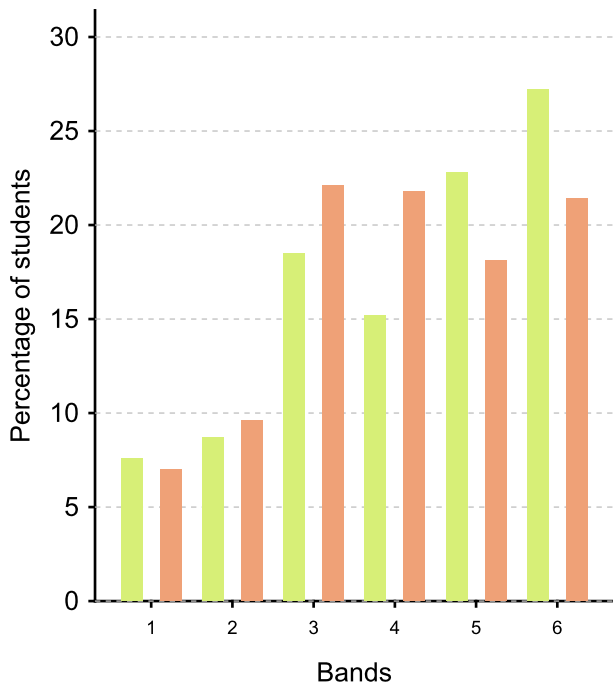
Band	1	2	3	4	5	6
Percentage of students	7.6	8.7	18.5	15.2	22.8	27.2
School avg 2016-2018	7	9.6	22.1	21.8	18.1	21.4

Percentage in bands:
Year 3 Spelling

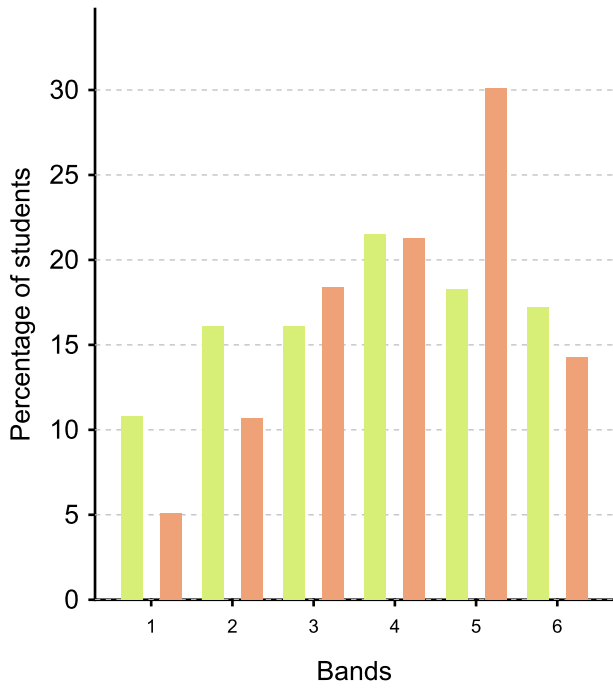


Band	1	2	3	4	5	6
Percentage of students	9.7	16.1	6.5	19.4	17.2	31.2
School avg 2016-2018	7.7	11.4	11.4	20.2	20.2	29

Percentage in bands:
Year 3 Reading



**Percentage in bands:
Year 3 Writing**

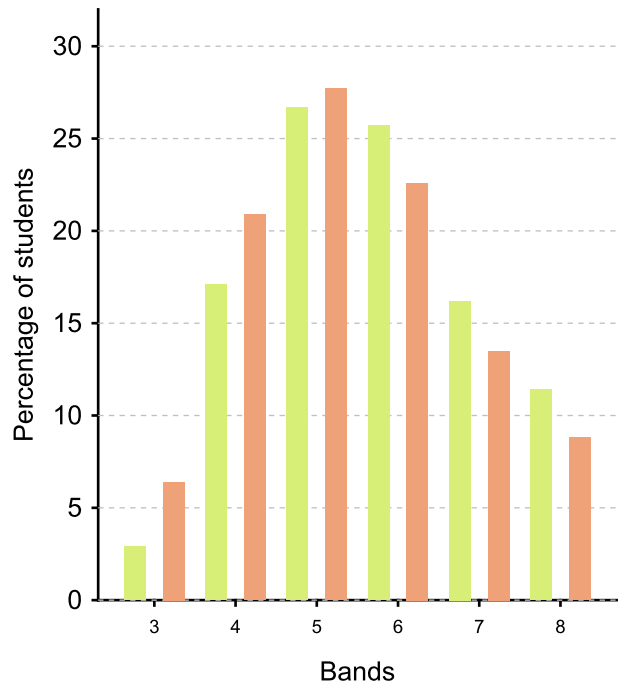


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	10.8	16.1	16.1	21.5	18.3	17.2
School avg 2016-2018	5.1	10.7	18.4	21.3	30.1	14.3

Band	3	4	5	6	7	8
Percentage of students	6.7	12.4	19.0	35.2	12.4	14.3
School avg 2016-2018	9.1	19.5	22.5	25.8	11.1	12.1

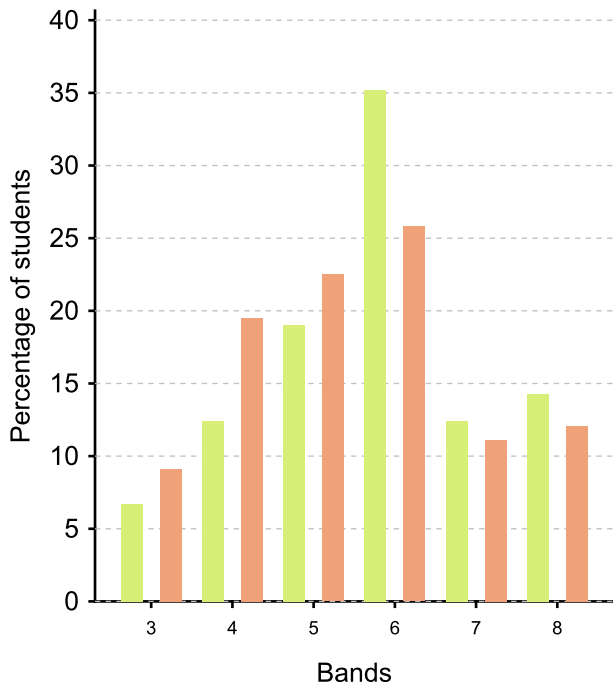
**Percentage in bands:
Year 5 Reading**



■ Percentage in Bands
■ School Average 2016-2018

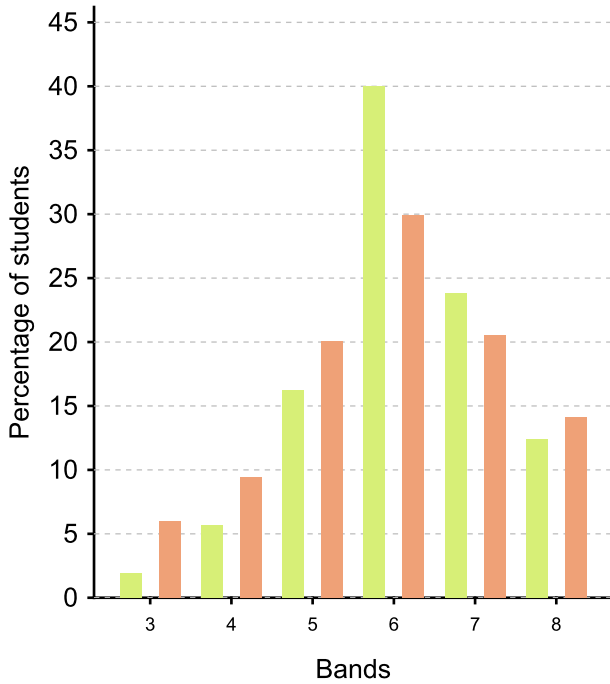
Band	3	4	5	6	7	8
Percentage of students	2.9	17.1	26.7	25.7	16.2	11.4
School avg 2016-2018	9.1	19.5	22.5	25.8	11.1	12.1

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



■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	7.7	9.6	36.5	34.6	8.7	2.9
School avg 2016-2018	8.4	12.5	35	30.3	11.1	2.7

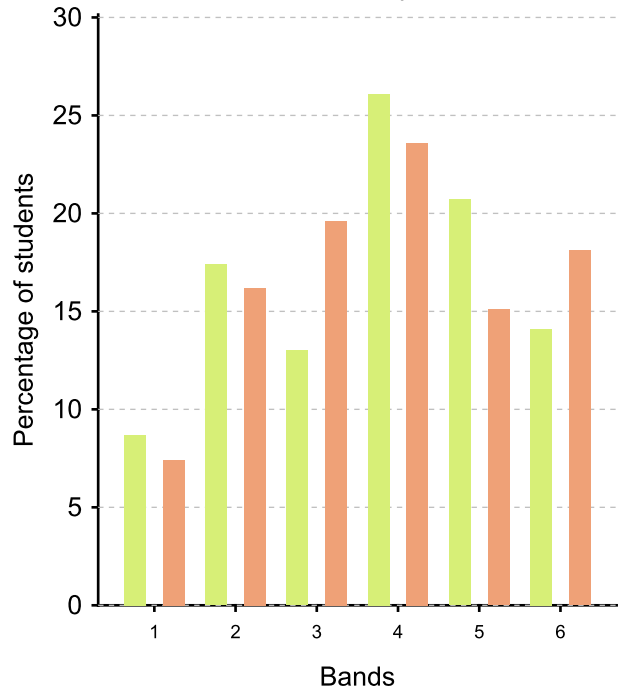
Numeracy Highlights include :-

- **60% of Year 3 students** performing in the **Top Three Bands** of performance in **Numeracy in tribute to work done across numeracy in the early years.**
- **54% of Year 5 students performing in the Top Three Bands in Numeracy** is incredibly encouraging in maintaining this learning momentum.
- **Lansvale Public School continues to feature in ACARA's list of High Value Added Schools. The improvement in results between Year 3 and Year 5 is nearly twice the national rate. (2016-2018)**

■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.9	5.7	16.2	40.0	23.8	12.4
School avg 2016-2018	6	9.4	20.1	29.9	20.5	14.1

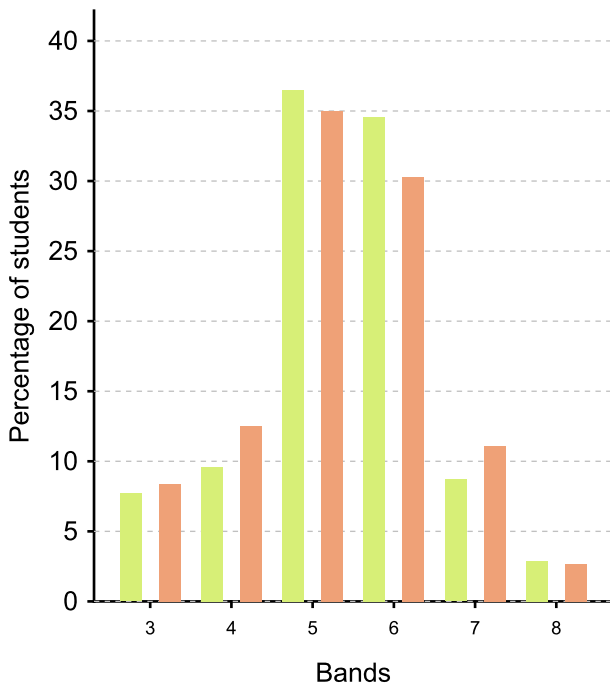
Percentage in bands:
Year 3 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

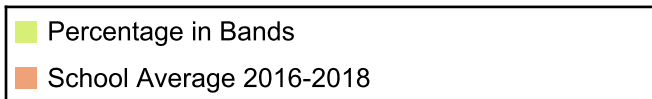
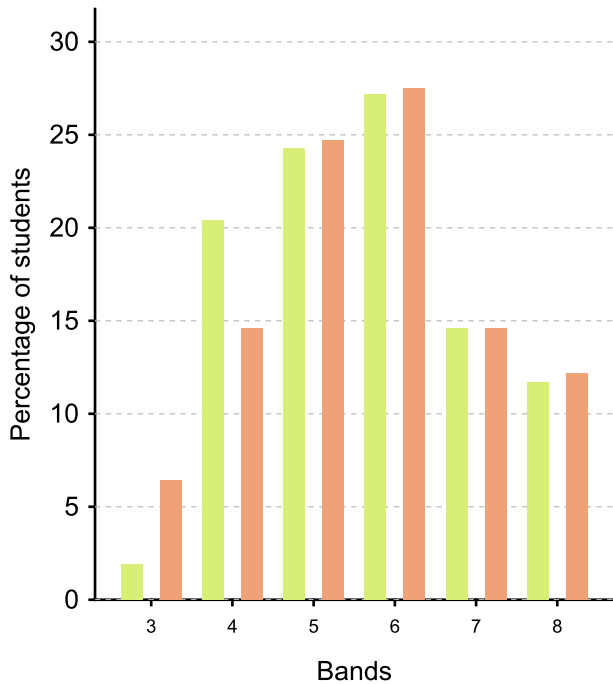
Band	1	2	3	4	5	6
Percentage of students	8.7	17.4	13.0	26.1	20.7	14.1
School avg 2016-2018	7.4	16.2	19.6	23.6	15.1	18.1

Percentage in bands:
Year 5 Writing



■ Percentage in Bands
■ School Average 2016-2018

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	1.9	20.4	24.3	27.2	14.6	11.7
School avg 2016-2018	6.4	14.6	24.7	27.5	14.6	12.2

These results represent an overall increase of just over 7% since 2015.

Aboriginal Students – Increasing the number of Aboriginal students performing in the top two bands by 30%

We have eight students who identify as Aboriginal P-6 and these are insufficient numbers to provide reliable data contributing to this target.

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.

State Reporting Requirements

Top Performers – Increase the number of students in the top two bands of NAPLAN by 8% by 2019

The premiers target for performance in Numeracy – Year 3 in the top two bands of performance is **35% and 34.78%** of students at Lansvale Public school achieved results in these bands.

The premiers target for performance in Literacy Year 3 in the top two bands of performance is **35% and 50.00%** of students at Lansvale Public school achieved results in these bands.

The premiers target for performance in Numeracy Year 5 in the top two bands of performance is **35% and 26.21%** of students at Lansvale Public school achieved results in these bands.

The premiers target for performance in Literacy Year 3 in the top two bands of performance is **35% and 27.62%** of students at Lansvale Public school achieved results in these bands.

Parent/caregiver, student, teacher satisfaction

Lansvale Public School is proud to have rigorous and authentic links with our parents/carers, as well as the broader school learning community. We recognise and value the importance of student, parent and teacher feedback as a crucial aspect of school improvement and the pathway to school excellence. The school elicits feedback through both qualitative and quantitative measures to assess aspects such as school climate, student learning experiences, connectedness, curriculum implementation and positive relationships. The data that we collected was invaluable in understanding and responding to our community's ideas about the way forward for continuous improvement in our school. Lansvale Public School is held in high esteem by its students, parents and the local community. There is a strong sense of community across the school, and the students and parents/carers report that staff are committed, passionate, professional and caring.

The community appreciated and highly valued the wide range of extracurricular activities that are provided by the staff, with 20 different extracurricular opportunities provided throughout each school term.

Parents/Carers

Overall, parent/carer participation remains high, and this is evidenced through all staff members continuously developing authentic positive relationships with parents/carers, as well as through the following:

- An average of 40–50 parents attend the school's bi-termly P&C meetings
- An average of 20–25 parents attend the school's fortnightly whole school assemblies
- High numbers of parent/carer, grandparent and community attendance at whole school special events, such as Harmony Day, NAIDOC Week celebrations, Grandparents Day, Education Week/Open Day, Fathers Day breakfast and Mothers Day breakfasts which saw incredibly healthy participation rates by families P–6.
- The school's newsletter is being delivered to all families fortnightly in a hard copy and to the broader community via our website also.
- Parent/carer and community engagement in our social media presence on Facebook and Twitter, as well as through the Seesaw app
- Our electronic sign and message board at the front of the school, which regularly displays messages about current events and school achievements, as well as parent/carer reminders
- The Schoolapp we utilise is very well subscribed and sends alerts and communication about upcoming events such as excursions, incursions and parent forums.

A consistent and committed groups of parents meet on Tuesdays, Wednesdays and Friday's to run a Playgroup for their toddlers and preschool aged children.. A majority of parents/carers feel welcome at our school and believe that they are well informed

about their children's schooling. Parents stated that they can easily speak with their child's teachers at both formal and informal meetings and interviews.. Parents value our recognition of student behaviour and wellbeing. Families with children requiring additional wellbeing support are communicated with at need. each Stage Supervisor co-ordinates parent meetings at need to facilitate screening and personalised learning pathways for nearly 250 students across the school from P–6. Parents believe that our school has strong supports in place for positive behaviour and in-class student engagement, and feel that their students are safe at our school. We will continue to build our relationships with parents/carers and community members during 2019 through continuing our online social media presence, welcoming parents/carers and community members to more whole school special events, as well as investigating strategies to enhance the scope for parents/carers and community members to become more involved in school life and classroom experiences. A review of the suite of communication practices used at LPS will occur throughout 2019.

Qualitative data was also collected, seeking feedback from parents/carers about what areas they feel the school does well in and what important issues need to be addressed. The collated data indicated the following:

- Communication and positive school environment – quotes included: "All children are treated with respect and their achievements are celebrated", "Our teachers work so hard and they are becoming teaching experts thanks to our Instructional Leaders and Senior Staff", "The children are so confident and happy – they are so articulate because the teachers challenge them"
- Students' schooling experiences – quotes included: "The school is a great place to come to learn. There are so many different programs that will lead to my child developing as a whole person!" "Kids are expected to do their own personal best and the school's reporting processes tell us exactly how they are performing!"
- Addressing learning needs – quotes included: "(The school is) taking care of the special needs of the children", "(The school is) attending to children who need that extra help in the classroom."

The main issues that parents/carers identified as needing to be addressed were:

- A continued emphasis on higher level performance in literacy and numeracy and ICT
- Improved student resilience programs and supporting the mental health needs of vulnerable students
- More opportunities for student leadership
- Modernising the curriculum – coding, critical and creative thinking, problem solving skills

Students

In 2018, the students in the Student Representative Council were surveyed. The survey showed that students at Lansvale Public School value their schooling outcomes and have a strong understanding of how their education impacts their future. The majority of students believed that their behaviour is sound and

that they are able to focus on extending themselves in learning due to classroom environments being clam and focussed. Our students indicated that they try hard to succeed in their learning and the majority of students indicated that they are interested and motivated in their learning.

In regards to drivers of student outcomes, students reported they are appropriately challenged by their teachers and that classroom learning experiences are preparing them for a changing, contemporary world. Students also reported that they find classroom instruction engaging and motivating. They stated that they feel supported and consistently encouraged at school and that their teachers are responsive to their needs and have high expectations of them to succeed.

Nearly one third of students P-6 were represented at the highest PBL award level for behaviour (Diamond Level) and or achieved the yearly target for focussed learning recognition (4 Legend Awards – representing 20 individual classroom based Learner Awards).

Teachers

Teachers reported that they celebrate that the school is a very high functioning workplace. Teachers reflect impressive connection with purpose in their daily work and recognise their contribution towards the schools' success as identified by CESE. (NSW Centre for Educational Statistics and Evaluation) The School had a Case Study – Lansvale Public School – Creating a Culture of Excellence, published during 2018 highlighting exceptional educational practices contributing towards high value added student results.

As part of our school culture review in 2018, teachers were surveyed by our Critical Friend Sam Saad and a representative group of colleagues who undertook a rigorous analysis of the way we work and perceive school culture. This group met several times each term and presented data, feedback and maintained a dialogue with all staff members about our combined efforts in creating the most positive school culture possible at Lansvale Public School. Implications for action were shared at Staff Development Days and a combined conference with school leaders was co-designed in December/January. Overall results of this work see nearly 75% of teachers commenting that our school is characterised by productive dialogue and debate about organisational strategies and goals are nurtured and that communication is multidirectional. Furthermore, 70% of staff indicated that school culture is characterised by strong sense of personal and shared responsibility for the strategies and goals of the school. 80% of staff state that strategies, time, money and professional development are aligned in service of improving teaching and learning. Similar numbers of teachers state confidently that educators collectively solve problems that inhibit effective teaching and learning. Over 90% of teachers agree that there is a clear focus on instructional improvement and there are well defined strategies for improving teaching and learning.

A very thorough position paper was designed following

this school culture review that contained ten recommendations to build on and improve our school culture over the following three years. Strong feedback was given around priority being established around the following:–

*Positive two way working relationships being valued, reviewed and refined via a check in strategy as deployed by the school leadership team soundly focussed on teacher wellbeing. Every teacher should be known, cared for and valued.

*Deep Collaboration is a work in progress at Lansvale Public School. There must be clear and shared expectations around the nature and dividends of collaboration right across our school learning community.

*Acknowledgement is vital for teachers in order to build momentum and success around teaching and learning. We will focus on timely acknowledgement of all teachers in order to build on our culture of success. We acknowledge that our approach to acknowledging success will need to be differentiated for individuals and in keeping with the impact of the successful practice.

At the end of the year, all teachers also engaged in a focused conversation with their supervisor to reflect on the achievement of their PDP goals, how they contributed to the whole school vision, opportunities for further development and their future aspirations. Collated, qualitative data indicated:

- There is no doubt of your focus on continuous improvement at Lansvale Public School. You are directly engaged with the daily life of teachers, encouraging and challenging them in their work. You set high expectations based on the premise that every student is entitled to a high quality education regardless of disadvantage or challenge. Your willingness to be a visible leader continues to position you well allowing you to build strong trusting relationships.
- *"You have invoked this goal with amazing due diligence. You are so much more professionally courageous in 2018. You have always been one of the last ones to speak in Creativity or amongst the exec yet someone with amazing clout and clarity when expressing a professional point of view. I now see that in private and during public discourse you can provoke the group to think deeply about our culture of expectations and whether an action or debate will go about productively working towards a stated aspiration."*
- I know that your team took on the wonderful support from our Instructional Leaders, Jann Farmer Hailey, you as their AP and each other in negotiating the ACARA Learning Progressions. They realise that Syllabus will always be the champion but the Progressions should enable a crisp Learning Profile of each student in a holistic fashion. They seem to be aware that this should enhance explicit teaching and appropriate adjustments for personalised learning. The learning stories that we published and celebrated throughout the year and were the basis of reports are strong indicators of success here. I am proud

that we have "gone slow to go far" with this work and have demanded that the system perfect PLAN 2 before they disseminate it across the state. Your own teaching program was also very thorough and adaptive in its intent and consistent with refined progression descriptors.

- *"The work you have co-lead here has led to a dramatic improvement in teacher confidence in Numeracy. I am seeing far greater expertise in catering for the four mathematical proficiencies. I am seeing all teachers embracing mathematical mindsets through number talks and investigations. Watching Stage Representatives share their successes in a recent whole school sharing meeting was profound for me, as I believe the BNL and Numeracy team have set up considerable representative expertise and these teachers are enabling hotspots of best practice across our school. You received very strong feedback from all staff K-6 recently to say that Engagement in Numeracy is significantly improved because all teachers feel more prepared to link maths with the real world."*



Multicultural and anti-racism education

Multicultural ED – ARCO

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO for Lansvale Public School in 2018 was Kim Vo with two reported incidents of racism by individual students. After investigation each incident resulted in a meeting with parents/carers and the children conferenced over plans for successful conflict resolution in the future. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of demonstrating respect, being a problem solver, being safe and being a learner help to support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony. No incidents of parental racism were detected in 2018.



Policy requirements

Aboriginal education

Lansvale Public School has a small but important number of indigenous students. All students have active and explicit Personalised Learning Pathway plans that are co-written, included in teacher programs and reviewed with parents and caregivers. We are committed to bridging the performance gap for Aboriginal Students and weave Aboriginal histories across all aspects of the curriculum.

Very successful NAIDOC Day and Reconciliation Week programs were delivered in 2018 P-6 and these were designed to catalyse greater partnerships in Aboriginal Education across our learning community.

Kim Vo EALD specialist, Julia Readett Stage One Teacher and Mathew Halloran are a small but sound team of teacher advocates in this space. They regularly attend the Fairfield AECG meetings and coordinate support for our Aboriginal students. Plans are underway for our school to undertake significant training via the Stronger Smarter program in 2019.

Other school programs

Instructional Leadership

Our school continues to be a part of the 'Early Action for Success Phase 2' initiative. Our school is in its second year of this phase and the development of teacher capacity continues to grow. Monica Cheung was appointed as Instructional Leader of Literacy in 2018 and Joanne Brendish continued in her role as Instructional Leader of Numeracy. The Instructional Leaders worked directly with teachers to build student and teacher capacity in the area of Literacy and Numeracy as well as implementing school based planning decisions as outlined in the School Plan.

Parent Forums

Once a term, parents were invited to participate in a parent workshop with a focus on understanding Literacy and Numeracy and how to work in partnership with the school to provide support at home. The workshops were designed based on feedback from parents in regards to students learning needs at home.

In 2018, the workshops had the following focus;

*The importance of talk in Literacy and Numeracy,

*Provoking student thinking/deepening conceptual understanding,

*Mindsets in Literacy and Numeracy and how that impacts on student performance,

*Preparing your child for starting school in Literacy and Numeracy.

The workshops included a short presentation by the Instructional Leaders and then parents moved off into small groups to investigate the forum focus through hands on activities. Parents commented that the hands on approach was engaging and that this was the preferred method of learning for the community. Parents were also provided with resources to take home to enable them to explore the forum focus with their children.

Language, Literacy and Learning

During 2018, Early Stage One and Stage One teachers successfully completed professional learning in the intervention program Language, Learning and Literacy (L3). This included workshops, demonstration lessons, supervised practice and in-class support. The program aims to ensure all students are on track in their literacy learning. Students received explicit instructions in reading and writing lessons in small groups, designed to meet their specific learning needs. They also engaged in short periods of independent, individual or group tasks to practice and consolidate their literacy learning. This occurs in the classroom within the daily literacy session.

Building Numeracy Leadership

This year was Lansvale Public School's second year of engaging in the 'Building Numeracy Leadership' project. During 2017, the project team of Miss Prescilla Jlalaty, Miss Ellyn Breuer and Ms Joanne Brendish enabled teachers to implement new ways of teaching Mathematics at Lansvale. This included the introduction of Number Talks, Mathematical Investigations and Maths Roaming. In 2018, it was the team's responsibility to continue to work with teachers to refine their practices in these areas. Teachers engaged in lesson studies, co-planning, co-teaching and co-reflecting to continue to consolidate new learnings from 2017 and build on their understandings of teaching Numeracy. In particular, there was a focus on quality talk in Number Talks. Teachers recorded Number Talks and analysed these recordings to understand the amount of teacher talk vs student talk that was happening and set goals to improve the level of student talk happening. Number Talks have now become student driven and much more of a 'basketball match' rather than a game of 'tennis.'

PlaySafe Club' Initiative

In 2018, the 'PlaySafe Club' initiative was designed and implemented to meet the identified need of the school

to develop students' social awareness and improve their learning in order to successfully engage with teaching pedagogies that are implemented at Lansvale Public School. It was imperative for students to be exposed to and explicitly learn the social skills necessary to engage in rich learning tasks to have success in their learning and be good citizens of society. Through the 'PlaySafe Club', students became confident and respectful learners which ultimately increased their engagement in the classroom.

A targeted group of students were selected to participate in the 'PlaySafe Club' initiative where students engaged in three lunch time sessions a week learning and practising crucial social skills such as turn taking, communicating, sharing and teamwork. Data collection from students' and teachers' evaluations demonstrated great success where 50% of students returned to the playground, within one semester, without any incident reports. In two terms, 90% of students demonstrated an increase in their confidence with peers, greater communication skills and higher engagement in the classroom. Students at Lansvale Public School are getting the best start in life and "every student is known, valued and cared for in our school" (Department of Education, Strategic Plan, 2018 – 2022).

Multicultural Day

The many cultures of Lansvale Public School came together to celebrate our diversity on the 6th of November 2018. We started the day with a fantastic assembly, showcasing the wonderful talents from some of our cultural groups. Dedicated Vietnamese dancers, energetic Khmer stick dancing, the thumping beats of the Chinese drums and vivid South American routines wowed the audience. The Year 10 Music group from Cabramatta High School shared their incredible voices. Led by Whitney Tavui Leota from Cabramatta High School, our Pacific Island students put on an incredible show featuring lava lavas and lots of energy from students and crowd alike! We honoured our Indigenous students through a Dreamtime Story narrated by Wiradjuri Senior student Aaliya Farre. After our assembly, students engaged in a series of cultural rotations featuring cooking demonstrations, dance workshops, arts, crafts and sports, all directed by our wonderful parents and families who were so generous to share their time and culture with our students. Amongst all the colourful costumes and delicious food, our Multicultural Day offered students a window into the diversity of their world and a chance to learn about the difference that surrounds them. Behind all the magic was the Multicultural Day committee who worked tirelessly to engage with the community and ensure the day ran smoothly. Thank you especially to our Community Liaison Teachers for ensuring amazing parent engagement.

Debating

Debating, as an extracurricular activity at Lansvale Public School, provided students the opportunity to develop their speaking and listening skills. Debating coaches have assisted students to compose their speeches with elements such as emotive language,

rhetorical questions and research to ensure the arguments are strong and persuasive. Together, students practised their rebuttal skills and became independent and critical thinkers who are responsive to ideas presented to them. In Debating, students used their interaction skills when discussing and presenting ideas and information. Students in the Debating team included Bri Nguyen, Audrey Nguyen, Chloe Lam, Angela Lam, Sarah McGlynn and Shanaya Chand. The students have appropriately selected body language, voice qualities and language features to convince their audience of a point of view.

The Lansvale Debating team is a part of the Fairfield District Debating competition allowing students to compete against over eight teams in the district. Topics range from social humanities, environmental sustainability and modern technology issues. In 2018, the Debating team experienced great success as participants of the Grand Final debate.

Student Reporting

2018 saw the next step forward in our whole school reporting journey being more descriptive and helpful for both our parent community and our students. We extended beyond 50% of our classes into 100% completing the new reporting platform in Semester 2. There has been an identifiable shift in the overall general comment with much more information about the whole child in the form of 'learning stories' taken from excellent examples from our preschool colleagues. We were able to survey a number of our reluctant families through our office translation skills who were able to call a number of families to seek feedback. There was consistent language around now knowing what their child was learning. We had another 9% increase in report translation requests supporting the school's decision to transition our reports to a more community friendly format.

Ab ED

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Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is an evidence based whole school process that helps improve learning outcomes for all students and builds a positive learning environment for all students, staff and the community. Staff continue to receive ongoing training and are consistently up-skilled in how to implement **PROUD** (Proud, Respectful, Organised, Understanding and Determined) behaviour expectations in the classroom and outside on the playground. The PBL committee meet regularly to identify fortnightly focuses, collect data and discuss any concerns that may arise. Each fortnight a new focus is addressed to remind students of the behaviour expectations in areas around the school. Focuses are addressed at our assemblies, within classrooms and school newsletters. Students are awarded with green **PROUD** tokens when they demonstrate positive behaviour in the classroom and outside on the playground. Once students are awarded with green tokens they display them on their appropriate charts, starting with Bronze (30 tokens), Silver (60 tokens), Gold (90 tokens) and Diamond (120 tokens). When students complete their charts they are presented with an award at their assembly being congratulated and recognised by their peers, staff and parents. This year our PBL coach Jenny has visited our school on numerous occasions to provide whole school feedback, direction and data so that the committee and staff continue to reflect and refine our practices. At the end of 2018, the Diamond Party celebration saw 62 students attend with our mascot Lenny the Lion, Mr Diamond, Mrs Lu and Miss Breuer. Students engaged in a pizza and movie party to celebrate their achievements. PBL will continue to equip students with valuable personal and social skills for life.

Creative Arts Gillawarna Performing Arts Festival

2018 provided a number of opportunities for students to enrich their learning opportunities through their skills, talents, passions and potential in the performing arts. Students diligently rehearsed after school once a week from the start of Term 1 and practiced during after school, lunch and recess time to actively participate in 2 performing arts festivals including the Gillawarna Performing Arts Festival at Bankstown Sports Club and Lansvale Public Schools Concert at Marconi Club. Lansvale Public school had 4 dance groups, Mini dance (Stage 1 with Mrs Sharon Geadah and Miss Natasha Tjam), Junior dance (Stage 2 with Mrs Mallios and Miss Tu), Senior dance (Stage 3 with Ms Fallon and Miss Tankhounthavong) and Boys Hip Hop (Stage 2 & 3 with Miss Laughlin and Mr Russo). In addition, they also had a Primary Choir (with Mrs Nicole Ristev, Miss Hoang and Miss Vasilevska), who also attended the Gillawarna Performing Arts Festivals and Lansvale Public Schools Concert. Infants Choir (with Miss Readett and Mrs Allen) and Drama Club (with Miss Hoang and Miss Vasilevska) provided more opportunities for students to display their talents. These initiatives have provided students with the chance to apply skills, knowledge, techniques and processes to express themselves creatively. Students, parents and teachers have reflected and have seen an increase in students' confidence, engagement, motivation, school spirit, gross motor and rhythm skills. We are all looking forward to the wonderful opportunities in 2019.

Student voice and leadership continue to be valued at Lansvale Public School and there were many leadership activities throughout 2018 that students, and especially our senior students, were encouraged to participate in.

Student Representative Council – School Leaders

Our school leaders of Chloe Lam, Maria Ma, Angela Lam, Tevin Chhuo and Jordan Chan ably lead the SRC throughout 2018. Our leaders were elected after a democratic process of being nominated by their peers, presenting speeches that focused on their leadership qualities and culminated at the end of 2017 with their election. Our leaders were presented with their badges at our Presentation Day assembly. The leaders combined with 2 elected representatives from each primary class to form the SRC.

The school leaders represented our school proudly at a variety of occasions including Halogen Young Leader's Day at the convention centre in Darling Harbour, White Ribbon Day in Cabramatta and by hosting numerous assemblies throughout the year. Their growth in confidence and pride in themselves as leaders of Lansvale Public School was wonderful to witness.

The SRC met regularly throughout the year to voice their ideas about initiatives that could be implemented throughout the year. Much of the discussion led to a focus of instigating several projects throughout the year that supported the school focus on sustainability. They successfully instigated recycling of plastic bottles through the use of special bins and the installation in 2019 of two water bottle refilling stations. They generated ideas for Fun Day and also for the water slide for Principal's Legend Day celebration. Another successful event was a teacher versus student basketball day with all funds raised going to support a deserving family in the school.

Opportunities for leadership extend beyond the SRC. Sports Captains enthusiastically lead their sporting houses of Bradman, Cuthbert, Laver and Fraser at various carnivals throughout the year. Our Year 6 students participated in a leadership development day at Wooglemai at the beginning of 2018. Stage 3 were excellent in their role as Peer Support leaders and co-leaders, leading lessons for our younger students that were based on Lansvale's PROUD behaviours. The growth in the student's confidence, organisation and communication skills allowed the Stage 3 students to act as positive mentors and establish friendships with younger students in the school. Lansvale Public School values leadership development and is proactive in providing opportunities for students to develop their leadership skills in a supportive school environment.

EARLY LEARNING

Best Start

Best Start is an assessment and teaching tool that allows Kindergarten teachers to assess the knowledge and skills that children have in Literacy and Numeracy prior to their entry into formal schooling. The assessment provides teachers across New South

Wales with a common set of high quality assessment that teachers use to drive future teaching practices. Students' progress is continually assessed and monitored using the PLAN2 software. The abundance of information gathered enables the establishment of explicit Literacy and Numeracy programs that cater for all students and allows for a differentiated teaching program to help each individual student to move successfully along the continuum.

Kindergarten Orientation and Transition

The Kindergarten Orientation's and transition sessions were held in Term 4. The aim of the session was to establish positive and collaborative relationships between the school and the community, ensuring a smooth transition into Lansvale Public School for all students. The day involved Kindergarten 2019 students taking part in a series of purposeful activities in classrooms with Kindergarten teachers. Parents were welcomed and given an orientation that featured an overview of the school and its expectations regarding behaviour, attendance, uniform and homework. There was a strong focus on educating the parents in the community about the English and Mathematics quality practices and programs at Lansvale Public School. The parents were able to engage in workshops run by the current Kindergarten teachers and see first-hand what they looked like through classroom visits. A number of our Kindergarten 2017 parents and P&C members were there to assist and provide parents with additional support and advice.

In addition to this, we ran regular integrated transitions with Lansvale Public School's Preschool. The children were in Kindergarten classrooms fortnightly, building relationships with both the staff and other children. They were immersed in the daily routines of Kindergarten and the lessons were differentiated to meet current pre-school children's needs.

These programs resulted in a solid foundation for an ongoing relationship between parents, students and the school community. Many parents commented that they welcomed the opportunity to meet other parents and share their concerns, thoughts and feelings. All children attending the program were given a 'Ready for School' pack that included resources to develop fine motor skills and activities parents can use at home to help transition children to school.

Sport

Lansvale had a magnificent year! We were PSSA grand final winners in Rugby League, Junior Netball and Boys T-Ball

We were Runners Up in Junior Soccer, Touch Footy.

LPS sent huge teams of talented athletes to Zone and Regional Carnivals representing the school. This year 5 students attended the Regional Swimming Champs, 10 in Cross Country and 6 in Athletics. For the first time in a number of years a child represented LPS at the State Athletics Carnival at Homebush – Congratulations Aaliyah Farre from 5/6M!

Information and Communication Technology – ICT

Lansvale Public School recognises the importance of Information and Communication Technologies (ICT) and how effective implementation allows students to engage in their learning. We have continued to expand on our Bring Your Own Devices (BYOD) to all Stage 3 classes, 4 stage 2 classes and 1 stage 1 class. This provided students with the opportunities to work collaboratively and engage in learning opportunities which promoted critical and creative thinking skills. These skills are deemed to be critical for our students to be successful and thriving citizens of the future.

Staff were provided with professional learning opportunities throughout the year to gain knowledge around how to authentically integrate technology in teaching and learning programs using various technology tools including Robotics and Coding programs. Minecraft Education licences were purchased for all Stage 2 students to engage in rich learning around recreating different environments to share their knowledge of historical places and times. We were also a part of the first STEMShare Community Pilot which assessed the trial of sharing Science, Technology, Engineering and Maths (STEM) kits and students across the school had the opportunity to investigate online tours using Virtual Reality (VR) and Augmented Reality (AR).

As a result of our effective innovative practices around future focussed pedagogies, we were sought to showcase our practices with Department of Education colleagues from external schools through an Innovation Tour in Term 1 which provided opportunities for our students and teachers to share exemplary practices around using Green screening, Robotics, Curiosity Hour, STEAM, Seesaw and iPads as a tool for learning within the classroom.

Spelling Bee

In 2018, 4 students across Stage 2 and Stage 3 proudly represented Lansvale Public School in the Premier's Spelling Bee. Preparation for the Spelling Bee was a comprehensive learning process that allowed children to learn the definition, pronunciation and roots of the word. We had one student win his Regional finals at William Stimson and progressed to the State Finals at Eugene Goossen's Hall where he competed with competitors from over 20 schools across NSW. This was the first time that Lansvale Public School had a state finalist and we were incredibly proud of his achievement.

Preschool

Lansvale Public School Preschool was officially awarded the Excellent rating by the Australia Children's Education and Care Quality Authority (ACECQA), in 2018. As a result of this recognition, the preschool has continuously hosted many visits from the Deputy Secretary of NSW Department of Education and the CEO of (ACECQA) to several Departmental preschools in NSW who have also visited. Some of these preschools were from Annandale, John Brotchie Nursery School, Five Dock, Orange Grove, Birchgrove,

Kegworth, Koonawarra, Australia St, Camdenville, Canley Heights and Liverpool.

Following up on these visits, some of these Preschools have made significant adjustments to their environment, documentation and planning. As champions of Early Childhood education, Lansvale P.S preschool will continue to inspire, guide, challenge and support our colleagues in achieving best practice.

In 2018, Lansvale Preschool continued to take an active leadership role by sharing our knowledge, expertise and experiences at conferences and workshops. We presented at the Early Childhood Principals conference, showcasing how Practice is shaped by meaningful engagement with families and/or the community. Lansvale Preschool also presented at the Early Childhood Staff Development Day, sharing their knowledge around creativity and technology. In 2018, Lansvale Preschool also hosted Nathan Wallis, who is a world expert in Neural Plasticity and Early Childhood. Over 30 parents and 30 educators (from other schools) attended Nathan's thought provoking presentation. In 2018, one of the preschool educators was awarded the NSW Premier's Teacher Scholarship. She will embark on her study tour to the USA and explore innovative ways of embedding creativity and early childhood pedagogies into the primary context. As advocates for the implementation of laws, policies and practices that ensure high quality early childhood programs, Lansvale Preschool worked alongside Dr Suzanne Vasilevska to create the collection of "Illustrations of Practice". One of the preschool educators was interviewed and filmed around identification, differentiation, transition and grouping at the preschool. This interview will assist other educators with supporting gifted and talented students in their setting. It will also provide a range of materials offered to schools for teacher professional development opportunities.