

2020 Annual Report

Lansvale Public School



5220

Introduction

The Annual Report for 2020 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.

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School vision

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 focused 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

- 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

Overall summary of progress

2020 saw a consolidation of progress against our anticipated outcomes in Engaged Student Learning. We continue to see our students grow in their capacity to perform at their personal best. The longer we have our students the more likely we are to help them outstrip state based expectations of performance. In Year 5 our student performance continues to see our students performing either above or well above students with a similar background in all aspects of literacy and numeracy. Our overall growth data continues to be particularly pleasing on both external and internal measures.

Progress towards achieving improvement measures

Process 1: Inquiry Based Learning

Implement highly integrated, collaboratively designed, inquiry based learning units focusing on the General Capabilities, student engagement and rich real world application. (SOLE, Project Based Learning, Story Path, Design Thinking)

Evaluation	Funds Expended (Resources)
Our teachers continue to become adaptive experts in curriculum and assessment practice. 2020 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, focusing on Inquiry, involving high engagement strategies, collaboration, problem solving and rich culminating tasks.	\$40 000 to extend BNL Training and Reflection P-6 \$20 000 for all teams to participate in Literacy Twilights \$50 000 Literacy Sprints (SLSOs and Improvement Instructors)

Process 2: Curriculum & Pedagogy Leadership

Teachers plan learning experiences that engage and challenge students by prioritising the teaching and learning cycle and personalised learning for all students (transference of skills across KLAs will be a focus).

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>A strong emphasis was building capacity within each stage of teachers and within specialist teams to broaden educational leadership in this vital area.</p> <p>Lansvale Public School recognises the importance of Information and Communication Technologies (ICT) and how effective implementation allows students to engage in their learning. This year, we have Bring Your Own Devices (BYOD) for all our Stage 2 and Stage 3 classes. This provides students with opportunities to work collaboratively and engage in learning opportunities, which promote critical and creative thinking skills. These skills are deemed to be vital for our students to be successful and thriving citizens of the future.</p> <p>Staff were provided with professional learning opportunities throughout the year to gain knowledge to authentically integrate technology in teaching and learning programs using various technology tools including Robotics and Coding programs. Teachers were further supported by Mrs Mai Lu an AP ICT and Miss Fergie Tu ICT & QT Mentor, who was the technology mentor and went into classes to upskill teachers and build their capacity.</p>	<p>\$45 000 ICT Mentoring/AP ICT</p> <p>\$25 000 Applied Learning</p> <p>\$40 000 Devices and Peripherals</p> <p>\$45 000 ICT Contractor</p>

Process 3: Planning for Teaching and Learning Excellence

Teachers create individual student profiles and differentiate their literacy and numeracy instruction through a deep knowledge of syllabus documents and **learning progressions** (with a focus on assessment of, as and for learning).

Evaluation	Funds Expended (Resources)
<p>This year Lansvale Public School has continued its journey in the Language, Learning and Literacy (L3) program across all classes in Early Stage One and Stage One. This program focuses on providing rich literacy experiences to assist all children to become successful readers and writers. It occurs as part of the daily literacy lesson within each K-2 classroom. During the lessons the children are taught in small groups of three to four students. While each group is provided with short, explicit lessons in reading and writing, the rest of the class completes carefully selected activities to extend and consolidate their literacy learning. An important aspect of the program is the ongoing tracking of each child's development of literacy skills. This allows the teacher to provide explicit teaching of concepts to each student to continue their literacy development. This year, 5 teachers successfully completed their first year of L3 training. This required them to attend sixteen 2 and a half-hour professional learning sessions over the year as well as 4 lesson observations by an L3 trainer. In addition to this, 14 teachers successfully completed 2+ years of ongoing professional learning (OPL) which required them to attend four 3-hour learning sessions over the year as well as 2 lesson observations by an L3 trainer.</p>	<p>\$25 000 Jann Farmer Hayley - Coaching and Twilight TPLs</p> <p>\$ 5 000 Leadership TPL - Masterclasses on Literacy</p> <p>\$40 000 BNL - Mathematical Proficiencies... Number Talks and Investigations</p>

Next Steps

2020 evaluation processes of improvement measures contained within the 2018-2020 School Plan indicate that authentic and rigorous work needs to be **undertaken by all in strengthening data informed teaching and whole school planning**. We will need a deep dive into evidenced based practice as it is driven from explicit and focused formative and summative assessment. The inspiration that can be achieved when teachers are challenged to work in collaboration when examining multiple assessment sources of data will be our aim.

Implication 1: Student Growth and Attainment

Areas of focus in SEF:

1. Teaching Domain, Data skills and Use- Data use in Teaching, Data use in planning
2. Learning Domain, Assessment- Summative assessment, Student engagement, Whole school monitoring of student

learning

Implications/Problems of practice:

Using data in teaching will be a focus of Strategic Direction one, ensuring teachers clearly understand and develop the full range of assessment strategies, and use them to determine teaching directions, assess progress and reflect on teaching practice.

We will investigate factors that contribute to the Year 3-5 Numeracy decline in top 2 bands (is there a lack of challenging content for more capable students?). This needs further investigation through a documented analysis of assessment data and Numeracy programs, NAPLAN gap analysis, focus groups with students and interviews with teachers to fully understand problems of practice and investigate the best way forward in relation to best pedagogical practice. Structures need to be reviewed to identify students who need intervention and differentiation within and beyond the classroom.

Students not demonstrating sufficient growth will be identified every 5 weeks (including those students working at higher levels), referred to LaST for a 5-week intensive learning program, provided a PLSP targeting specific needs and monitored for improvement. This will enhance our already impressive Learning Sprints.

Focus Area 1: Increase both the numbers of children achieving growth and achieving in the top two bands of performance in Numeracy and Reading NAPLAN through evidenced based practice, rich assessment and data use.

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.

Improvement Measures

- 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

Progress towards achieving improvement measures

Process 1: Learning Sprints

Designing precise, data driven Learning Sprints responsive to 'point of need' that targets focus group/s of students and maximising student performance.

Evaluation	Funds Expended (Resources)
<p>During 2020, the learning sprint process was consolidated by staff to enable Improvement Instructors and classroom teachers to create targeted teaching and learning in a Tier 2 small group structure in Literacy and Numeracy. Teachers systematically collected and monitored student progress by using PLAN data as one source of collection. The PLAN data as well as teacher observations were analysed, a learning focus was established and particular students were targeted for a tier 2 intervention. Whilst Improvement Instructors assigned to a stage would develop a targeted intervention utilising the sprint process, classroom teachers would also develop their own sprint. Teachers engaged in the sprint with targeted students daily for a period of 1-5 weeks and then results were updated on PLAN 2. The students were then closely monitored to ensure that this new learning was transferred into other aspects of learning.</p> <p>This work has been incredibly valuable when assessing/evaluating the COVID Tuition Program that is so necessary in 2021.</p>	

Process 2: System-Wide Leadership Capacity

Participate in professional learning, mentoring and coaching to build capacity so there is an understanding of, and support for improving leadership within the school community.

Evaluation	Funds Expended (Resources)
<p>In 2020 our Aspiring Leaders continued to be trained in Immunity to Change but as a result of our Leadership Conference in February their leadership projects were targeted to school need in gaining traction in addressing programming, roles and responsibilities and Proposals/Evaluation Processes. The work done in these areas as facilitated by our Critical Friend and</p>	<p>\$20 000 Critical Friend Funding</p> <p>\$40 000 Aspiring Leadership and Executive PL</p>

Progress towards achieving improvement measures

Aspiring Leaders was inspirational and provided wonderful momentum for evaluative processes so essential in creating a rigorous 2020 Situational Analysis.

In 2020, we continued our journey in developing a more community friendly format for reporting. Data was gathered from parents, students and teachers within our Lansvale community identifying a need to enhance our existing reporting design. Surveys were conducted during parent/teacher interviews and with the support of translators where appropriate. After extensive consultation, our model of reporting has evolved, based upon quantifiable data, to better meet community expectations.

The executive team undertook multiple coaching triads (Coach, Coach and Collaborator) around personalised whole school coaching conundrums around staff wellbeing, collaboration and acknowledgement. This fed into performance reviews via LPS Professional Development Processes.

Process 3: Fostering Creativity

Continue to partner the Opera House in the Creative Leadership in Learning Program. Through this rigorous initiative we will unpack the potential of the General Capability of Creativity (CLIL) so that we increase the performance (skills, values, knowledge and disposition) of our students, teachers and community members across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
<p>Creativity PODS were planned by the Creativity Crew for 15 CRT that deeply embed the foundations of the Creative Leadership in Learning methodology in P-6 teaching and learning methodology across KLAs.</p> <p>We subsidise the integration of quality teaching and learning intent through termly shows for each stage of learners at LPS. T1 only due to COVID.</p> <p>Every new member of our school learning community (P&C and staff) were to be exposed to an action research in CLIL (on hold til 2021).</p>	\$15 000 CLIL TPL

Next Steps

Implication 2: Improve teacher practice and effectiveness through refined, evidenced based practice in the delivery of quality teaching and learning.

Areas of focus in SEF:

1. Teaching Domain, Data skills and Use- Data Literacy, Data analysis, Data use in Teaching, Data use in planning
2. Learning Domain, Assessment- Summative assessment, Formative Assessment, Student engagement, Whole school monitoring of student learning
3. Leading Domain, Educational Leadership- Instructional Leadership

Implications/Problems of practice:

Using data in teaching and planning will be a focus of Strategic Direction two, ensuring teachers clearly understand and develop the full range of assessment strategies.

Varied data sources (learning evidence) will be used to determine teacher directions and assess progress so that teachers are continually reflecting on teacher practice. We need specificity around what a quality reading and numeracy lesson looks like and a balanced understanding of modelled, shared, guided and independent approach as well as unpacking the notions of launch, explore and summarise when problem solving.

We also need to provide an opportunity for teachers to collaborate on lesson design and provide feedback through supportive peer observations. Differentiated student learning goals, strong success criteria and learning intentions are essential in every lesson. We will need to become much more acutely aware of the role feedback from students plays in

planning their future learning. Students must know when and why assessment is undertaken across KLAs.

Spirals of Inquiry, co-teaching, coaching and mentoring relationships and lesson studies will be vehicles for driving this significant professional change. Labs where the "importance of assessment and assessing what is important" is our combined adaptive work.

Focus Area 2: Data driven Practice and Whole school assessment practices

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.

Improvement Measures

- 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.

Progress towards achieving improvement measures

Process 1: Communication Excellence

Establishing a high quality communication and school promotion strategy for our broader learning community. Parental Snapshot Architecture inclusive of flipped learning and/or online access (video sessions, platform for feedback & questions) developed, delivered and evaluated in partnership with our proudly multicultural community.

Evaluation	Funds Expended (Resources)
<p>The school was very fortunate indeed that it was so well served by Seesaw and other ICT platforms because we were so well set up for online learning in what became an unprecedented year in terms of the COVID lockdown etc.</p> <p>Whilst other schools explored Google Classrooms and/or delivering lessons via Facebook LPS just leveraged our 90% Seesaw cut through.</p> <p>During the height of Learning from Home the LPS staff expertly delivered seamless teaching and learning through Seesaw with up to 3500 interactions/contacts per day.</p>	<p>\$25 000 SeeSaw Annual Licence for the school P-6</p> <p>\$60 000 ICT Contractor Paraprofessional</p> <p>\$40 000 Community Engagement Team Budget</p> <p>\$60 000 CLOs Vietnamese, Chinese, Khmer and Arabic</p> <p>\$400 Schoolapp</p>

Process 2: Community Hub

The realisation of a vision to create a **Community Hub** in and beyond our classrooms as a link with pivotal agencies supporting the whole child, P-12. Design and delivery of the Sustainability Centre and an Artist in Residence project to add to our many other valuable Community Partnerships.

Evaluation	Funds Expended (Resources)
<p>The Sustainability Team has focused on building capacity for the integration of Sustainability as a perspective across the curriculum. The team was successful in gaining a significant grant to support this aspiration. The school completed a fully integrated Sustainability Plot that enables permaculture related enterprise educational experiences for students and community members. We have an ethical pure bred poultry breeding program, multicultural inspired fully sustainable vegetable/herb gardens. These</p>	<p>\$30 000 Sustainability Infrastructure</p> <p>\$30 000 CLIL Teaching Artist Funding</p>

Progress towards achieving improvement measures

facilities are managed by a committee comprising staff, community and students. It involves an outdoor learning centre, permaculture inspired kitchen, garden and compost facilities. These educational resources are integrated across KLAs and utilised by all classes P-6.

As part of our partnership with the Creative Leadership in Learning initiative we hosted several teaching artists in residence to collaborate with class teachers to prepare integrated learning activities to enrich each students creative potential. This has had a profound impact on our students learning dispositions in embracing collaboration, the appreciation of the aesthetic and in problem solving and communication. We see the results of this work across the school in classrooms and our playground. Our parents continue to appreciate the importance of true creativity in moulding whole students.

Students from 3/4L (Ana Langi) and 4S (Joanne Stramyk) landed effective and beautiful audio visual narratives depicting their creativity learning journey with Alyce Osborne and Luke Escombe. These movies were a triumph of student voice and creativity.

Process 3: Community Learning

Delivery of exceptional parent forums aligned with the school priorities of Literacy, Numeracy, Creativity, Inquiry and Assessment and Reporting. Co-create and land a Gold Standard Project with Parents and the Opera House around the "Value and Measurement of Creativity."

Evaluation	Funds Expended (Resources)
<p>Evidence collected: A PaTCH Creativity focus group was surveyed to evaluate its purpose.</p> <p>Patch purpose - to bring parents in as learners who would take this experience into the classroom so that parents could work closely with students and teachers to design and deliver creative learning experiences</p> <p>100% of participants stated that PaTCH creativity did fulfill its purpose of implementation.</p> <p>100% of participants stated that PaTCH creativity was beneficial for not only themselves but students as well.</p> <p>What was the impact of this initiative on the school? The results of the evidence collected indicated the PaTCH Creativity Parent Program was a success in designing and delivering creative learning experiences. This is evident in the art samples and surveys collected. The program facilitators and the team of parents who attended every session had the chance to influence the attitudes of their children, students and other parents with the same interest in their children's learning. The art activities undertaken on the basis of the PaTCH Creativity Parent Program also allowed participants to express themselves creatively. It has given them a sense of purpose, increased their knowledge and confidence and reduced stress and anxiety in this current environment. Although the parents couldn't come into classrooms to work closely with students, due to Covid-19 many expressed that their children wanted to get involved and join in on the learning.</p> <p>Future Directions:</p> <p>The initial purpose for PaTCH Creativity Parent Program was to bring parents in as learners who would take this experience into the classroom so that parents could work closely with students and teachers to design and deliver creative learning experiences. This was not achieved due to Covid-19 in 2020 but overwhelmingly the evidence says this program should continue in 2021. Next year we would like to see the parents to work with The Sydney Opera House for one term and then transition into the classroom to work with the students the following term.</p>	<p>\$30 000 CLIL Membership Funds - Subsidised Shows and Facilitation</p> <p>\$25 000 0.3 SACC Coordinator - CLIL</p>

Implication 3: : Wellbeing

Areas of focus in SEF:

1. Learning Domain , Wellbeing- Caring for students, A planned approach to wellbeing, Individual learning needs.
2. Teaching Domain, Effective Classroom Practice- lesson Planning
3. Teaching Domain, Learning and Development- Coaching and mentoring (aspiring leaders and beginning teachers)
4. Teaching Domain, Professional Standards- Accreditation

Implications/Problems of practice:

The school is committed to developing the whole child and has had considerable success in integrating creativity and the notion of inquiry across the curriculum. There is still much work to be done in this space through the unpacking of the ACARA Creative and Critical Thinking Continuum.

Teacher wellbeing - our capacity to plan soundly in order to teach spectacularly challenges our unit planning to be succinct, yet focussed in order to prioritise learning engagement and pedagogy. We have undertaken work to allow teachers to establish productive yet balanced work habits. We want all our educators to Flourish!

We have established that there is considerable work to do in the vital area of wellbeing with student sense of belonging, positive relationships and students with expectations of success all being below the state norms according to TTFM. We acknowledge that these factors have the capacity to undermine and/or limit student learning if not addressed. Our students are wonderful citizens on the whole but many need a boost in their confidence, resilience and pro-social behaviours. A lack of challenge and/or recognition could be a barrier for our more capable students. More effective enrichment of students who are performing at or beyond expectations is imperative. More effort will be necessary in identifying and catering to the broad needs of high potential and gifted students across learning domains.

Our broader school community demonstrates aspirational expectations of learning progress and achievement for students and is committed to the pursuit of excellence, however, we must strive for stronger collaboration between parents, students and the community to inform and support continuity of learning for all, at transition points, mobility between schools and in terms of attendance. Inclusiveness is our overall mantra here.

All stakeholder groups have provided strong feedback about the important work undertaken through our self-funded Schools as Community Centres program. The three playgroups are thriving, both in terms of family engagement as well as agency support and participation. The complex family referral and case management has been vital in providing hub like services to our many complex families (housing, mental health, family counselling, domestic violence etc. This proactive, strengths-based support program is at the centre of our community engagement strategy and will continue to be a strong focus in support of parent and carer participation and collaboration with the school.

Focus 3: Promote the wellbeing of all so that there is a school wide collective responsibility for student learning and success which is shared by students and parents.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$5 000 TPL for targeted Ab Ed Team and then P-6 staff learning around ATSI cultural knowledge and student performance</p> <p>\$18 000 for PLP Support - Bulldogs SLSOs</p> <p>\$10 000 to fund the reciprocal exchange between schools LPS and WCS</p>	<p>All staff contributed to the planning of ATSI focussed integrated units</p> <p>Vastly increased student knowledge of contemporary and traditional Aboriginal Culture</p> <p>Significant adjustments in place for all Aboriginal students leading to at least one years' academic growth.</p> <p>Inquiry Unit published and critiqued</p> <p>Broader community appreciation of the need for reconciliation and narrowing the resource and performance gap for Indigenous students.</p> <p>Improved recruitment potential for Connected Communities Schools</p> <p>Reflective Plan created for exemplary leadership practice in CC Schools.</p>
English language proficiency	<p>\$60 000 extension of EALD Allocation to support Improvement Instructors P-6</p> <p>\$15 000 EALD TPL Funds</p> <p>\$20 000 Targeted SLSO Support for EALD and Multilingual Programs</p>	<p>New EALD Reporting Processes were consolidated in all reports aligned with NSW and Australian guidelines for reporting on EALD Student Profiles and Scales.</p> <p>The school embedded the findings of a NSW DoE Vocabulary Action Research Project with Dr Paul Dufficy focussing on the use of powerful vocabulary devices and strategies. Designing learning for Vocabulary Development.</p> <p>School EALD team teaching approach was reviewed and showcased in NSW CESE study on High Impact EALD teaching and learning. Three team teaching partnerships were observed and coded by a group of researchers. Report was launched by CESE to broad appeal.</p>
Low level adjustment for disability	<p>\$ 315 000 1.8 FTE LaST Teacher Allocation</p> <p>\$ 110 000 Funding Robust SLSO Team</p> <p>\$70 000 OT and Speech Therapist Allocation</p>	<p>Significant reduction of students performing in lower two NAPLAN Bands</p> <p>Reduction in at risk students</p> <p>Increased number of students achieving one years academic growth in literacy and numeracy</p>
Quality Teaching, Successful Students (QTSS)	<p>\$130 000 Teacher Modelling in Literacy and Numeracy Yr 3-6</p>	<p>Targeted classroom teachers engaged in English/Mathematics Spiral of Inquiry time each fortnight with their stage group to address a scanned area of need within the stage.</p> <p>Teachers then made hunches, engaged in PL, trialled strategies, collected data and shared their learning with fellow colleagues.</p> <p>In a PL evaluation at the end of the year, all staff agree that Spirals of Inquiry are a very</p>

Quality Teaching, Successful Students (QTSS)	\$130 000 Teacher Modelling in Literacy and Numeracy Yr 3-6	valuable PL opportunity to learn with and from one another.
Socio-economic background	<p>TPL \$180 000 + Innovative Presenters SDD</p> <p>ICT \$60 000</p> <p>Literacy and Numeracy Resources \$ 100 000</p> <p>ICT Para professional \$120 000</p> <p>P-2 Initiatives APs \$40 000</p> <p>SACC Coordinator \$75 000</p> <p>CLOs \$80 000</p> <p>Targeted Teacher Support Improvement Instructors \$200 000</p> <p>Music/Playgroups/Breakfast Programs \$100 000</p>	<p>90% of students surpass NSW average growth in literacy and numeracy (+ 1.5 state rate)</p> <p>32 staff continue to be trained in either BNL and/or L3</p> <p>2 staff Intensive Training Reading Recovery</p> <p>ES1 and S1 students credentialed against the ACARA ICT Continuum</p> <p>All S2 and 3 students experience rigorous BYOD immersion</p> <p>20+ Families case managed by SACC Coordinator (regularly monitored by and referred to) effective local agencies.</p> <p>Preschool / Kinder transition processes streamline and evaluated.</p>
Support for beginning teachers	<p>\$50 000 Teacher Relief</p> <p>0.4 Targeted Teacher</p>	<p>8 CRTs achieve Proficiency 2 fulfil maintenance expectations</p> <p>Aligned leadership structure allows for mentors for all BTs and consistent, explicit, needs based BT support every fortnight.</p> <p>Extensive support provided for all Beginning Teachers through an induction program, planning and programming support, moderation of work samples, team teaching opportunities, lesson observations etc.</p>
Targeted student support for refugees and new arrivals		<p>Refugee students were identified and costs associated with additional learning activities and resources were paid by the school to support these families.</p> <p>Multilingual resources available to targeted refugee families.</p> <p>Appropriate adjustments have been made to targeted students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	363	373	373	369
Girls	316	341	342	341

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	91.5	95.2	89.3
1	93.3	92	95.1	89
2	93.5	92.8	97	90.7
3	95.6	93.3	96.4	92.6
4	94.6	94.8	96.4	91.7
5	94.9	94	96.9	91.8
6	94.8	94.8	96.9	93.1
All Years	94.3	93.2	96.2	91.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.88
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	6.67
Other Positions	4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	636,331
Revenue	8,657,374
Appropriation	8,433,318
Sale of Goods and Services	71,909
Grants and contributions	119,995
Investment income	2,052
Other revenue	30,100
Expenses	-8,710,744
Employee related	-8,012,585
Operating expenses	-698,158
Surplus / deficit for the year	-53,369
Closing Balance	582,962

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	66,829
Equity Total	1,606,764
Equity - Aboriginal	5,225
Equity - Socio-economic	923,357
Equity - Language	375,637
Equity - Disability	302,545
Base Total	4,925,360
Base - Per Capita	176,771
Base - Location	0
Base - Other	4,748,590
Other Total	1,663,764
Grand Total	8,262,718

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.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Feedback

In 2020 we again received feedback from our parents through the Tell Them From Me Survey NSW (CESE), Parent Forums, Focus groups and additional targeted surveys on Student Reporting and School Communication. The school continues to harness a positive and encouraging partnership with its learning community. We actively seek and act on feedback from parents and caregivers.

We scored 7.7/10 from our parents for our two way communication strategies (Above State Average score 7.4) with 81% of respondents stating that "I am well informed about school activities ". They also stated with similar levels of confidence that "written information from the school is in clear, plain language." Importantly we achieved a very high rating response to "I am well informed about school activities."

In line with a whole school review on Student Reporting in 2020 parents are very satisfied with assessment and reporting making well above average positive commentary on "I am well informed about my child's progress across school subjects." and "If there were concerns with my child's behaviour at school, the teachers would inform me immediately. " We scored 7.9 and the State Average performance was 6.6.

The aspirant nature of our learning community was reflected in results related to School Supporting Learning. State Mean is 7.3 and Lansvale PS score was 8.0. Eighty four percent of respondents thought that "My child is encouraged to do their best work" and 82% stated that teachers show an interest in their child's learning. Seventy nine percent of parents indicated that "teachers expect that my child will do hard work" and "teachers take account of my child's needs, abilities and interests."

In terms of community participation in our school over 45% of parents indicated that they visited our school for formal meetings more than 2-3 times in the year.. This extraordinary result is possible because we believe parents are a child's first and most consistent teacher and we embrace their involvement. Our school co-constructed, piloted and now has consolidated the EAfS PaTCH Program across learning domains. This sets a positive and constructive culture of high expectations and collaboration across our school. 77% of respondents indicated that they "encourage their child to do well at school." Our overall score in community participation was 6.7 compared with the State score of 6.3

Student Feedback

In 2020 our school completed the Tell Them From Me survey with students also. 198 students from Years 4-6 participated in this significant survey.

Particularly pleasingly 79% our students report that If they were being bullied or see someone else being bullied, they know where they can go for help" which is a significantly more successful rate than NSW average results.

Compared to the NSW government norm, our school achieved **"at" or "higher"** than average in: *Advocacy at School *Positive student teacher relationships *Students with positive behaviours at school *Participation in school sports *The vast majority of our students expect to go to university *Our Aboriginal students feel very confident that teachers understand their culture and express positive feelings about their Aboriginality

Significant results are "Students that do not get into trouble at school for disruptive or inappropriate behaviour." at 91% and Students are interested and motivated in their learning".

Compared to the NSW government norm our school achieved **lower** than average in: *Students with positive sense of belonging *Students with positive relationships *Students with expectations of success

Staff Feedback

Staff Feedback - People Matters/Flourish Survey

Teaching and Non-Teaching Staff completed the People Matters Survey designed for use across the Public Service Sector. This tool is designed to gauge each workers connection with purpose and their attitudes towards the work they do on behalf of students. 93% of respondents from Lansvale Public School understand what is required in order to do well in their role. The same level of positive response was made around our school's capacity to strive to achieve high levels of satisfaction amongst our students and families. Nearly 80% of respondents thought managers in the school provide encouragement to workers to improve in what they do and also acknowledge and give recognition to staff. 79% of those surveyed find high levels of satisfaction in what they do on a daily basis at the school. Focus on the importance of improving and giving guidance on how to improve is also very highly rated at over 70%.

Areas for growth as an organisation as identified by both surveys (PMS and FLOURISH) are flexible working

arrangements, and managing recruitment challenges when applications for permanency grossly outweigh permanent teaching positions available. Our staff achieved a lower score in work-family balance than other schools, and a lower score for boundary strength. Boundary strength is the extent to which work intrudes into home life, with a higher score indicating strong boundaries between work and home. However, the attitude question "my personal time is my own" shows the extent that the boundary can be separated cognitively. Social support at work and supervisor support at work are quite strong at Lansvale and similar to other schools in the program.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

English as an Additional Language or Dialect

In 2020, 94% of students from Lansvale Public School were from a non-English speaking background. Students at Lansvale Public School come from diverse linguistic and cultural backgrounds. EAL/D students attend school with varying levels of knowledge of one or more language/dialects. EAL/D learners are students whose first language is a language or dialect other than Standard Australian English requiring additional support to help them develop English language proficiency. Students learning English simultaneously learn the English language, learn in English, and learn about English (Halliday, 1993) to successfully participate in social and academic contexts. In 2020 we had four newly arrived students. They were supported through orientation programs, with teachers incorporating strategies to address basic language needs and provide students with a safe and supportive learning environment. EAL/D specialist teachers organise an assessment to determine needs, recognise home language literacies, prior learning that students bring to school in Australia and mode of EAL/D support.

Evaluation:

In 2020, the EAL/D team, Mrs Thompson, Mr Halloran, Miss Do, Miss Tran and Mrs Mallios, met regularly each fortnight to discuss teaching and learning programs and discussed a range of strategies to support and engage our EAL/D students in quality learning experiences. Each fortnight they addressed EAL/D pedagogy through the use of ESL Scales and EALD/ Progressions to ensure planned and differentiated teaching and learning programs accommodated EAL/D learners. Classroom and EAL/D specialist teachers collaboratively plan teaching and learning programs that consider language and cultural considerations and utilise EAL/D pedagogy, to support and engage EAL/D students in quality learning experiences.

In Term 3, the EAL/D team organised a data collection day for all classroom teachers to engage in collegial discussions around EAL/D learners using the EAL/D Learning Progression to identify, support and report on students' progress in learning English. EAL/D specialist teachers consistently utilise the EAL/D Learning Progressions to understand a learner's characteristics at each phase of English language development. The Learning Progression identifies where EAL/D students are located on the progression and the nature of their speaking, listening, reading/viewing and writing skills and monitor the linguistic progression of EAL/D students. This data was then utilised for Semester 2 Reports which

provided all parents and carers, which information about their child's English language proficiency and how the school has supported their language development.

Future Directions

Next year, we aim to have the EAL/D team participate in more professional knowledge around the ESL Scales.

Other School Programs (optional)

Numeracy /Building Numeracy Leadership

This year Lansvale Public school continued its journey in Building Numeracy Leadership teaching pedagogies. To ensure there was a continuation of high quality instructional skills and curriculum delivery, all K-6 staff members engaged in and successfully completed professional learning in *Building Numeracy Leadership*. This professional learning required teachers to attend eighteen 2-hour learning sessions over the year and focused on how teachers can build students proficiency in mathematics by unpacking the 5 areas of mathematics proficiency; conceptual understanding, procedural fluency, strategic competence (ability to formulate, represent and solve mathematical problems, adaptive reasoning (logical thought/explanation/justifying) and productive disposition (maths as sensible and useful). This evidence-based pedagogy lead teachers to collaboratively plan investigative mathematics programs which enabled students to tackle challenging tasks, formulate questions, test and refine conjectures and prove and communicate their results. During the lesson, the teacher assigns the task/challenge to students but it is through strategic questioning by the teacher that the task becomes the student's problem. The teacher closely monitors and tracks each student's development throughout the investigation so that instruction can be differentiated through the use of extending and enabling prompts. This process also allows guided teaching to be provided at point of need within the investigation to support students in understanding the purpose of what they are learning and how they apply it directly to the challenge/problem they are solving.

Next steps

We are committed to providing the same professional learning and collaboration for new teachers in 2020 to ensure there is consistency within our school and that the 5 mathematical proficiencies remain the focus of our Numeracy instruction. Lesson observations and lesson studies will also be a focus in 2020 in order for teachers at Lansvale Public School to continue to refine our investigative practices so that our students can continue developing an increasingly sophisticated capacity for logical thought and action in Numeracy.

Language, Learning and Literacy

To ensure a level of high quality instructional skill and curriculum delivery, 5 staff members across K-2 engaged and successfully completed professional learning in the intervention program Language, Learning and Literacy (L3). This required them to attend sixteen 2 and a half-hour professional learning sessions over the year as well as 4 lesson observations by the L3 trainer. In addition to this, 14 teachers successfully completed 2+ years of ongoing professional learning (OPL) which required them to attend four 3-hour learning sessions over the year as well as 2 lesson observations by the L3 trainer.

The evidence-based pedagogy provides a scaffold for consistent and supportive approach in the implementation of a balanced literacy program. 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.

Reporting Committee

With at-home learning appearing prominently throughout semester one of 2020, the Reporting Committee was tasked with developing a more concise, temporary reporting format that met the continued, high expectations of the Lansvale Public School community whilst not diminishing the Student voice. As a result, our reporting migrated to a cloud based solution that streamlined operational processes, complied with the New South Wales Department of Education interim reporting policy and still delivered the community friendly format we had developed in consultation with our stakeholders throughout 2019. The report reflected on students flexible delivery of learning, reporting on effort and achievement during flexible at-home learning as well as in the classroom. This revised reporting format was met with positive feedback across our teacher, student and parent communities.

In 2020 we continued our plan to embark on a new model of parent interviews that saw students being pivotal in the conversation about their learning, taking part as active participants alongside parents and educators. This was adapted to incorporate new modes of interview, with zoom and telephone conferences dominating Semester 2. To support parents' access to interviews, the Reporting Committee invested in a digital booking system that proved popular amongst parents and teachers. Whilst initially adopted to meet new COVID-19 safety measures, the flexibility of zoom and phone

based meetings allowed for engagement with a wider range of families.

As such, we will see the prevalence of all three modes of communication in our long term strategic plan for the committee.

In Semester 2, our written platform continued to align closely to the model released in Semester Two of 2019 that saw positive feedback during P&C consultation, with additional, comprehensive reporting of support provided to all students with English as an Additional Language/Dialect. Additionally, more detailed grading is provided across all Key Learning Areas. Student voice continues to be captured through learning artefacts chosen by the student and reflective of the area of learning for which they are most proud.

In 2021, we will reflect on the current model of reporting with our wider Lansvale Public School community to ensure we continue to meet expectations and deliver high quality reflections of student academic achievement.

School Sport Programs 2020

Sport at Lansvale Public School in 2020, like the rest of the world was severely impacted by the Covid 19 pandemic. Most of the sporting programs across the school, zone, region, and state were cancelled for the safety of the students and staff from the Department of Education.

The pandemic had its challenges, but it did build the resilience and patience of the Students of Lansvale Public School as well as inspire the resourcefulness of the Staff. Lansvale Public School was a part of one COVID safe PSSA season. Non-contact sports were chosen and strict health and safety guidelines were followed. Lansvale selected 70 students from years 3-6 to play in a Zone PSSA competition in the sports of Softball, T-Ball and Cricket.

2020 Premiers: Boys and Girls T-Ball

2020 Runners Up: Boys/Girls junior cricket.

Athletics Carnival 2020: Lansvale Public School had two, COVID-19 safe, hybrid athletics carnivals in 2020. One carnival was for the Primary students and the other was for the Infants students. The carnivals were tabloid events with all students from Lansvale rotating through skill and agility based activities set up and organised by Sports in Schools Australia.

In class sports programs were organised and run by sports in schools Australia every Tuesday and Wednesday during 2020.

Sport In Schools Australia

This year was Lansvale Public School's first year of utilising Sport in Schools Australia (SISA) to implement aspects of the PD/H/PE curriculum. Every fortnight, students engaged in 2.5 hours learning sessions where they experienced a range of comprehensive PD/H/PE programs focusing on PE Health, Gymnastics, Athletics, Sports Development, Dance, Safety (water, fire and sun safety), Wellbeing and Social Skills.

Debating

As an extracurricular activity at Lansvale Public School, debating is a highly regarded opportunity for our students to collaboratively explore contemporary issues in the humanities, science and sustainability. Students conduct thorough and reliable research and combine this with strong persuasive writing techniques, listening and speaking skills to challenge our thinking on contentious matters.

The 2020 debating season was unfortunately cancelled in light of the restrictions presented by COVID-19 safety protocols. As measures begin to relax we look forward to re-engaging students in this worthwhile extracurricular pursuit in 2021.

Instructional Leader Parent Forums

Once a term, parents are invited to participate in a parent workshop (face to face and online) 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 2020, the workshops had the following focus';

- The importance of talk in Literacy and Numeracy,
- How to support your child's learning at home during COVID
- Mindsets in Literacy (Writing) and Numeracy and how that impacts on student performance
- Preparing your child for starting school in Literacy and Numeracy

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is an educational, evidence-based process that brings together the whole-school community to contribute in the development of a positive, safe and supportive learning culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. We want students to be proactive learners to enhance their wellbeing and academic achievement in all school settings. We also expect staff to be proactive advocates of PBL and continue receiving ongoing training in order to consistently up-skill and be confident in the delivery and implementation of PROUD (Proud, Respectful, Organised, Understanding and Determined) behaviour expectations in both classroom and playground settings.

At LPS, we set individual, class and stage expectations that support both our teachers and students. Our PROUD expectations help create positive learning environments that enable and support student learning and wellbeing. When students demonstrate Proud, Respectful, Organised, Understanding and Determined behaviours in both classroom and playground settings, teachers can acknowledge these behaviours by rewarding them with a green token.

Once students are awarded green tokens, they display them on their behaviour chart. There are four behaviour charts altogether starting with Bronze (30 tokens), Silver (60 tokens), Gold (90 tokens) and Diamond (120 tokens). When students complete a chart, they are presented with a PROUD award at assembly where they are recognised and congratulated by their peers, staff and parents. Students who complete their Diamond chart by the end of the year attend the Diamond Party.

Evaluation:

The PBL committee meets regularly each term to identify fortnightly focuses, collect data and discuss any issues or concerns that may arise. Each fortnight, a new focus is addressed at our assemblies, within classrooms and school newsletters to remind students of specific expectations in areas around the school. Students are consistently encouraged to be consistently PROUD students of Lansvale Public School.

Due to the impact of Covid-19 in 2021, the number of students who completed their behaviour charts was inadequate. As a result, the Diamond Party, held at the end of 2020 was open to those students who were on their gold or diamond charts. 244 students attended the event in stage groups and were welcomed by our PBL mascot Lenny the Lion, Mrs Geadah and a teacher from each stage, Miss Said, Miss Yin, Miss Phan, Miss Tu, Mrs Stamoulis and Mrs Allen. Kindergarten students experienced a Virtual Zoo excursion followed by cupcakes and water. Stage One, Stage Two and Stage Three enjoyed popcorn and water whilst watching a film to celebrate their year long commitment to being PROUD learners. PBL will continue to guide and equip students with valuable lifelong skills.

Progress Towards Improvement Measures:

In 2021, we would like to introduce a re-launch of our PROUD expectations for the whole school as the last re-launch took place in 2016. Staff professional learning around our school PBL expectations will be introduced at the start of the new year, both with existing and new staff to ensure a shared understanding of our school's expectations and to ensure positive behaviours are reinforced. We would like to review our warning systems that are currently embedded in classrooms, to maintain consistency across K-6 and provide opportunities for students to reflect on their behaviour through behaviour slips/reflection time. We would also like to continue our partnership with our PBL coach to continue promoting and implementing PBL at our school.

Evaluation:

In 2020, our students once again supported these highly competitive international academic tests. As a result of Covid-19, the writing test was not offered this year; however, students from Years 2 -6 took part in all other tests offered including Mathematics, Science, English, Spelling Bee and Digital Technologies. Students were assessed on their ability to apply classroom learning to new contexts, using higher-order thinking and problem-solving skills.

ICAS International Tests

School Participation was down a little this year compared to 2019; however, we still had some amazing results. All tests were completed online and were facilitated by Miss Tank and Mr Becker in the library. Overall, we achieved 14 Merits, 44 Credits, 11 Distinctions and 1 High Distinction across all tests.

Next year, we aim to encourage more students to partake in the tests, particularly our high potential and gifted students, so that they can demonstrate a deeper, integrated, and thorough level of knowledge across the different subject areas.

In 2020, Kevin Vinh (5/6H), Zoe Ho (5/6H), Natalie Cheak (5/6M), Felix Ho(5/6T) and Emmanuel Gatt (5/6L) ably lead our SRC during a trying year. The 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 2019 with their election. Our leaders were presented with their badges at our Presentation Day assembly watched proudly by their families and peers. The leaders, combined with 2 elected representatives from each primary class, formed the SRC for 2020, led by Miss Phan and Miss Pile.

Student Representative Council

Unfortunately due to the impact of Covid-19, our leaders and the SRC had reduced opportunities for leadership across the whole school; however, when opportunities arose they all led with confidence and great pride. One opportunity the students leaders did have was the chance to attend Young Leaders Day. They were accompanied to the city by Mrs Mallios to hear the stories of other leaders and be inspired to make a difference. Kevin Vinh and Emmanuel Gatt had the opportunity to lead the school in the Remembrance Day ceremony.

In 2021, we aim to continue to provide genuine leadership opportunities across the school by having a fully operational SRC facilitated by our teachers and 2021 school leaders.

Problem Busters

Problem Busters is a student-centred initiative that allows Stage 3 students to learn how to be mediators for minor incidents during playtime. Problem Busters reinforce students appropriate behaviour expectations and to ensure our playground is PROUD and safe. Stage 3 students identified that younger/older children often need assistance if they can not solve problems themselves.

Benefits for the Students:

- Demonstrate leadership skills
- Develop skills to help children of all ages in various ways
- Understand the concept of being a Problem Buster and how to fulfil that role in our school
- Student voice and student-centred initiative that allowed them to
- Enjoyment and building a rapport with many students and teachers in the playground

Evaluation:

In 2020, we had 27 students become Problem Busters and uphold their duties until the end of the year. Stage 3 students expressed interest in being a Problem Buster in Term 3 and then participated in three training sessions with Mrs Mallios during lunchtimes before commencing their role. The training sessions included discussions of common incidents in the playground, such as not sharing resources/area and losing belongings.

Students discussed areas of concern that needed monitoring to assist children with minor incidents in the playground, such as the canteen, pirate ship, awning, and sails were the targeted areas across two terms. The Problem Busters co-constructed an incident tracking sheet that was simple and efficient to use and record incidents on the playground. The incident sheet was used in discussion with teachers on duty as well as class teachers. Students co-constructed a timetable and allocated themselves their responsibilities across the week. Students monitored how often they would like a duty and how long they would like to monitor the three targeted areas. This process was reviewed every five weeks to ensure consistency was maintained in the playground and to discuss different strategies to use with any incidents.

In Term 4, students involved in the Problem Busters initiative were recognised and acknowledged at Stage 3 Assembly, where they received an award for their recognition.

Future directions for Problem Busters would include students beginning the initiative early on in the following year. Students express interest to teachers once PBL videos and stage expectations have been set at the start of the year and ensure training and the induction period to commence early on in Term 1. Students and staff participate in surveys throughout the year to gauge and gather information about how the initiative is working, adjustments that need to be made and areas of consideration. Data will be shared and discussed with staff members, and possibly Problem Busters can attend PBL meetings to discuss and create working partnerships within our school community. Students can engage in regular meetings and check-in points about the incidents occurring in the playground and review the targeted areas.

Lansvale Lionhearts

Lansvale Lionhearts is a whole school wellbeing initiative which aims to ensure that all students are known, valued and cared for by providing students with ongoing opportunities to develop a relationship with another significant adult in their school life, besides their class teacher. The program also endeavours to build robust and positive interactions and relationships between students from different year groups by giving students time to collaborate with others across all stages. The sessions are co-led by teachers and Stage 3 leaders, providing our senior students with authentic leadership opportunities and the chance to mentor their young peers.

The Lansvale Lionheart sessions provide students with the opportunity to develop and strengthen PROUD behaviours, positive attitudes and important social skills. These sessions can help students to realise their potential, contribute positively to society and provide them with the strategies and skills to cope with the challenges of everyday life. The ongoing relationships that students have developed across the whole school as a result of this initiative, is another significant outcome of the Lionhearts program.

Benefits for the Students:

- They have a more active role in their welfare and wellbeing
- They accept responsibility for, and ownership of, their own behaviour and learning
- They are given the opportunity to succeed in a group and develop support networks
- They integrate and apply their learning into their lives

Enjoyment

- Stronger relationships with peers and adults

Benefits for the School:

- Builds positive and caring relationships amongst students and between teachers & students
- Provides a core of trained and skilled leaders who can contribute to other school-based programs & carry leadership skills into high school and beyond

Benefits for the school Community:

- Builds a culture which shuns violence or harassment based on race, gender or ability
- Fosters diversity
- Promotes acceptance and cooperation across the school community
- Provides trained and skilled leaders who can contribute to school community initiatives
- Builds a 'buddy system' to support the younger students in the school

Evaluation:

Students from across the school, K-6, were grouped in 40 unique Lionheart groups of approximately 18 students per group. Each group was supported by a teacher and Stage 3 leaders as well as their own learning space, group name and secret handshake.

In 2020, a new Lionheart's committee was formed with Mrs Mallios, Mrs Hutchinson and Mrs Geadah leading the committee alongside Miss Tu, Mrs Evans, Miss J Le, Miss Lam and Miss Do. These teachers collaborated to create unique lessons that were shared across the school from K-6 focusing on building relationships and trust amongst the students in the groups.

2020 Lionhearts sessions were introduced by a 'Lansvale Lionhearts' video especially created by Mrs Geadah reflecting on the previous year's program and explaining to students the purpose of the sessions. The video was extremely well received and drummed up enthusiasm for this unique whole school program.

Unfortunately Covid-19 restrictions impacted on the Lionhearts Program in 2020, and students were only able to participate in two sessions before restrictions were put in place regarding mixing across cohorts. The students were extremely disappointed about the cessation of the program as enthusiasm and energy for Lionhearts was high amongst both staff and students. As a result of this, the aims of the program were not reached in 2020.

Future directions for the program would include possibly narrowing the scope of the program. Instead of having lessons with focuses that shift and change each week, we could perhaps spend more time on one focus such as Anti Bullying and co-construct lessons that relate to this overarching theme over the course of the term. Narrowing the focus could result in greater awareness, understanding and impact. Year 6 students were interviewed late 2020 and believed that Lansvale Lionhearts would be a great way to spread an Anti-bullying message.

SACC - Community Participation

In 2020, Lansvale Public School made an intensive effort to engage parents and form a partnership in order to deliver all four interconnected elements including: early development of children, key life transitions, positive parenting, and, safe, healthy and connected communities. Through invitations to events, offers to contribute to school decision making, and creation of physical spaces where the community can gather, we were able to explore new ways to involve the parents

and broader community. While this proved to be challenging during remote learning, students, staff and parents came together with a sense of belonging.

The SaCC program formed part of a child-focused, family-centred service that supports families with young children in our local school community. This program provided resources, home visits and telecommunications to ensure positive outcomes for families. This was particularly important for our most vulnerable families during remote learning. We have also successfully worked in collaboration with external services and agencies to coordinate and manage a range of community engagement initiatives.

The SaCC facilitator provided support and referrals to external agencies to achieve early identification and intervention for students. This led to an increase in language acquisition, cognitive development, emotional regulation, sense of self, security and positive social wellbeing outcomes.

In 2020, we explored new ways to involve the community in the education process. We introduced digital platforms such as Seesaw, Google Classroom, Facebook, Microsoft Teams and Zoom and invited families to participate in recreating a learning environment remotely. By increasing their confidence and skills digitally, this empowered parents and carers to become their child's first teacher.

The introduction of digital platforms provided a quality learning environment to assist in the early development of children. We hosted three weekly Supported Playgroups, Learning Games Program and Parent Workshops where we were able to engage parents and carers with positive parenting strategies to assist children with healthy development and nurturing relationships with their parents. Parents also engaged in evidence based programs such as 123 Magic Parenting Program in Vietnamese and Arabic, Positive Mindset info session for Parents, Tuning into Kids parenting and Triple P parenting. Collectively, these programs increased confidence amongst the community and enhanced resilience during the pandemic. Furthermore, the diverse knowledge and skills of all community members were valued in providing a quality learning environment.

Key life transitions are essential for children to grow. Children's transitions were supported by working collaboratively with parents. We were able to provide support through Playgroup, Numeracy and Literacy Parent Workshops, Kindergarten Orientation, collaboration with Preschool, Information Health Sessions, Healthy Cooking Demonstrations, Virtual Zumba classes and PaTCH Creativity Parent Sessions. This led to a successful and effective transition into school life.

Safe, healthy and connected communities' focuses on increasing knowledge and awareness about their child's school life and the local services they can access to improve the quality of their child's life. This was achieved through partnering with local Governments, Non-government organisations (NGO's), Business' and community centres. Our school staff, students, parents and associated partners participated in Parent Cafés, NSW Health Workshops, School Psychologist Information Sessions and Fairfield Woman's Health information session. Local club grants have also contributed to initiatives including the breakfast club, speech and occupational therapy, the sustainability garden, and mum and bub fitness.

The SACC program is a supportive environment for developing an awareness of available resources for families, carers and the broader community. We provided a safe space for counselling, case management, financial assistance and referrals for vulnerable families. In addition, provided families with necessary essentials such as food hampers, emergency relief and clothing to meet their basic needs.

In 2020, we delivered important information through the Lansvale School Website, School App, See Saw, Electronic Boards (outside and in office), P&C Zoom Meetings, Zoom Sessions, Notes, Community Table, Telecommunication, Home Visits and the Newsletter.

Future Directions

In 2020, through the School as a Community Centre, approximately 400 families had participated in over 30 programs. In 2021 our goal is to continue to build connections with the whole school community to improve wellbeing, early intervention and an increase of knowledge and awareness of available supportive connections within the local government area.

In 2021, we will be setting up an outreach centre for families in the community room as well as continuing to work collaboratively with NSW Health, TAFE, University of Western Sydney, Housing, Fairfield Council, Playgroup Forum and 3A Network Meetings to provide the latest strategies and updated information to support families.

Our future goal is to continue to enhance the collaborative digital learning environment in order to increase opportunities for accessing and interacting with learning materials. We will also continue to nurture parent engagement via Playgroups, Parents Workshops and digital platforms at Lansvale Public School. Moreover, we will continue work in collaboration with local services and agencies to coordinate and manage a range of community engagement initiatives and programs that supporting families

Aspiring Leaders Program

In 2020 there were four Aspiring Leaders who worked alongside Sam Saad as a mentor. These Aspiring Leaders took on a project each that reflected and responded to the needs of Lansvale Public School. This included Programming, School Projects and Evaluations, Roles and Responsibilities and Utilising Data.

The Aspiring Leaders met weekly with Sam to refine and evaluate their project and shared regularly with the Senior Executive Team to apply their feedback.

As a result of this work, Roles and Responsibilities within the school were refined, with a new process being implemented midway through the year and continued at the start of 2021. This ensured that teachers were not taking on too much and responsibilities were shared fairly across the staff. Staff wellbeing was taken into consideration and being catered for through this new process.

A new whole school process was implemented in Term 3 to refine the projects that our school undertakes. The new proposal process ensures that all school initiatives will have a clear link to our School Plan and undergo regular evaluations to ensure the success of our programs. This process has continued to be used in 2021 and will continue to be refined and responsive to our school's needs. Furthermore, we are to use these ongoing evaluations to assist in milestone planning and evaluating for our School Plan.

A Programming Committee was established in Term 3 of 2020 to evaluate how teachers are programming with their teams and how this process can be streamlined and consistent to 'Plan Simple, Teach Extraordinary'. It incorporates collaborative planning and sharing of evaluation data across stage teams to ensure we are effectively meeting the needs of all students.

As a result of the meticulous work undertaken by the Aspiring Leaders, alongside the executive leadership team, two of the school's Aspiring Leaders have gone on to relieve in an Assistant Principal positions within the school in 2021. This is testimony to the success of Lansvale's Aspiring Leadership program.

Creativity

In 2020, it was challenging at first to know how we were going to maintain the relationship with Sydney Opera House via the Creative Leadership in Learning program (CLIL) due to COVID-19 restrictions. In consultation with the Sydney Opera House, the school moved the parent PaTCH Program online. Parents picked up a prepared art pack from the school and then worked with teachers and a teaching artist from the Opera House via Zoom to undertake a range of art activities. This was conducted from Term 2-Term 4. The parent community produced many outstanding pieces of artwork. The culmination of the project was in Term 4 when the parents took on the role as teachers when they taught an art class to Stage 3 students via zoom.