

2021 Annual Report

Lansvale Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

At Lansvale Public School we are committed to ensuring our students, community and staff are known, valued, cared and catered for.

Our goal is for every student to experience excellence through high quality teaching and learning programs.

We aim to empower students to be PROUD, life-long learners who continually strive to achieve their personal best.

School context

Lansvale Public School is a large, innovative school located in South Western Sydney. The school has a current student enrolment of 790 students from P-6, including approximately 94% from a non-English speaking background. There are currently 5 Aboriginal students enrolled in the school. 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 a strong learning culture.

The school has high expectations for students and teachers with a strong academic focus, achieving excellent student growth and value added results. Parents are equal partners in rigorous and authentic learning experiences. The school has an active Parents and Citizens Association that is heavily involved in significant school projects focused on engagement.

Lansvale Public School is a place filled with passion and enthusiasm for teaching and learning.

The school successfully provides 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. The school is heavily invested in ensuring that everything is reflective of a whole school culture on learning.

The school has a preschool that has been awarded an Excellent Rating for providing outstanding early childhood programs for children. The excellent rating is the highest rating a service can achieve under the National Quality Framework for Early Childhood Education and Care.

Lansvale Public School is relentless in its pursuit of deep and rigorous teacher professional learning that is relevant, ongoing and of exceptional quality. This is supported by significant equity funds to employ additional human resources. The school mantra is "to be an exemplary teacher one must first be a dedicated learner!".

The school provides a wide range of academic and extra-curricular programs aimed at developing the 'whole child'. The school has embedded creativity and critical thinking across P-6 and students have showcased their learning at the Opera House. The school is a hub for the local community and often serves as a meeting place for parents. It has an Out of School Hours Care (OoSHC) facility. Lansvale Public School has a Schools as a Community Centre (SaCC) program, which runs both community and supported playgroups, as well as parenting programs.

The situational analysis identified that authentic and rigorous work needs to be undertaken by all in strengthening data informed teaching and whole school planning. A focus on evidence-based practice will be pivotal including using data to inform teaching and learning programs. The research embedded in the 'What Works Best' guide is evidenced throughout the Strategic Improvement Plan with a clear focus on the themes of assessment, use of data to inform practice, wellbeing, high expectations and explicit teaching.

The school's three key focuses will include:

- **Student growth and attainment** with a focus on effective strategies and processes for data analysis and using evidence-based teaching strategies in reading and numeracy.
- **Professional learning focused on impact and excellence** which will include consistent school wide assessment practices and differentiated high impact professional learning.
- **Wellbeing through High Expectations** where student engagement is a focus including supporting students in their sense of belonging. Regular school attendance is enhanced through a culture of identifying and supporting high potential and gifted students.

Lansvale Public School's record of innovative teaching and learning programs, high student growth, exemplary early childhood practices and strong wellbeing initiatives will be enhanced through the implementation of the Strategic Improvement Plan.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Lansvale Public School participated in External Validation in 2021. The External Validation process was a highly reflective process and the panel confirmed our Self Assessment. Future Directions and Next Steps are listed below and will continue to inform our 2022-2025 Strategic Improvement Plan.

Next Steps - 2022

- Create a collective responsibility of self-assessment across the entire school led by the leadership team which ensures that as a school we are regularly reflecting on our learning, teaching and leading practices against the School Excellence Framework.
- Embed strong evidence collection practices which will utilise the tools available in SPaRO which will allow us to collect, review and analyse our impact and growth on a regular basis.
- Build in evaluation methods for targeted programs and initiatives across the school to determine the impact of its effectiveness in improving student learning e.g. OT, Speech etc.

- Regularly review our progress against our Improvement Measures and Progress Measure to ensure we are on track to meet school and system wide targets.

Future Directions - 2022

Learning Domain

Learning Culture- Continue our strong focus on high expectations across the school. Create whole school attendance monitoring procedures that are embedded across the school which see teachers having a clear understanding regarding the processes and procedures involved in monitoring, and tracking student attendance. This includes working with targeted families and community members to support our most critical families to ensure that student absences do not impact on student learning. Establish a team to work alongside the PBL team to create a whole school focus on attendance which sees students being rewarded for positive growth in their attendance. This is linked to our Strategic Direction 3 and the initiative titled 'Wellbeing and Engagement' which is focused on all students being actively connected to their learning by having positive relationships and experience a sense of belonging to the school.

Curriculum- Embedding an integrated approach to quality teaching and curriculum provision which sees individual students being catered for in particular High Potential and Gifted students. Through High Impact Professional Learning ensuring that all teachers have a deep understanding of NESA requirements re: teaching and learning programs and that teacher programs are reflective of student needs. This is linked to our Strategic Direction 3 and the initiative titled 'High Potential and Gifted Learners' which is focused on creating a culture of high expectations in learning through effective, explicit, evidence-based teaching where all students are challenged to achieve their educational potential.

Assessment- Strategic Direction 2 of our Strategic Improvement Plan has an initiative titled 'High quality assessment practices' where we are working towards establishing consistent school wide assessment practices to better plan, monitor and improve student learning. A whole school focus is to create a consistent assessment tool/schedule which can be used across all grades. This includes delivering High Impact Professional Learning on best practice moderation processes in reading and numeracy and embedding consistent teacher judgement across the school. The school leadership team will articulate plans to ensure that all students are consistently reflecting on their individual learning and assessment data and that this data is used continually to drive student improvement.

Student Performance Measures - To continue to analyse student performance measures and ensure professional learning is focused on the latest evidence-based research into high quality teaching and learning. Teams of teachers are formed to analyse and present external and internal data to staff on a regular basis. Our focus is in the area of reading and numeracy, using evidence-based practices to increase the amount of students performing in the top two bands.

Teaching Domain

Data Skills and Use - We will continue to maintain our data rich culture but ensure that our focus is accurately represented across multiple data sources and that adequate time is devoted in planning to implement new strategies that reflect research and best practice teaching. Through our revised professional learning structure we will ensure that High Impact Professional Learning is embedded across P-6 led by our Assistant Principal, Curriculum and Instruction leaders. This will help to embed a culture of regular data reflection that leads to high impact teaching and learning in reading and numeracy. This is linked to our Strategic Direction 1 and the initiative titled 'Data Skills and Use' which is focused on effective strategies for data analysis being used school wide to identify student achievement and progress.

Professional Standards - The leadership team will continue to promote and support staff working towards accreditation at the higher levels ensuring that our high expectation culture is maintained. Our professional learning model is reflected on the improvement of practice for all staff which will see opportunities be made available for individualised professional learning. This is linked to our Strategic Direction 2 and the initiative titled 'Continuous improvement for every teacher and every leader' which is focused on the school leadership team supporting the improvement of every teacher and every leader.

Learning and Development- Coaching and mentoring for early career teachers will continue to be embedded across the school with a focus on using aspiring leaders to actively support early career teachers. Differentiated professional learning will continue to be an essential component of the strong learning and development ethos we represent at Lansvale, with additional items put in place as required. Processes to be put in place for regular evaluation of all Professional Learning activities throughout the year. This will drive teaching and learning decisions on a whole school, stage and class basis. Opportunities will continue to exist for staff to lead others, utilising their expertise to upskill their peers.

Leading Domain

Educational Leadership - Our Situational Analysis found that Instructional Leadership practices were embedded across K-2 and that there was a need to continue this support into 3-6. The leadership team is focused on improving student learning across P-6 which includes revising our whole school professional learning model to ensure that growth is embedded across the entire school. While our community engagement is strong, our focus is on empowering our

families to connect with teaching and learning practices that can directly enhance student learning.

Management Practices and Processes - As a school, we will continue to enhance our administrative systems, structures and processes which involves creating a centralised communication system and refining whole school processes such as student enrolments. Annual surveys from families and staff will help to ensure that new practices become embedded across the school and help to support the high expectations culture of Lansvale Public School.

Strategic Direction 1: Student growth and attainment

Purpose

When we have a purposeful and consistent approach to the collection of evidence and data analysis, then we can provide individualised learning that leads to the transfer of student knowledge, maximising reading and numeracy student outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- Effective Classroom Practice

Resources allocated to this strategic direction

Early Action for Success (EAFs): \$343,026.00

Refugee Student Support: \$1,015.35

Integration funding support: \$63,998.00

English language proficiency: \$313,930.40

Socio-economic background: \$112,118.00

Literacy and numeracy: \$23,076.18

Professional learning: \$53,267.18

Low level adjustment for disability: \$201,812.40

Literacy and numeracy intervention: \$105,951.51

Summary of progress

This Strategic Direction was informed by system targets based on the Premier's Priorities focusing on growth and attainment in reading and numeracy. In 2020, the executive team and the whole school staff reflected on the School Excellence Framework and the school's achievement within each of the elements. The results within Data Skills and Use reflected inconsistencies across the school K-6. The executive team then took part in a situational analysis which reflected on our current contextualised understanding of our current numeracy, reading practices and student outcomes. In Term 1, 2021 feedback from the DEL and PSL indicated that the SEF would be a good measure and guide our strategic direction initiatives. An amalgamation of this information led to a focus on equipping teachers with effective data analysis skills to shift students and using professional learning to inform effective classroom practice.

Within Initiative 1, Data Skills and Use, effective strategies and processes for data analysis and reflection have been used in reading and numeracy. In Term 1, all staff K-6 administered the Big Ideas Assessment and analysed the data results with the Numeracy Instructional Leader to plan future teaching. Ongoing assessment and data entry from Term 1-Term 4 was conducted by all staff K-6 every 5 weeks and analysed with the Numeracy and Literacy Instructional Leaders, APs and ILSP staff. In addition, designated planning days within each stage were used to analyse literacy and numeracy PLAN2 data within the areas of Understanding Texts and Quantifying Number. This informed future planning targeted to areas of need. The Year 1 teachers completed the Phonics Screening Check in Term 4. This data was analysed by the Literacy Instructional Leader and shared with K-2 staff to inform planning, as well as to the executive team to share the areas of targeted teaching within K-2 as a result of the data analysis. Years 3-6 completed the Check In Assessment in Term 2 and Term 4 and NAPLAN test in Term 2. The results of this were analysed by the executive team in Term 2 and helped to inform a narrowed school focus within the area of comprehension which was inference.

Within Initiative 2, Effective Classroom Practice, teachers from K-6 are committed to implementing the most effective evidence-based teaching practices. Due to L3 being phased out, our school adapted the L3 model and implemented a 'Balanced Literacy Approach'. The Literacy Instructional Leader began delivering professional learning throughout Term 1 and Term 2 to targeted K-2 teachers who were upskilled in best practice in literacy. Throughout remote learning, modified professional learning and collaborative planning opportunities in K-2 linked to targeted areas within the literacy and numeracy progressions ensured specific teaching was aligned to areas of student need. Regular data entry continued throughout remote learning and since returning to school in Term 4. Analysis of this data indicates that students have maintained their understanding in the areas of Understanding Texts and Quantifying Numbers. Despite the impact of learning from home, there have been upward shifts in the data results indicating growth in student knowledge and understanding.

In Term 1, targeted Stage 2 and 3 teachers participated in a coaching session with Jann Farmer-Hailey based on an identified problem of practice, which was close reading. As a result, both stages began the journey of implementing close reading practices in the classroom. In Term 3, the Stage 2 and 3 Assistant Principal worked with the Teaching Quality

Advisor to analyse current reading practices, NAPLAN, PLAN2 and Check-In assessment data to determine an area of comprehension focus. As a result, Stage 2 and 3 teachers participated in Reading PL with the Teaching Quality Advisor to build capacity and understanding of effective evidence based reading instruction.

In Term 2, targeted teachers across K-2 participated in a lesson study around an identified problem of practice within Numeracy. This involved collaboratively designing a numeracy lesson, lesson observation and reflection of anecdotal data used to inform future lesson planning in Numeracy. During Term 1, the Literacy and Numeracy committee developed a survey for staff and students to ascertain staff knowledge of assigning student learning goals, as well as student knowledge of their own individual goals. This provided baseline data from which targeted professional learning could be implemented.

In Semester 1, targeted Stage 2 teachers participated in Critical and Creative Thinking professional learning and worked on an ongoing basis with the Teaching Quality Advisor to embed Structure of Observed Learning Outcomes (SOLO) into current Mathematics programs linked with current assessment practices so that students across a range of abilities could improve. Student work samples and anecdotal notes were collaboratively analysed in Term 2 to determine teaching effectiveness and drive future learning opportunities. Students in classes who implemented SOLO felt increased motivation and aspiration to challenge themselves in attaining higher levels of thinking in Mathematics based on student feedback and surveys.

Due to limitations around COVID guidelines and restrictions, whole school professional learning access was limited from Term 3 onwards. As a result, whole school staff PL in PAT Testing, Learning Goals, Comprehension and Literacy lesson studies have been reconsidered for 2022 to allow for whole staff involvement and consistent teaching practices. Due to remote learning in Term 3, Check In Assessment analysis to inform future planning was adjusted to be completed in Term 4. Additionally, the CCT TPL, the Year 1 Phonics Screening Check and Big Ideas Assessment were also postponed from Term 3 to Term 4.

Next year, in this strategic direction, we will deliver whole school PL in the areas of PAT, learning goals and comprehension to build consistency in teacher knowledge and understanding of evidence based practices. Additionally, we will continue lesson studies in literacy and numeracy across K-6 to ensure consistent implementation of teaching practices and provide continuous improvement for all students across the range of abilities. Next year, in this strategic direction, we won't be taking part in collaboration with other schools due to anticipated ongoing COVID restrictions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A minimum of 33.9% of students achieve in the top two bands in NAPLAN numeracy.	Data indicates 20.4% of students achieved in the top 2 bands in numeracy showing a decline from baseline data.
A minimum of 73.2% of students achieve expected growth in NAPLAN numeracy.	Data indicates 81.01% of students achieved expected growth in numeracy, exceeding the school's upper bound system-negotiated target.
A minimum of 35.3% of students achieve in the top two bands in NAPLAN reading.	Data indicates 34.7% of students achieved in the top 2 bands in reading showing a growth from baseline data, with a need for a 0.6% increase to meet the target.
A minimum of 65.8% of students achieve expected growth in NAPLAN reading.	Data indicates 74.68% of students achieved expected growth in reading, exceeding the school's upper bound system-negotiated target.
Professional learning on PAT testing in reading in preparation to administer in 2022.	Professional learning on PAT testing in reading was rescheduled for 2022.
Professional learning on PAT testing in numeracy in preparation to administer in 2022.	Professional learning on PAT testing in numeracy was rescheduled for 2022.
Value added data from Scout for K-3 and Y3-5 and Y5-7 continues to show Excelling.	Value added data from Scout for K-3 and Y3-5 and Y5-7 continues to show Excelling.

<p>A minimum 50% of students achieving their big ideas assessment across K-6.</p>	<p>Data indicates that 65% of students achieved their big ideas assessment across K-6.</p>
<p>Maintain Sustaining and Growing in the theme Data Analysis within the element Data skills and use and maintain Sustaining and Growing in the theme Classroom Management within the element Effective Classroom Practice, as measured by the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the themes of Data Analysis and Classroom Management within the elements of Data Skills and Use and Effective Classroom Practice.</p>

Purpose

Establish and promote a culture of leadership, learning and high expectations throughout the school community. Build teacher's knowledge and understanding of best practice in teaching, learning and assessment through targeted and purposeful professional learning that ensures continuous improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High quality assessment practices
- Continuous improvement for every teacher and every leader

Resources allocated to this strategic direction

English language proficiency: \$47,320.55

Socio-economic background: \$100,000.00

Low level adjustment for disability: \$105,653.62

QTSS release: \$139,586.91

Beginning teacher support: \$93,555.00

Summary of progress

At the beginning of Term 2, the executive team reviewed our school-wide practices and identified high-quality assessment practices as an initiative and an area of improvement for 2021. The Literacy and Numeracy committee co-designed a teacher survey focusing on school-wide assessment practices. This survey was designed to collect baseline data on our current practices to deliver points of need for high impact professional learning. The EAL/D team visited Fairvale Public School to engage in peer learning around assessment practices and ways to track students' progress against the EAL/D learning progressions. Whole-school professional learning was provided by an EAL/D educational leader, supporting staff to unpack the EAL/D learning progressions so that we could identify their appropriate phase of learning. Staff then collaborated across stage teams to analyse student work samples against the progression statements to accurately describe the characteristics of an EAL/D learner at certain stages of their English learning.

In relation to the second initiative, Continuous Improvement of Every Teacher and Every Leader, the Principal designed a professional learning model in Term 3, that enabled equal opportunities for stage teams to engage in professional learning on evidence-based teaching strategies in reading and numeracy. As an executive team, we triangulated NAPLAN, Check-In and PLAN2 data and identified comprehension and place value as the focus areas for the professional learning model.

In 2021, we completed our school's external validation and preschool's assessment and rating process. We were involved in rigorous self-assessment practices and reflected on our high-quality assessment practices. We re-evaluated our priorities and shifted our focus to our High Impact Professional Learning lessons through online delivery. As a result of EV, we identified our strengths in assessment and identified our future directions. EV confirmed that high-quality assessment practices were a priority and maintained continuous improvement for every teacher and every leader. Staff engaged in a range of assessment practices during online learning which will all be considered now as part of our new situational analysis. During online learning, teachers continued to engage in professional learning around high-quality assessment practices, literacy and numeracy and mandatory training, therefore teachers continued to focus on continuous improvement during the lockdown. Our preschool assessment and rating process was rated Exceeding in all areas which enabled us to identify our strengths within our practice as well as our future directions.

During Semester 1 of 2021, the executive team were involved in rigorous self-assessment by utilising the School Excellence Framework.

The time provided to the Literacy and Numeracy Committee enabled the team to work collaboratively on co-designing the assessment survey in Term 2 and has successfully set up the processes for the school to complete the survey in Term 1, 2022.

The EAL/D team's visit to Fairvale Public School increased their confidence in individually tracking students' progress against the EAL/D progressions. This process enabled them to further extend this knowledge to co-design a whole school tracking system whereby EAL/D experts and classroom teachers worked shoulder-to-shoulder to identify characteristics of EAL/D students at certain stages of their English learning. This data was then used to drive

personalised learning programs as well as assess, monitor and report on EAL/D students at the end of Semester 1, 2021. The EAL/D tracking system will continue in 2022.

The triangulation of data conducted by the executive team which identified comprehension and place value as the areas of focus for the professional learning model enabled collaborative conversations and targeted professional learning amongst stage teams. The stage teams co-designed personalised learning experiences and tracking tools that enabled monitoring of student progress during home learning. A review of our data collection and analysis process helped staff to plan for strengthening evaluative practices. An ongoing collection, monitoring and analysis of student data-enabled teachers to quickly respond to the changing needs of students and were supported through this process by the instructional leaders.

Success Criteria:

- EAL/D teachers utilise adaptive expertise in response to evidence-based assessment practices.
- A professional learning model is established that meets the needs of individuals and teams and leads to teacher growth.
- Teachers regularly engage in consistent and evidence-based moderation practices across P-6.

Next year, in this strategic direction, we will work with staff to establish consistent school-wide assessment and moderation practices to continuously evaluate student progress and achievement. The EAL/D team will continue to use the whole school tracking tool to drive personalised learning programs as well as assess, monitor and report on EAL/D students. The school will create a whole-school professional learning model linked to the staff PDP goals and our school plan.

Next year, in this initiative/strategic direction, we will not implement strategies, (for example, the EAL/D student tracking tool) without evaluating its effectiveness so that we can constantly reflect on our progress - are we successful in achieving it, if not what do we need to change/improve?

In Strategic Direction 2 (Professional Learning focused on impact and excellence), our focus in 2021 was on high-quality assessment practices and continuous improvement for every teacher and every leader. Staff co-designed a survey for teachers to reflect on current assessment practices and identify areas of improvement. This survey will be undertaken in 2022 so that we can better plan, monitor, report on and improve student learning.

Professional learning was provided to the whole school by the English as an Additional Language or Dialect (EAL/D) Educational Leader to enhance staff knowledge of the EAL/D learning progressions so that we could identify students' appropriate phases of learning - Beginning, Emerging, Developing and Consolidating. Staff collaborated across stage teams to analyse student work samples against the progression statements to accurately describe the characteristics of an EAL/D learner at certain stages of their English learning. Differentiation is evident in our teaching and learning programs and student learning behaviours have been tracked on our whole school tracking tool designed by the EAL/D team.

Continuous improvement of every teacher and every leader has begun through the implementation of a whole school professional learning model. This high impact professional learning model enabled equal opportunities for teachers to engage in professional learning on evidence-based teaching strategies in reading and numeracy - in particular comprehension and place value. These focuses were identified during the analysis of data sources such as NAPLAN, Check-In assessment and PLAN2.

Due to the impact that COVID-19 had on our school community in 2021, next year in this Strategic Direction we will continue to work with staff to establish consistent school-wide assessment and moderation practices. This will allow us to continuously evaluate student progress and achievement. The EAL/D team will continue to use the whole school tracking tool to drive personalised learning programs as well as assess, monitor and report on EAL/D students. The school will create a whole school professional learning model linked to staff PDP goals and our school plan.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Survey staff to obtain baseline data on the professional learning model. Staff complete self-assessment on the HIPL in the theme ' <i>establish the link between professional learning and individual development</i> ' within the element <i>Professional learning is continuous and</i>	This was not completed in 2021 and will be a focus in 2022.

<i>coherent.</i>	
Staff complete self-assessment against seven identified standard descriptors from the Australian Professional Standards for Teachers.	This was not completed in 2021 due a change in leadership direction that was required to support the external validation process. A decision was made that the staff and leadership team would undertake rigorous PL of the descriptors of the school excellence framework prior to staff completing self-assessment against the APST.
Maintain Sustaining and Growing in the element of Assessment, Educational Leadership and Professional Standards , as measured by the School Excellence Framework.	The external validation panel report concurred with our external evaluation submission. The panel report identified that in the element of Assessment we maintained Sustaining and Growing, in the element of Educational Leadership we achieved Excelling, and in the element of Professional Standards we maintained Sustaining and Growing.
Establish baseline data and identify evidence of balanced assessment strategies in teaching and learning programs.	A survey regarding assessment strategies and teaching and learning programs was developed in Semester 1 2021 and data from this survey will be implemented and analysed in Semester 1 2022 to establish baseline data.

Strategic Direction 3: Wellbeing through High Expectations

Purpose

When we create a learning environment that recognises and nurtures our potential, then we will provide opportunities for our students, staff and community to belong, thrive and succeed.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and engagement
- High Potential and Gifted Learners

Resources allocated to this strategic direction

Aboriginal background: \$3,551.74

Socio-economic background: \$40,000.00

Summary of progress

Our focus for 2021 was on improving learning environments that recognise and nurture potential and provide opportunities for students, staff and community to belong, thrive and succeed.

Planning for a targeted wellbeing program 'Lansvale Lionhearts' was undertaken in Term 2 for implementation in Term 3. The wellbeing program was adjusted to suit the learning from home environment and students participated in a variety of wellbeing initiatives such as wellbeing grids and 'Take a break Thursday'. School Learning Support Officers (SLSOs) were redeployed to support the wellbeing and engagement of identified students by developing a tracking system to monitor student engagement and wellbeing. Our SLSOs and support staff made phone calls and delivered personalised learning sessions to support student learning and wellbeing. Staff and teachers shared professional practice to engage students in learning through initiatives 'Coffee and chat' and team meetings. Lansvale Lionhearts will be prioritised in Term 1, 2022 and will be responsive to the needs as a result of extended lockdown.

A High Potential and Gifted Education (HPGE) Committee was formed with all members receiving training in this new policy. All staff were surveyed to inform leaders of their current understanding and using the HPGE planning tool, results were evaluated to target professional learning needs. In 2022, this professional learning will be revisited to support the growth and achievement of our High Potential and Gifted students through building teacher capacity to create learning environments that foster and develop HPGE students.

School-wide attendance procedures were refined by executives and implemented to support teachers in managing absences effectively. Attendance is now regularly discussed at team meetings and followed up on by executives. A schoolwide absent note outlining procedures was translated into our community languages and distributed to all families. Attendance was strongly monitored and encouraged and processes were established to monitor throughout the learning from home period and return to face to face.

Two staff members were selected as representatives of the Fairfield Aboriginal Collaboration Network, and an Aboriginal Education Committee will be formed in 2022 to improve Aboriginal identity and ensure Aboriginal culture is respected, valued and promoted across the whole school community. The Schools as Community Centre facilitator (SaCC) has embedded Aboriginal culture into everyday learning through community participation in three playgroups and a parent art program. 'Acknowledgement of Country' is now included in all meetings across the school.

Next year in this initiative staff will participate in professional learning delivered by Kylie Captain, Aboriginal Education and Wellbeing Advisor, in Term 1 2022. An action plan will then be developed and implemented across the school to support Aboriginal education. In 2022, the school will participate in a NSW Department of Education attendance trial to support the administration of our attendance procedures.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

Sustaining and Growing in two or more statements of the High Potential Gifted Education policy	The school achieved sustaining and growing in 2 elements of the High Potential Gifted Education (HPGE) policy with 100% of our SLSOs and Learning and Support teachers completing HPGE professional learning and 100% of teaching staff are currently enrolled in HPGE professional learning which is scheduled to be completed in 2022.
Increased percentage of students attending school more than 90% of the time to 82% or more.	By the end of term 2, the percentage of students attending school greater than 90% of the time or more increased to 82.1%. In Term 4, there was a slight decrease due to remote learning.
1% or more improvement from baseline data wellbeing/Tell Them From Me survey in the area of sense of belonging. Increase school mean in the areas of advocacy and high expectations.	Tell Them From Me data shows a slight decline in sense of belonging by 3%. Tell Them From Me data shows a slight increase in advocacy from 7.6 to 7.7. Tell Them From Me data shows a slight increase in high expectations from 8.4 to 8.5.
Maintain Sustaining and Growing in the element of Wellbeing, Learning Culture, Reporting and Curriculum, as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Wellbeing, Learning Culture and Reporting, exceeding the school's target. The School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Curriculum, meeting the school's target.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,015.35</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning. • additional staffing for targeted interventions to support student learning. • engage with external providers and specialist to provide intensive language support to identified EAL/D students. • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students. • additional staffing to map individual students against the EAL/D progressions. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • increased support for refugee students through targeted bilingual support. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • continue with professional learning focused on trauma informed practice. • continue to employ additional bilingual staff to support teaching and learning.
<p>Integration funding support</p> <p>\$63,998.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lansvale Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • employment of staff to provide additional support for students who have high-level learning needs. • implementation of targeted programs to differentiate teaching and learning programs. • intensive learning and behaviour support for funded students. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLaSP). <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • strong partnerships with students, families and outside organisations. • 1:1 support for high risk students and individualised support focus on teaching and learning. • outstanding connections with outside organisations to better support the individualised learning of our students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • continue to ensure Personalised Learning and Support Plans are updated every 5 weeks to support purposeful teaching and learning goals. • continue to provide 1:1 support for high risk students through an

<p>Integration funding support \$63,998.00</p>	<p>SLSO.</p> <ul style="list-style-type: none"> continue to work closely building upon connections with students, families and outside organisations.
<p>Socio-economic background \$936,719.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lansvale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Data Skills and Use Continuous improvement for every teacher and every leader High Potential and Gifted Learners Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> additional staffing to implement Reading Recovery to support identified students with additional needs. employment of external providers to support students with additional learning needs including Speech and Occupational Therapists. professional development of staff through an external literacy expert to support student learning. providing students without economic support for educational materials, uniform, equipment and other items. additional staffing to implement increased community engagement through the employment of a School as Community Centre (SaCC) Facilitator to coordinate playgroups, early intervention, welfare support and coordinating parent groups. staff release to increase community engagement and support High Potential and Gifted (HPG) Children through the Opera House Project. employment of additional staff to support Information and Communication Technologies (ICT). additional staffing to implement smaller class sizes across K-6. additional three School Learning Support Officers (SLSOs) to support identified students with additional needs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> increased academic achievement in literacy for students in Year 1 through the Reading Recovery program. additional language support for students in P-6 through the employment of a Speech Therapist. additional support for targeted children in P-6 through the employment of an Occupational Therapist. all staff in P-6 participated in professional development in literacy to support students in Reading, Writing and Speaking and Listening. This led to increased results across the school including exceeding our targets in expected growth in reading. all students have the necessary resources, equipment and support to participate in learning. increased community engagement through the employment of a School as Community Centre (SaCC) facilitator. 30 children from Stage 3 participated in the Opera House Project through the employment of a professional dancer. smaller class sizes in K-6 through the employment of an additional class teacher. additional support for targeted students across P-6 through the employment of SLSOs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> continue with smaller class sizes across K-6 to support student learning. create additional leadership roles to support beginning teachers and to directly influence and support teaching and learning in smaller teams. continue with community engagement projects including funding a

<p>Socio-economic background</p> <p>\$936,719.19</p>	<p>School as Community Centre facilitator.</p> <ul style="list-style-type: none"> engage with an external numeracy consultant to support the teaching of Mathematics and working towards increasing the amount of students in the top 2 bands in NAPLAN - numeracy.
<p>Aboriginal background</p> <p>\$3,551.74</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lansvale Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> employment of specialist additional staff (LaST) to support Aboriginal students. staffing release to support development and implementation of Personalised Learning Pathways. community consultation and engagement to support the development of cultural competency. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> whole school authentic implementation of Acknowledgement of Country at all meetings and gatherings. whole school revision of attendance monitoring procedures to support and maximise student learning. additional support in Literacy and Numeracy for students from P-6 in working towards both internal and external targets. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> establishing an Aboriginal Education committee to support Aboriginal families, students and staff in embedding authentic Aboriginal Education across the school. establishing a Learning and Support Team to continue to support Aboriginal students in creating, evaluating and implementing Personalised Learning Pathways (PLPs).
<p>English language proficiency</p> <p>\$361,250.95</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lansvale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Data Skills and Use High quality assessment practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> employment of additional bilingual staff to support communication. provision of additional EAL/D support in the classroom and as part of differentiation initiatives. additional teacher time to provide targeted support for EAL/D students and for development of programs. withdrawal lessons for small group (developing) and individual (emerging) support. engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. provide EAL/D Learning Progression PL to staff. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> consistent school wide practices in reporting on and leading EAL/D

<p>English language proficiency</p> <p>\$361,250.95</p>	<p>pedagogy across the school.</p> <ul style="list-style-type: none"> in 2021 we have worked closely with the DoE EAL/D Educational Leader to deliver High Impact Professional Learning to all staff to support the teaching of EAL/D students. increased support in Literacy and Numeracy for all EAL/D students from P-6. exceeded our upper bound target in expected growth for both Literacy and Numeracy in NAPLAN. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> streamline our enrolment practices for New Arrival and Refugee students. we will continue to work with the DoE EAL/D Education Leader to support teacher understanding of the use of the EAL/D progressions. continue to employ additional bilingual staff to support communication, connection and inclusiveness across the school. personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.
<p>Low level adjustment for disability</p> <p>\$307,466.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Lansvale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Effective Classroom Practice Continuous improvement for every teacher and every leader <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> providing support for targeted students within the classroom through the employment of School Learning and Support Officers. targeted students are provided with an evidence-based intervention 'Reading Recovery' to increase learning outcomes. employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. employment of an Occupational Therapist to provide intervention programs that support student needs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> exceeded our upper bound target in expected growth for both Literacy and Numeracy in NAPLAN. targeted support for students in P-2 who identified with speech and/or OT learning difficulties. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> to establish a Learning and Support Team with clear roles and responsibilities. engage with the Learning and Support Assistant Principal to help establish a strong Learning and Support Team. continue to fund additional School Learning Support Officers (SLSO) to support targeted students in achieving Literacy and Numeracy goals.
<p>Professional learning</p> <p>\$53,267.18</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lansvale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Data Skills and Use

<p>Professional learning</p> <p>\$53,267.18</p>	<ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • exceeded our upper bound target in expected growth for both Literacy in NAPLAN. • all teachers participated in differentiated professional learning in the explicit teaching of writing, resulting in improved internal and external student results. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • employ additional staff to expand our weekly professional learning model to P-6. • engage with a numeracy expert to support an increase in the top 2 bands of NAPLAN - numeracy.
<p>Beginning teacher support</p> <p>\$93,555.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Lansvale Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous improvement for every teacher and every leader <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • beginning teachers released to work alongside mentors weekly. Mentoring sessions focus on accreditation at proficient, programming, planning and data analysis. Beginning teachers are support to deliver effective classroom practice as aligned in the SIP using strong data informed practices. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 8 beginning teachers successfully gained accreditation at proficient and 100% of beginning teachers reported increased confidence in programming, lesson planning and overall teacher practice. • all beginning teachers have engaged in team and whole school professional learning focused on improving their data use to inform teaching. • beginning teachers worked alongside the Instructional Leadership team to unpack NESA Syllabus documents and to ensure all students in their class are catered for. • beginning teachers have worked with their mentors weekly and this continued during the learning from home period in Semester 2. This has resulted in outstanding growth in reading and numeracy in all classes. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • continue to implement a strong beginning teacher program where all beginning teachers are provided with an opportunity to learn, grow and develop their craft of teaching. • in 2022 beginning teacher mentors will be strategically chosen through an EOI this will act as an aspiring leader program and help to build capacity of future leaders by providing them with direct opportunity to support, mentor and lead their colleagues.
<p>School support allocation (principal support)</p> <p>\$37,527.09</p>	<p>School support allocation funding is provided to support the principal at Lansvale Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>School support allocation (principal support)</p> <p>\$37,527.09</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional School Administration Staff (SAS) were employed to support with streamlining administrative tasks including enrolments, newsletters and preschool support. • An extra General Assistant (GA) was employed for 0.2 (one day) per week to support in the maintenance and upkeep of school grounds. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • streamlined processes for school enrolments were establishing resulting in clear local and non-local enrolment procedures. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • established a Business Manager role to support the school with finance and assets related management tasks. • continue to review school administrative practices to support compliance and policy monitoring.
<p>Literacy and numeracy</p> <p>\$23,076.18</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lansvale Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • all children in P-2 accessed online guided reading books through e-PM readers. • additional support for targeted students in literacy and numeracy resulting in exceeding our upper bound target for expected growth in NAPLAN. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • continue to employ additional Improvement Instructors to support students learning in literacy and numeracy. • continue with yearly subscription to online guided reading books through e-PM readers for P-2. • purchase additional Mathematics resources for P-6 to support the teaching of Mathematics. • purchase additional decodable texts to support the teaching of literacy in line with the new K-2 English Syllabus.
<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Lansvale Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative</p>

<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • professional learning sessions focused on 'balanced literacy' approaches led by Instructional Leaders to all new staff at Lansvale PS. This ensured all staff had knowledge, skills and experience in teaching evidence based literacy practices. • professional learning sessions focused on 'Building Numeracy Leadership' led by Instructional Leaders to all new staff at Lansvale PS. This ensured all staff had knowledge, skills and experience in teaching evidence based numeracy practices. • exceeding our upper bound target for expected growth in Literacy and Numeracy in NAPLAN. • value-added for Years 3-5 is Excelling. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • expand our Instructional Learning model to a P-6 approach ensuring consistency in evidence based practices across the school.
<p>QTSS release</p> <p>\$139,586.91</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lansvale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous improvement for every teacher and every leader <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs. • additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 96% of staff strongly agreed or agreed that 'Collegiality and team work exists within the workplace, supporting collaborative working relationships to support the achievement of school goals'. • 89% of staff strongly agreed or agreed that 'School leaders are focused on providing high quality, visual leadership that is strategic, supportive and professional'. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • employ additional leaders across the school to establish smaller grade teams. This will help to ensure that expert teachers will be frequently involved in the direct support, coaching and mentoring of classroom teachers.
<p>Literacy and numeracy intervention</p> <p>\$105,951.51</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lansvale Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy intervention</p> <p>\$105,951.51</p>	<ul style="list-style-type: none"> • employment of Improvement Instructors to support the delivery of evidence-based literacy and numeracy programs and data driven practices. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • exceeding our upper bound target for expected growth in Literacy and Numeracy in NAPLAN. • value-added for Years 3-5 is Excelling. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • continue to employ additional Improvement Instructors to support explicit teaching in Literacy and Numeracy.
<p>COVID ILSP</p> <p>\$463,149.09</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition across P-6. • providing targeted, explicit instruction for student groups in literacy focusing on comprehension. • providing targeted, explicit instruction for student groups in numeracy focusing on additive strategies. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the majority of the students in the program achieving significant progress towards their personal learning goals. • exceeding our upper bound target for expected growth in Literacy and Numeracy in NAPLAN. • value-added for Years 3-5 is Excelling. • 75.3% of students achieved correct scores in comprehension as indicated in the Check-in data for Years 3-6. • 79.3% of students are achieving Stage 2 outcomes as indicated in the Check-in data for Years 3-4. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. • providing additional in-class support for some students to continue to meet their personal learning goals.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	373	373	369	376
Girls	341	342	341	329

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.5	95.2	89.3	91
1	92	95.1	89	92.5
2	92.8	97	90.7	93.8
3	93.3	96.4	92.6	94.9
4	94.8	96.4	91.7	94.5
5	94	96.9	91.8	94.7
6	94.8	96.9	93.1	94.1
All Years	93.2	96.2	91.2	93.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	27.73
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
Teacher ESL	2.8
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	582,962
Revenue	9,275,192
Appropriation	9,086,080
Sale of Goods and Services	84,684
Grants and contributions	103,427
Investment income	801
Other revenue	200
Expenses	-8,968,545
Employee related	-8,292,215
Operating expenses	-676,330
Surplus / deficit for the year	306,647
Closing Balance	889,609

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.

	2021 SBAR Adjustments (\$)
Targeted Total	53,660
Equity Total	1,608,988
Equity - Aboriginal	3,552
Equity - Socio-economic	936,719
Equity - Language	361,251
Equity - Disability	307,466
Base Total	4,853,277
Base - Per Capita	179,957
Base - Location	0
Base - Other	4,673,319
Other Total	1,747,278
Grand Total	8,263,203

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. To solicit this feedback we utilised the following external data sources; Parent - School Engagement Survey conducted as part of our attendance trial and staff participated in The People Matter Employee Survey and students from Years 4-6 participated in The Tell Them from Me (TTfM) survey. Internal data sources included; leadership surveys, staff surveys and student forums with the Student Representative Council (SRC).

In 2021 teachers told us:

Lansvale Public School participated in the People Matter Survey in 2021 and we had a 94% participation rate. The reported highlighted the following;

Strengths

- Senior managers communicate the importance of customers in our work.
- Senior managers keep employees informed about what's going on.
- Senior managers support the career advancement of women.
- My organisation respects individual differences (e.g.cultures, working styles, backgrounds, ideas).
- Personal background is not a barrier to participation in my organisation (e.g. cultural background, age,disability, sexual orientation, gender).
- There are people at work who care about me.

Opportunities

- I am paid fairly for the work I do.
- I can keep my work stress at an acceptable level.
- I have confidence in the way recruitment decisions are made.
- I have the time to do my job well.

We will continue to participate in the People Matter Employee Survey every year and building on our strengths and reviewing our opportunities.

Lansvale PS staff also participated in internal leadership and overall school surveys. The results indicated;

- 94% of staff strongly agreed or agreed that 'School leaders promote and build positive relationships with the whole school community'.
- 96% of staff strongly agreed or agreed that 'School leaders support a climate where staff are able to speak up and share a different point of view'.
- 96% of staff strongly agreed or agreed that 'Collegiality and team work exists within the workplace, supporting collaborative working relationships to support the achievement of school goals'.
- 98% of staff strongly agreed or agreed that 'Whole school communication systems are effective in supporting the operation of the school'.
- 92% of staff strongly agreed or agreed that 'Interpersonal communication amongst staff members is respectful and professional, and aligned to the guiding principles of the school'.

In 2021 parents told us:

- 141 parents participated in the Parent - School Engagement Survey conducted as part of the pioneering attendance trial.
- 90% of parents strongly agreed that 'when my child's teacher communicates with me about my child's learning it is usually positive'.
- 93% of parents strongly agreed that 'Teachers care about helping me understand what my child is learning'.
- 87% of parents strongly agreed that the 'School gives clear information on how my child is getting on'.
- 92% of parents strongly agreed that 'Teachers give practical information that I can use to help my child learn'.
- 93% of parents strongly agreed that 'Parents/carers are greeted warmly when they call and/or visit the school'.
- 93% of parents strongly agreed that the 'Principal is very supportive of parents and the role we play in student education'.
- 85% of parents strongly agreed that 'Parents/carers are invited to visit the classrooms to participate in learning activities'.
- 42% of parents indicated that their biggest obstacle to parents having more engagement with parents was 'parents not having enough time'.
- 58% of parents indicated that they would like to be receive daily and/or weekly communication about their child's learning.

In 2021 students told us:

- 96% of students surveyed indicated that they like using Seesaw as a tool to support their learning.
- 84% of students indicated that they know where to seek help if they are being bullied.
- 63% of students have a positive sense of belonging at school.
- 96% of students indicated that they have positive behaviour at school.

- 80% of students indicated that they try to do their best at school and set challenging learning goals.

During the 'Learning from Home' period in 2021 students were surveyed about their learning and indicated the following;

- I do want to let every teacher know that they are doing a great job helping, responding and marking us students work it helps us a lot as because we are all in different places at the moment and i do hope we get to go back to school to the normal way! :)
- I love seesaw and it's functions.
- Seesaw is great!
- What I like about seesaw is that your able to do work on there and have your teacher and peers give you feedback. There's nothing I wish seesaw could do because I like it the way it is.
- Thank you to all teachers for their efforts and support to students and parents.

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.

Aboriginal Education - School statement

Lansvale Public School is committed to increasing knowledge, understanding and value of the history, culture and contribution of the First Peoples of Australia - Aboriginal and Torres Strait Islanders. Indigenous and Aboriginal perspectives continued to be a strong focus of units of study. Our units of work have a particular focus on the cross curriculum priority of Aboriginal and Torres Strait Islander histories and cultures, ensuring that this priority is evident in Key Learning Areas. We ensured that Personalised Learning Pathways (PLPs) were created in consultation with families for all students who identify as Aboriginal or Torres Strait Islander. These plans are regularly reviewed to ensure ongoing improvement for students. Our school proudly celebrates the rich Indigenous culture in a range of ways across the year, including National Sorry Day and NAIDOC week, as well as acknowledging the traditional custodians of the land at all official events, activities and assemblies. In 2021, Acknowledgement of Country was introduced across the school during all meetings and gatherings. In 2022 we will be establishing an Aboriginal Education committee to ensure that we continue to learn about, value, honour and promote Aboriginal Education across Lansvale Public School.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.