

2022 Annual Report

Lansvale Public School



5220

Introduction

The Annual Report for 2022 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.

School contact details

Lansvale Public School
Chancery St
Canley Vale, 2166
<https://lansvale-p.schools.nsw.gov.au>
lansvale-p.school@det.nsw.edu.au
9724 5252

Message from the school community

2022 was another successful year for the P&C. We raised a substantial amount of money and were able to complete a number of our initiatives ahead of schedule. This has largely been due to the P&C's strategic planning, which has given us a clear direction, and also to the hard work of our parent body, the school staff and wider community.

The P&C have organised several fundraising events that have assisted the school. These have included repairs to The Pirate Ship Playground, contributing to the Yarning Circle as a Year 6 gift, purchasing party gifts for students, purchasing a new freezer and various teaching and learning resources. These events included a Cake Bake stall, BBQ Days, Mother's and Father's Day Stalls and the Athletics Carnival Canteen.

Thanks to our Vice President and our secretary who have been the back bone of the P&C . Their commitment to the P&C has been outstanding. Thanks to our Treasurer who is a highly competent and organised person.

I would like to thank our Principal and the Leadership team for their patience, guidance and expertise, the office staff and teaching staff (including support staff) for their front line support. A very special thanks to the P&C Executive; their dedication and hard work have remained constant. Lastly, I would like to thank the parents and caregivers who give their time to come to meetings, volunteer and support us in every way. Everyone is working towards the ultimate goal of making Lansvale Public School an exceptional school for our children.

"Volunteers do not necessarily have the time; they just have the heart."

"The best way to find yourself is to lose yourself in the service of others."

Mrs Rayan Haidar

P & C President

Message from the students

In 2022, the SRC have launched various initiatives to help enhance student experiences at school. In Term 1, the student representatives launched a competition for an outdoor learning space inspired by the First Nations culture. Students within the school submitted designs of yarning circles and had to consider elements such as seating, materials and plants to ensure the space is engaging. The SRC voted on the winning design and partnered with Year 6 to fundraise money to build the learning space, which will be built in 2023. Additionally in Term 1, we continued with our

ongoing recycling programs with Wonderbread and Officeworks. Both initiatives involved recycling bread bags and stationery which educated students on the importance of recycling and how it helps the environment. It has been wonderful to see the wider community getting involved as we have had families handing in their recyclable materials. With these generous contributions, we received credit which we used to purchase sport equipment for the school. As a final initiative in Term 4, the SRC students voted on launching the Problem Busters program which aims to reduce playground incidents and build social relationships with students across the school. All students were given duties throughout the week and were responsible for helping out with minor conflicts and mediating situations between peers on the playground. The feedback provided by the SRC students was very positive as they found it a very rewarding initiative.

In Term 1 2023, the SRC plan on launching the Little Wings initiative which is a Return and Earn program that involves recycling bottles. All funds raised by the school will be donated to Little Wings who rely on such donations to transport sick children across regional and rural areas. This program aligns with our vision for SRC which is promoting awareness of recycling and how students' choices can impact the environment.



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 evidence-based 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 acknowledges our Aboriginal connections to the Cabrogal People and is located on the land of the Darug Nation. Our school was established in 1961 and comprises of 677 students from P-6, approximately 94% of whom are from culturally and linguistically diverse backgrounds and 6 students of Aboriginal heritage.

Our staff are highly professional, collaborative and passionate. We have a strong focus on embedding evidence-based literacy and numeracy practices, engaging with high impact professional learning, and building staff and leadership capacity. The school provides a safe, welcoming environment that promotes a strong sense of belonging and connectedness.

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

Our students are Proud, Responsible, Organised, Understanding and Determined (PROUD). We are a PROUD school committed to putting our students at the centre of all learning experiences. We offer a wide range of extra-curricular activities including dance, choir, debating, public speaking, sport and Tournament of Minds (ToM).

The whole school community values the expertise and partnership of a range of specialised personnel including school language teachers, Community Liaison Officers (CLO) and a School as Community Centre (SaCC) facilitator who work cooperatively to enrich and support the needs of the school community. The school benefits from a small, highly dedicated Parents and Citizens Association working in partnership with the school.

The Lansvale Public School community is highly aspirational, and parents are valued as equal partners in authentic learning experiences. Collaborative partnerships exist between staff, parents, and the wider community.

The school is recognised as a high performing school with a positive, supportive and innovative culture where students, staff, parents and the wider community work together to deliver a school of excellence.



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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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

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 student reading and numeracy 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

Integration funding support: \$60,656.00
AP Curriculum & Instruction: \$219,770.85
Refugee Student Support: \$1,015.35
Aboriginal background: \$2,933.88
QTSS release: \$138,709.65
Socio-economic background: \$406,826.50
English language proficiency: \$189,566.60
Professional learning: \$55,344.00
Low level adjustment for disability: \$103,428.90
Literacy and numeracy: \$121,437.49

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.

Within Initiative 1, Data Skills and Use, effective strategies and processes for data analysis and reflection have been used in Reading and Numeracy to correlate internal and external data as a result of the discrepancies between external assessments and internal data. PLAN2 data entry within the areas of Understanding Texts and Quantifying Number was completed by all staff K-6 every 5 weeks and analysed with Assistant Principal, Curriculum and Instructions (APCIs), Assistant Principals (APs) and COVID Intensive Learning Support Program (ILSP) staff from Term 1-Term 4. In addition, designated planning days within each stage were used to analyse Literacy and Numeracy (Planning for Literacy and Numeracy) PLAN2 data. This informed future planning targeted to areas of need.

In Literacy, the original plan was to develop close reading assessments (a comprehension strategy) in Years 3-6 to monitor students' achievement and compare with NAPLAN and Check-in assessments to see the correlation and discrepancies between internal and external assessments. Due to the whole school's emphasis on Numeracy this year, the implementation of close reading assessments was inconsistent.

In Numeracy, our school intended to use PLAN2 data in the areas of Quantifying Number and Additive Strategies to correlate with NAPLAN and Check-in assessments results; however it was challenging to track growth because each grade had a different thread focus which changed every 5 weeks.

Next year, K-6 staff will enter PLAN2 V3 data every 5 weeks on a preselected thread for Numeracy (Number and Place Value, Additive Strategies) and Reading (Understanding Texts) that has been selected based on data analysis of NAPLAN and Check-in assessment results where the difference in achievement between our students and DoE average differed more than 30%. This will assist in tracking growth and developing consistent understanding in these particular areas across K-6. An additional source of external data, Progressive Achievement Test (PAT) across Years 1-6 will be used to track student growth.

Next year, our school will focus on streamlining consistent close reading assessments. At the end of Semester 1, the APCIs, in collaboration with the APs and grade teams, will triangulate the internal and external data and modify assessment practices. Our school will be working to develop consistent assessments and rubrics for Year 1-6 in reading and mathematics.

Within Initiative 2, Effective Classroom Practice, teachers from K-6 are committed to implementing effective evidence-based teaching practices.

In Numeracy, as there has been a decline in our numeracy achievement in NAPLAN from 2017, we started to shift our pedagogy from Mathematical Investigations to explicit teaching in 2022, which aligns with the What Works Best theme (Explicit Teaching). Due to inconsistency with scope and sequences across K-6 there were gaps in student learning, therefore a need for core programming was evident. From Term 2, there was a commitment to work in partnership with an external numeracy consultant, Carol Spencer. A high impact professional learning model enabled equal opportunities for teachers to engage in professional learning on evidence-based teaching strategies, in particular place value, addition and subtraction. These focuses were identified during the analysis of data sources such as NAPLAN, Check-in assessments and PLAN2. Staff were engaged in whole school professional learning with Carol Spencer around the progression of place value and addition and subtraction skills from K-6 to support teacher understanding of the 'missing gaps' in student learning. Differentiation of place value and addition and subtraction is evident in K-6 classrooms along with teaching and learning programs. Student learning behaviours have been tracked on our whole school tracking tool designed by the APCIs.

In Literacy, P-6 have participated in professional learning focusing on evidence-based practice in Reading. APCIs unpacked the K-2 Effective Reading Guide and Improving Reading Comprehension 3-8 in professional learning. External literacy consultant, Jann Farmer-Hailey also provided professional learning for teachers P-6 with a focus on what reading looks like in terms of modelled/shared reading and selecting quality texts to drive English programs. This consultant supported the executive team in Term 3 and 4 with assessment in reading and the creation of a pedagogical guide outlining the non-negotiables when implementing an English Block. In Semester 2, K-6 teachers had professional learning on Phonological Awareness and Phonics. In 2023, this foundation work will be built upon. Additionally, K-2 teachers engaged in fortnightly grade-based professional learning focused on developing the skills required to use decodables in the classroom ready for K-2 syllabus implementation in 2023.

An analysis of Best Start, NAPLAN, Check in Assessments and PLAN2 data was conducted in Term 1 and used to drive teaching and learning programs across K-6. Regular meetings between AP and APCIs to discuss student progress in reading, analysis of reading levels and celebration of student achievement enabled teachers to narrow their focus in reading. K-6 Reading levels was entered every 5 weeks.

Next year, in Numeracy, our school will continue to utilise the external consultant to do demonstration lessons and professional learning P-6. The APCIs and Grade APs will be looking at NAPLAN, Check in and PAT data to ascertain whether there have been shifts in students' achievements. Student and teacher surveys will be analysed to see the impact of programming.

In Literacy, Lansvale Public School will develop a whole school consistent comprehension focus and this will be tracked using PLAN2 V3. To ensure the consistency of the comprehension focus, our school will need to establish well-structured guided reading practices K-6 in Term 1 during professional learning. K-1 teachers will continue to use decodable texts aligned to the school's Phonics Scope and Sequence. To ensure that there is consistent understanding of Guided Reading across the school, a document outlining how Guided Reading shifts from K-6 will be shared with teachers. In addition, based on the analysis of data, a comprehension focus for the school has been determined.

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
Numeracy: A minimum of 35.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.	2022 NAPLAN data indicates 25.1% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however, there was a 4.7% increase in students in the top two bands compared with 2021. Focus on this targeted has resulted in a whole school action plan in numeracy targeted at explicit teaching. This will remain a focus in 2023.
Numeracy: A minimum of 73.2% of students achieve expected growth in NAPLAN numeracy.	Student achievement data is unavailable for this progress measure in 2022. Comparison data is not available due to the cancellation of NAPLAN 2020.

<p>Reading:</p> <p>A minimum of 37.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading.</p>	<p>2022 NAPLAN data indicates 40.7% of students in the top two skill bands for reading indicating the school exceeded the lower bound system negotiated target by 2.9%.</p>
<p>A minimum of 67% of students achieve expected growth in NAPLAN reading.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Students complete PAT test in Reading in Years 1-6 at the beginning of the year to establish base line data.</p>	<p>Students in Years 1-6 completed PAT test in Reading.</p>
<p>Students complete PAT test in numeracy in Years 1-6 at the beginning of the year to establish base line data</p>	<p>Students in Years 1-6 completed PAT test in Numeracy.</p>
<p>Value added data from Scout for K-3 and Y3-5 and Y5-7 continues to show Excelling.</p>	<p>Value Added (VA) for Years 3-5 cannot be calculated for 2020/22 due to the cancelation of NAPLAN 2020. School VA scores require matching student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 3 2020 scores to Year 5 2022 scores).</p>
<p>Excelling in the theme Data Analysis within the element of Data skills and Use and maintaining Sustaining and Growing in the theme Literacy and Numeracy Focus within the element Professional Standards, as measured by the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme Data Analysis in the element of Data Skills and Use, and maintaining sustaining and growing in the theme Literacy and Numeracy Focus in the element Professional Standards.</p>



Strategic Direction 2: Professional learning focused on impact and excellence

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

AP Curriculum & Instruction: \$51,256.95
Socio-economic background: \$143,928.00
Low level adjustment for disability: \$102,428.90
English language proficiency: \$318,548.92
Integration funding support: \$60,656.00
Beginning teacher support: \$106,519.00

Summary of progress

The purpose of Strategic Direction 2 is to ensure all staff at Lansvale Public School are provided with the knowledge, understanding and skills to deliver the best educational outcomes for our students. The initiative of High Quality Assessment Practices will enable a more consistent focus on school wide assessment to better plan, monitor and improve student learning. These were created to support teachers' consistent evidence-based judgement and moderation of assessments. Within this initiative, we focused on three activities: Moderation, EAL/D Assessment and a school-wide assessment model. The second initiative, Continuous Improvement for Every Teacher and Every Leader was established to create differentiated high impact professional learning opportunities to meet the needs of all teachers. Within this initiative, we focussed on three activities: beginning teachers, curriculum leaders and a school-wide professional learning model.

Initiative 1 - High Quality Assessment Practices

Baseline data was collected on all P-6 teachers' understanding of the moderation process; the results showed that classroom teachers required more time and support to build a better understanding of this process and areas for improvement. Positive changes expected by this point in time include teachers being more aware of moderation processes, beginning to collect and annotate work samples and identifying specific times to moderate with teams.

The enrolment process was streamlined to restructure support time for EAL/D students. Collaboration between the EAL/D teachers and classroom teachers in analysing student work samples led to a deeper understanding of the EAL/D Learning Progression. Teachers utilised adaptive expertise in response to evidence-based assessment practices.

The development of a school wide assessment model facilitated teachers in understanding assessments as, for and of learning. A whole school assessment schedule was created by the APCIs to ensure that all teachers understand their responsibility in relation to assessments and the collection of data during the year. This created a positive impact as there was clear outline and expectations.

Next year, in High Quality Assessment Practices, Lansvale Public School staff will continue to revise the moderation process because there is a need for consistent teacher judgement that will support student outcomes. A rubric will allow for consistency across K-6. Staff will continue to work with EAL/D specialist teachers to moderate writing samples and accurately plot students on the EAL/D Learning Progression. Additionally, a team will be established to identify the links between the National Literacy Learning Progressions and the EAL/D Learning Progression so that teachers are effectively using all data to support students learning outcomes. Developing common assessments and rubrics across all key learning areas will ensure there are consistent expectations across K-6. Frequent discussions around expectations of the assessments we use, why we use them and when we need to use them will be addressed.

Initiative 2 - Continuous improvement for every teacher and every leader

Beginning teacher funding provided time for teachers to be mentored and coached by aspiring leaders, to reflect on their learning programs and improve their teaching practice. Through this initiative the mentors developed their leadership, confidence and communication skills to actively support their beginning teacher.

Key Learning Area (KLA) Committee leaders were established to build leadership capacity among staff. Staff members were aligned to teams to meet once or twice a term to discuss, reflect and implement their action plans. Most KLA committees have been working on developing a scope and sequence for K-6 and providing additional professional learning to committee members so that staff knowledge is strengthened and shared back to teams.

A high impact professional learning model was developed by the executive team to ensure that professional learning was aligned to the school plan and individual/team PDP goals, through weekly whole school and fortnightly professional learning. The aim of weekly professional learning was to allow teams the flexibility to meet and develop an action plan that targets their team PDP goal. Fortnightly professional learning was led by our Assistant Principals, Curriculum and Instruction to deepen teachers' knowledge in literacy and numeracy.

Next year, in Continuous improvement for every teacher and every leader, Lansvale Public School will continue with the current beginning teacher model to deepen first year teachers' knowledge and understanding and for beginning teacher mentors to continue to build their capacity as a leader. KLA committee model will also continue. Staff will continue with the Wednesday after school PL model and ensure that there is team planning every fortnight aligned to their team PDP goals. The executive team will collate Performance Development Plan (PDP) goals to assist with and guide the planning of school development days and Wednesday after-school PL. The PL model will be revised to meet the needs of all staff members.

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 completes self assessment on the HIPL in the theme ' <i>establish link between professional learning and individual development</i> '. Within the element <i>professional learning is continuous and coherent</i> .	Baseline data was not obtained in 2022; however in 2023 staff will complete a self assessment on the HIPL in the theme ' <i>establish link between professional learning and individual development</i> ' within the element ' <i>professional learning is continuous and coherent</i> '.
Strengthen our position in Sustaining and Growing in the element of Assessment, Educational Leadership and Professional Standards , 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 Educational Leadership and sustaining and growing in the element of Assessment and Professional Standards.
Establish baseline data on the percentage of teachers using quality assessment strategies and the moderation process.	Baseline data has been established for the frequency of teachers moderating with their teams and utilising quality assessment strategies to monitor and assess student progress.



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

Socio-economic background: \$393,535.00

Integration funding support: \$60,656.00

Low level adjustment for disability: \$91,000.00

Aboriginal background: \$3,000.00

Summary of progress

Lansvale Public School's focus for 2022 was on improving learning environments that recognise and nurture potential and provide opportunities for students, staff and community to belong, thrive and succeed. The two initiatives under this Strategic Direction included Wellbeing and Engagement (focusing on attendance, student wellbeing and Aboriginal education) and High Potential Gifted Education.

In 2022, a Lansvale Lionhearts committee was formed and the team devised lessons in line with the Personal Development Health and Physical Education (PDHPE) syllabus that targeted inclusion, respect and empathy so that students would develop a stronger sense of belonging and connection to staff and peers. The program was implemented across Terms 3 and 4 and was well received by staff and students as indicated by survey data.

School-wide attendance procedures were rigorously implemented during 2022. Teachers were managing and following up on absences daily with a positive shift in data displaying growth from 62.1% in Term 1 to 76.1% of students attending school 90% or more of the time in Term 4. Unexplained absence data also demonstrated strong growth with 102 unexplained absences from K to 6 at Term 1 Week 8, as opposed to only 18 unexplained absences across the school at Term 4 Week 4. Due to these great results, Lansvale Public School was selected to showcase attendance procedures at the Fairfield Network Attendance Team Meeting as a model of best practice. Next year, Lansvale Public School will focus on refreshing current procedures for all school staff to ensure maintenance of the positive trend in attendance.

In Term 1, 2022, Lansvale Public School participated in Professional Learning focusing on Aboriginal Histories and Cultures with Kylie Captain, a respected Aboriginal educator. For Term 2 School Development Day, all staff engaged in an Aboriginal Education workshop to develop knowledge, understanding and appreciation of Aboriginal histories and culture. An Aboriginal Education committee was created in Term 1 to provide staff with ongoing professional learning through connecting and learning from Aboriginal community members. Teachers embedded Aboriginal Histories and Cultures into their classrooms by creating a personalised Acknowledge of Country with their class or used Lansvale's Acknowledgement of Country as a part of their daily routine. Teachers integrated yarning circles into their teaching and learning programs as well as learning maps. Year 6 students from Lansvale PS gifted the school a yarning circle as a leaving gift so that Lansvale PS can engage in rich discussions using Aboriginals ways of learning.

The High Potential and Gifted Education (HPGE) Committee was trained in the 'Leaders' course which solidified their understanding and expertise in best practice in HPGE education. All school staff were surveyed in the end of year SIP survey with 52% of staff being able to identify the four domains of the HPGE policy. In 2023, Lansvale Public School will continue to target HPGE professional learning to support the growth and achievement of High Potential and Gifted students through building teacher capacity to create learning environments that foster and develop HPGE students.

Next Steps:

In the initiative, Wellbeing and Engagement, Lansvale Public School will continue to ensure Aboriginal Histories and Cultures is respected, valued and promoted across the whole school community. This will be achieved by employing an Aboriginal education mentor for one day per week to support students and teachers to embed Aboriginal education in their daily practice as well as support Aboriginal students to create and meet their PLP goals. Lansvale Public School will work with the Fairfield Aboriginal Education Collaboration Network to support students and teachers to develop an

appreciation and knowledge of Aboriginal Histories and Cultures as well as providing opportunities for Aboriginal students to connect with Aboriginal students from other schools, within the Fairfield community. Wellbeing and Engagement will also be supported through the school's rigorous attendance procedures. The Lansvale Lionhearts whole school wellbeing program will continue across the school and focus on building students' sense of belonging and understanding of inclusion, empathy and respect. The program may be brought forward to Semester One so that students can form connections with teachers and peers earlier in the year. Next year's lessons will be modified to include more team building and ice breaker activities to ensure students feel welcomed and known in their groups, based on feedback from students and teachers.

In the initiative, High Potential and Gifted Education, professional learning will be targeted to support teachers to create learning environments that foster and develop HPGE students. Evidence-based procedures, programs and practices will be a feature. Staff will be supported to identify HPGE students in all four domains and a register of HPGE students will be developed and shared across the school. HPGE education will be prioritised in 2023.

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 four or more statements of the High Potential Gifted Education policy.	Data is unavailable for this progress measure in 2022 but will be a focus for 2023.
Increased percentage of students attending school more than 90% of the time to 83.1% or more.	<p>The number of students attending greater than 90% of the time or more has decreased by 13.79%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.</p> <p>By the end of term 4, the percentage of students attending school greater than 90% of the time has decreased to 77.3% in comparison to 2021. This is due to a high number of absences as a result of COVID 19.</p>
2% or more improvement from baseline data in the Tell Them From Me survey in the areas of advocacy, sense of belonging and high expectations.	<p>Tell Them From Me data indicates 82.83% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). Demonstrating progress toward the lower bound system negotiated target.</p> <p>Tell Them From Me data shows an improvement of 5% in sense of belonging, a consistent result at 7.7 in advocacy and a slight decrease of 8.5 to 8.2 in expectations of success.</p>
Strengthen our position in 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 and sustaining and growing in the element of Curriculum.





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 • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students • additional staffing to map individual students against the EAL/D progressions • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased support for refugee students through targeted bilingual support - extensive support for refugee families in connecting to school life and engaging with our community <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue the employment of a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language - continue to support refugee students with the assistance of the refugee support leader and also with the support of community liaison officers
<p>Integration funding support</p> <p>\$181,968.00</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 • Effective Classroom Practice • Wellbeing and engagement • High Potential and Gifted Learners • High quality assessment practices • Continuous improvement for every teacher and every leader <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs) • consultation with external providers for the implementation of strategies to support students with additional needs • implementation of targeted programs to differentiate teaching and learning programs • 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 the following impact:</p> <ul style="list-style-type: none"> - all eligible students demonstrating progress towards their personalised learning goals - all PLaSPs were regularly updated and responsive to student learning needs - all eligible students received personalised learning and support with a SLSO and/or Learning and Support teacher

<p>Integration funding support</p> <p>\$181,968.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue regular review of integration funding with regular monitoring of student data ensuring the funding is used to specifically address each student's learning and wellbeing needs - further strengthen the capacity of SLSOs by providing professional learning utilising whole-school programs focused on literacy, numeracy and wellbeing to specifically address each student's support needs - continue to provide 1:1 support for high risk students through a SLSO
<p>Socio-economic background</p> <p>\$944,289.50</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 • Effective Classroom Practice • Wellbeing and engagement • High Potential and Gifted Learners • High quality assessment practices • 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"> • additional staffing to implement a school-based Reading Recovery program 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 • 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 • professional development of staff through an external numeracy expert to support student learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the establishment of core programming in Mathematics across P-6 focused on explicit teaching - 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 on an equitable basis - increased community engagement through the employment of a School as Community Centre (SaCC) facilitator - smaller class sizes K-6 through the employment of an additional class teacher - additional support for targeted students across P-6 through the employment of SLSOs

<p>Socio-economic background</p> <p>\$944,289.50</p>	<p>After evaluation, the next steps to support our students 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 School as Community Facilitator and Community Liaison Officer - 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>\$5,933.88</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"> • Data Skills and Use • High Potential and Gifted Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - whole school authentic implementation of Aboriginal Education - 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 - 100% of Aboriginal students indicated in the Tell Them from Me student survey that teachers understand culture - 100% of Aboriginal students indicated in the Tell Them from Me student survey that they feel good about their culture whilst at school <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to provide professional learning opportunities for staff to effectively embed Aboriginal Education in all classrooms - continue to strengthen the actions of the Aboriginal Education committee to support Aboriginal families, students and staff in embedding authentic Aboriginal Education across the school - establishing an Aboriginal Mentor to support Aboriginal students in creating, evaluating and implementing Personalised Learning Pathways (PLPs)
<p>English language proficiency</p> <p>\$508,115.52</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 • Effective Classroom Practice • 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 • employment of additional staff to support delivery of targeted initiatives

<p>English language proficiency</p> <p>\$508,115.52</p>	<ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - consistent school wide practices in reporting on and leading EAL/D pedagogy across the school - 100% of staff found that the EAL/D moderation sessions were beneficial to enhance their knowledge of the EAL/D progressions - 100% of students receiving EAL/D intervention tracked with ongoing reflections and assessment included within programming and relevant tracking tools - all EAL/D teachers participated in professional learning under the guidance of an external EAL/D Educational Leader, whereby whole school structures and processes were evaluated against the School Evaluation Framework - increased support in Literacy and Numeracy for all EAL/D students from P-6 - the revised enrolment processes ensured that all new students were placed on the EAL/D Learning progression by the stage EAL/D specialist within a week <p>After evaluation, the next steps to support our students 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>\$296,857.80</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 • Wellbeing and engagement • High Potential and Gifted Learners • High quality assessment practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • PLP development with appropriate strategies for all students, including our Aboriginal students requiring low level adjustments for disability. • 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. • employment of School as Community Centre Facilitator and Community Liaison Officers to support communication, engagement and interpreting for parents in Vietnamese and Cambodian. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all PLPs were completed with appropriate strategies for all students requiring low level adjustments for disability this enables students to better access the curriculum, supporting their engagement and progress at school

<p>Low level adjustment for disability</p> <p>\$296,857.80</p>	<ul style="list-style-type: none"> - targeted support for students in P-2 who identified with speech and/or OT learning difficulties. 46% of students in P-6 diagnostically assessed by the speech pathologist and participated in individual and group therapy sessions - Community Liaison Officers translated written communication to parents and translated at parent meetings and provided phone communication in first language - 100% of students in Kindergarten showed growth in their reading data when compared to the Best Start Kindergarten Assessment - 45% of students in Year 1 achieved at or above end of year school-based reading targets - 52% of students in Year 2 achieved at or above end of year school-based reading targets - 87% of students in Year 3 achieved at or above end of year school-based reading targets <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to fund additional School Learning Support Officers to support targeted students in achieving Literacy and Numeracy goals - the Learning and Support Team to continue to regularly monitor and evaluate the effectiveness of support with students with Integration Funding - continue to employ Community Liaison Officers and our School as Community Centre Facilitator to support our community with playgroups and early interventions - identification and development of practices for High Potential and Gifted students across the school
<p>Professional learning</p> <p>\$55,344.00</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"> • 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 • Assistant Principal, Curriculum and Instruction Leaders guide weekly, evidence-based literacy and numeracy approaches, to co-planning, co-teaching and assessment and reporting <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all teachers participated in differentiated professional learning in the explicit teaching of writing, resulting in improved internal and external student results - 94% of staff stated 'my organisation is committed to developing its employees' in the People Matter Employee Survey <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - curriculum leaders to collaborate with local schools continually reviewing our professional learning model across P-6 - continue to have curriculum leaders lead targeted, weekly professional learning sessions for grade teams - the inclusion of specialist staff to attend weekly professional learning sessions. - continue to encourage teachers to engage in purposeful, additional professional learning linked to their PDPs
<p>Beginning teacher support</p> <p>\$106,519.00</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>Beginning teacher support</p> <p>\$106,519.00</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 supported to deliver effective classroom practice as aligned in the SIP using strong data informed practices. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 4 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 Assistant Principal, Curriculum and Instruction leaders to unpack NESA Syllabus documents and to ensure all students in their class are catered for <p>After evaluation, the next steps to support our students 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 - in 2023 beginning teacher mentors will be strategically chosen through an EOI process this will be 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>Literacy and numeracy</p> <p>\$121,437.49</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of classroom teachers attended fortnightly professional learning with the Assistant Principal, Curriculum and Instruction - Over 1800 decodable texts were purchased to support the introduction of the new K-2 syllabus and the teaching of decodable texts - 52% of Year 2 students and 45% of Year 1 students met or exceeded end of year targets in reading <p>After evaluation, the next steps to support our students 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

<p>QTSS release</p> <p>\$138,709.65</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"> • 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"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 93% of staff indicated 'I get the support I need to do my job well' in the People Matter Employee Survey - 100% of staff strongly agreed that they have a performance and development plan that sets out their individual goals - 98% of staff stated 'My manager encourages people in my workgroup to keep improving the work they do' in the People Matter Employee Survey - Tell Them From Me data from students indicated 'explicit teaching practices and feedback' was above the NSW government norm <p>After evaluation, the next steps to support our students 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 - implement lesson study across P-6 creating a culture where staff feel supported and comfortable to open up their classrooms, focused on giving and receiving feedback leading to improve teaching and learning
<p>COVID ILSP</p> <p>\$555,624.00</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 2022.</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 • releasing staff to analyse school and student data to identify students for small group tuition groups • providing targeted, explicit instruction for student groups in literacy/numeracy across P-6 • providing intensive small group tuition for identified students who were working at, below and above the national minimum standard in literacy and numeracy • providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact:</p> <p>For this target group;</p> <ul style="list-style-type: none"> - 90% of targeted students have shown shifts in their learning in Reading and Numeracy - 5.6% increase from the previous year of students in the top 2 bands in reading - 4.7% increase from the previous year of students in the top 2 bands in numeracy

- 100% of ATSI students in Year 3 were in the top 3 bands in reading
- 48.3% of students were achieving Stage 3 outcomes as indicated in the Check-in data for Year 5 in numeracy
- 65.6% of students were achieving Stage 2 outcomes as indicated in the Check-in data for Year 4 in numeracy
- 47.4% of students were achieving Stage 2 outcomes as indicated in the Check-in data for Year 3 in numeracy
- 50.9% of students were achieving Stage 3 outcomes as indicated in the Check-in data for Year 6 in reading
- 47.7% of students were achieving Stage 3 outcomes as indicated in the Check-in data for Year 5 in reading
- 60.4% of students were achieving Stage 3 outcomes as indicated in the Check-in data for Year 4 in reading
- 53.7% of students were achieving Stage 3 outcomes as indicated in the Check-in data for Year 6 in reading
- 65% of Year 3 students were able to interpret a visual metaphor used to create atmosphere in a poem, this result was 3.2% higher than state data in the Term 4 check-in assessment (Stage 2 outcome)
- 78.8% of Year 4 students were able to monitor the development of an idea through dialogue between characters in a narrative text, this result was 8.7% higher than state data in the Term 4 check-in assessment (Stage 2 outcome)
- 85% of Year 5 students were able to interpret an idiomatic expression, this result was 2.2% higher than state data in the Term 4 check-in assessment (Stage 3 outcome)
- 69.6% of Year 6 students were able to infer a reason for using a language that supports a persuasive argument, this result was 0.8% higher than state data in the Term 3 check-in assessment (Stage 3 outcome)
- all staff participated in demonstration lessons with an external numeracy consultant to review and refine teaching practices
- all staff engaged in professional learning with the Assistant Principal, Curriculum and Instruction leaders to monitor, track and review student data on a fortnightly basis

After evaluation, the next steps to support our students will be:

- continue the implementation of literacy and numeracy small group tuition using external and internal data sources to identify specific student need
- providing additional in-class support for some students to continue to meet their personalised learning and support plans
- all staff to continue to review core programming in Mathematics based on student check-in results



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	373	369	376	355
Girls	342	341	329	322

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	89.3	91.0	86.4
1	95.1	89.0	92.5	88.4
2	97.0	90.7	93.8	90.5
3	96.4	92.6	94.9	92.5
4	96.4	91.7	94.5	92.6
5	96.9	91.8	94.7	91.3
6	96.9	93.1	94.1	90.7
All Years	96.2	91.2	93.7	90.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.8
Classroom Teacher(s)	26.65
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	6.46
Other Positions	4

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	620,324
Revenue	9,899,285
Appropriation	9,625,721
Sale of Goods and Services	90,862
Grants and contributions	173,523
Investment income	8,141
Other revenue	1,038
Expenses	-9,491,816
Employee related	-8,606,148
Operating expenses	-885,668
Surplus / deficit for the year	407,469
Closing Balance	1,027,793

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.

	2022 SBAR Adjustments (\$)
Targeted Total	184,036
Equity Total	1,759,724
Equity - Aboriginal	5,934
Equity - Socio-economic	944,290
Equity - Language	509,682
Equity - Disability	299,819
Base Total	4,929,614
Base - Per Capita	183,193
Base - Location	0
Base - Other	4,746,421
Other Total	1,671,825
Grand Total	8,545,200

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 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).

Tell Them From Me Survey

Each year, our school seeks the opinions of our students and parents/community about the school through the Tell Them From Me survey. As our school has over 94% of students from a non-English speaking background, to ensure parents/carers and students understand what the questions in the survey are asking, staff members walk through the survey one question at a time in small groups. All students in Years 4-6 participate in the Tell Them From Me- Student survey, and we had 66 parents/carers take part in the Tell Them From Me - Parent survey.

In 2022, the student survey reported:

- Student sense of belonging increased by 5% from 2021 (from 63% to 68%)
- 97% of students believe they exhibit positive behaviour at school
- A mean score of 7.3 for positive learning culture - students understand there are clear rules and expectations for classroom behaviour (up 0.3 from 2021)
- Bullying has steadily decreased over the last 3 years (16% of students reported being bullied; the state norm was 36%)

Next year, the school will continue to focus on developing a sense of belonging for all students at school.

In 2022, the parent survey reported:

- A mean score of 7.7 (state norm was 6.6) in the area of Parents are informed
- Parents felt welcome at Lansvale Public School - score of 8.1 (state norm was 7.4)
- A mean score of 7.6 (state norm was 7.3) in the area of School supports learning
- Lansvale Public School is an inclusive school - score of 8.0 (state norm was 6.7)

Next year, the school will conduct more parent/carer surveys.

People Matter Employee Survey

Lansvale Public School participated in the People Matter Survey in 2022 and we had a 94% participation rate. The reported highlighted the following;

Strengths

- Managers encourage and value employee input
- My manager encourages people in my workgroup to keep improving the work they do
- Senior managers communicate the importance of customers in our work
- Personal background is not a barrier to participation in my organisation (e.g. cultural background, age, etc.)
- I support my organisation's values
- I am empowered to make the decisions needed to help customers and/or communities
- I have confidence in the decisions my manager makes
- There is good co-operation between teams across my organisation
- Change is managed well in my organisation
- I get the support I need to do my job well

Opportunities

- I am paid fairly for the work I do.
- My manager supports flexible working in my team
- I can keep my work stress at an acceptable level.
- I have the time to do my job well.

We will continue to participate in the People Matter Employee Survey every year, build on our strengths and review our opportunities.



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 2022, we established 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.

Other School Programs (optional)

Lansvale Lionhearts

In 2022, Lansvale Lionhearts was relaunched as a whole school wellbeing initiative aiming to ensure that all students are known, valued and cared for by providing them with an ongoing opportunity to build a relationship with another significant

adult in their school life. This program was reviewed, relaunched and implemented across Term 3 and Term 4, to foster positive relationships and address students' social emotional learning. The program ran for a period of 10 weeks with all students from Kindergarten to Year 6 grouped in mixed year groups in 38 unique Lionhearts groups. Each group had their own teacher and Year 6 leaders as well as their own learning space, group name and secret handshake. The sessions were co-led by both teachers and Year 6 leaders, providing our senior students with authentic leadership opportunities and the chance to mentor their young peers. The focus for the program was narrowed this year to explore the ideas of inclusion, empathy and respect and aligned to the PDHPE syllabus.

Staff and students were surveyed at the end of the program and results indicated that students responded well to the lessons and could identify a lesson that had significance for them. Survey data also demonstrated that students were confident in identifying three teachers in the school that they could go to for help and 77% of respondents could name a new friend that they had made in Lionhearts. Feedback from students indicated that they would like more team building games during each session to promote active participation from all students. Staff also reported that some students were still reserved during the sessions and team building and/or ice breaker sessions would be helpful.

Next year, the program will run again, but will be moved to earlier in the year to capitalise on the relationships that students have made this year. We will also use the feedback garnered from the survey to adjust the program and respond to the suggestions of both staff and students.

Sport/PSSA

Students in Kindergarten-Year 6 classes participated in a range of activities aimed at developing the skills and confidence required to participate in sports activities both inside and outside the school environment.

Students were involved in coaching clinics as follow:

- AFL for ES1 and Stage 1
- Rugby League for Stage 2 and Stage 3

Students in Kindergarten, Year 1 and Year 2 were involved in a 4 week program where they received professional coaching in the skills of Australian Rules Football. The clinics were run by the very popular AUS Kick Program.

Representatives from the Parramatta Eels and NRL development squad came to our school and involving students from Years 3-6 in a developmental rugby league program.

Students in Years 3 to 6 were offered the opportunity to participate in weekly Zone PSSA competitions. They trained during the week and played competitive games against other schools.

- 70 students represented our school in the Season 1 sports of Junior T-Ball, Senior Softball and Junior and Senior Cricket (most of season 1 was cancelled due to rain)
- 66 students represented our school in the Season 2 sports of Boys and Girls Touch football, Junior and Senior Soccer and Junior and Senior Netball (Senior Netball were premiers. Junior Soccer, Junior Netball and Boys Touch Football teams were runners up in their competition).
- 72 students represented our school in the Season 3 sports of Boys and Girls Cricket, Oztag and Basketball (all were runners up in their competition).
- It was a very successful PSSA year at Lansvale Public School, and we had many representatives in Lansdowne Zone and Sydney South West Regional teams. 5 students made the Zone Netball Team, 8 students made the Zone Touch Football Teams, 3 students made the Zone Basketball Teams, 1 student made the Zone Soccer Team and 4 students made the Zone Rugby League team. Lansvale PS also had 1 student who played at the Touch Football State Championships for Sydney South West Region and 1 student who play at the Rugby League State Championships for Sydney South West Region.
- In 2022 Teachers from Lansvale Public School coached the Lansdowne Zone Netball and Zone Rugby League Teams

The Water Carnival was postponed in Term 1 due to covid 19 restrictions, so we had swimming trials for 19 competitive swimmers at Fairfield Leisure Centre. From that 19, our school had 5 competitive swimmers swim at the Lansdowne Zone Swimming Carnival. Lansvale's focus this year was water safety and we had a very successful swim scheme program in Term 3. 58 students travelled to Fairfield Leisure Centre once a week for 10 weeks for an extensive water safety and swimming program. We are hoping to have 100 students attend in 2023. The cross country was held in Term 2 at Hartley's Oval. All students from Years 3 to 6 participated in the event with rotational activities provided by Challenge2bFit between races to keep the students active and motivated. We had another huge success with 55 students running at the Zone Cross Country carnival. The Athletics Carnival was held in Term 3 at Makepeace Oval. All students from Years 3-6 attended with K-2 students having their own mini carnival in Term 4 held at Hartley's Oval which was also supported by Challenge2bFit. 54 talented athletes qualified to participate the Zone Athletics Carnival. In addition, a very enthusiastic group of teachers from Lansvale Public School organised and coordinated the Lansdowne Zone Athletics Carnival in 2022.

- 6 Students from Lansvale represented Lansdowne Zone at the Sydney South West Cross Country Carnival.
- 10 students from Lansvale represented Lansdowne Zone at the Sydney South West Athletics Carnival.

- Lansvale Public School was runner up in the Lansdowne Zone School Championship

All students at Lansvale Public School participated in the Premier's Sporting Challenge and received a gold award.

ICAS Assessments

This year, students from Years 2-6 were once again offered the opportunity to participate in the 2022 ICAS Assessments, a series of highly competitive, international academic tests designed to recognise academic achievement. 38 students from Years 2-6 took part in Mathematics, Writing, Science, English, Spelling Bee and Digital Technologies online assessments. Students were assessed on their ability to apply classroom learning to new contexts, using higher-order thinking and problem-solving skills. Participation in the ICAS Assessments increased slightly compared to 2021. Overall, we achieved 14 Merits, 40 Credits, 12 Distinctions and 2 High Distinctions across all tests. Next year, we aim to encourage more students to partake in the tests, particularly our high potential and gifted students, giving them the opportunity to demonstrate a deeper, integrated, and thorough level of knowledge across the different subject areas.

Tournament of Minds

Tournament of Minds (TOM) is a problem-solving program for teams of students that aims to unlock and enhance their potential. Students develop diverse skills within a challenging and competitive environment.

In teams, students are required to collaborate to solve open ended challenges from one of four disciplines: The Arts, STEM (Science, technology, Engineering and Mathematics), Language Literature and Social Sciences.

Students committed to attending workshops during their lunch times as well as after school sessions to develop their collaborative problem solving, critical thinking and innovative skills. By improving and fine tuning these skills, our students worked more effectively as a team on their spontaneous, short term and long-term challenges.

In August 2022, three of our teams (students from Years 2 to Year 6) represented Lansvale Public school at the Tournament of Minds competition held at Broughton Anglican College. Our teams did an outstanding job presenting their Spontaneous and Long-term Challenges in front of official TOM judges, families, teachers and TOM colleagues. Across our teams, the students received an 'Excellent' outcome in areas of model building, teamwork and creative use of technology. The students demonstrated wonderful dedication and passion during the year and most importantly supported one another throughout all challenges.

This program has been an ongoing initiative at LPS and will continue in 2023. Our vision for TOM is to ensure students are provided with opportunities to develop creative problem-solving techniques, foster cooperative learning and celebrate excellence.

Reporting Committee

In 2022, the reporting committee focused on delivering professional learning to ensure high standards of reporting, as well as continuous improvement of the report format and process. Semester 1 reports saw a continuation of the report format from 2021 combined with the opportunity for face-to-face discussions via parent/teacher interviews. This year, interviews had an extended time of 12pm to 6pm to provide more time availability for parents to meet with teachers. Additionally, interviews were consolidated in one meeting location, the hall, which allowed for ease of access to language interpreters and a single location for parents to navigate making it more convenient for parents, particularly those that needed to meet with more than one teacher. Overall, the longer meeting time period and the one meeting location were positively received by the parent and teacher community and will be continued as part of the parent/teacher interview process in the future.

To review and improve on reports, surveys of the parent/carer community were conducted to understand what elements in reports best suited their needs. Additionally, surveys of teachers were carried out to garner feedback on the overall process and to improve the format of the report. The survey data indicated that our parent/carer and teacher community preferred a simpler report format complimented by parent/teacher interviews to discuss a student's learning progress, social/emotional growth and wellbeing. Based on the overall survey feedback, the Semester 2 report format was streamlined to better cater to our parent and carer community context. The new simplified format of the report continues to meet the requirements of reporting standards whilst delivering high quality reflections of student academic progress. To ensure the new report format meets the needs of our parent/carer community, a survey was issued with the Semester 2 report to collect feedback. In the survey, 86% of parents agreed that the new report format was much easier to understand and preferred this format opposed to previous formats.

Next year, the reporting committee will continue focusing on delivering professional learning and ensuring compliance of reporting standards. The committee will also review the feedback provided by our parent/carer community regarding the new report format and determine any significant changes that may need to be considered to the report format and process.

Kitchen Garden Program

The Kitchen Garden Program with Year 2 and a wellbeing group has been a great success during Term 3 and 4 2022. The students have had a high level of engagement in all lessons thinking about caring for Country, sustainability and nutrition. 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. The garden has flourished with lettuce, tomatoes, broccoli, zucchini, radish, beetroot, mint, parsley and raspberries. Students have been busy learning about nutritious meals through cooking rice paper rolls, quinoa salad, wholemeal damper and water infusions. Collaboration between students has been the centre of all learning experiences as each class worked together. Students learned how to cut, peel and grate as well as wash and dry up. Year 2 has grown in confidence identifying plants and weeds. Students have cared for the garden by pulling out weeds and watering the plants.

KLA Committee Leaders

In 2022, Key Learning Area (KLA) Committee leaders were established to build leadership capacity among staff. Each KLA leader was supported by a member of the executive team to lead a team of teachers. KLA leaders led the development of an action plan to improve processes and curriculum implementation in their specified KLA, with the use of allocated funds. All staff members were aligned to a KLA team and met once or twice a term to discuss, reflect and implement their action plans. Most KLA committees have worked on developing a scope and sequence for K-6.

Next year we will continue with implementing our KLA committee model. PDHPE committee will implement a whole school scope and sequence. Science, History/Geography, English and Creative Arts will develop a whole school K-6 scope and sequence. The English committee will focus on stage expectations for reading and writing as well as deepening knowledge of the K-2 English syllabus. The Mathematics committee will continue to unpack K-6 core programs aligned to the new syllabus and look at analysing our external data to discuss common trends.

As a result of the meticulous work undertaken by the KLA Committee leaders, alongside the executive leadership team, two of the school's aspiring leaders have gone on to relieve in an Assistant Principal position within the school in 2023.

Beginning Teacher Mentors

In 2022, beginning teacher funding provided first year teachers time to be mentored and coached by aspiring leaders to reflect on their learning programs and improve their teaching practice through frequent conversations. Through this initiative the mentors developed their leadership, confidence and communication skills to actively support their beginning teacher.

Next year, we will continue with the current beginning teacher model to deepen first year teachers' knowledge and understanding and for beginning teacher mentors to continue to build their capacity as a leader.

School as Community Centre (SaCC)

In 2022 Lansvale Public School's main goal was to strengthen community engagement, early learning, and wellbeing post pandemic. Within this initiative we engaged our community by fostering positive relationships with parents and the wider community to 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 invites to events, offers to participate in school decision-making, and the development of physical locations where the community can congregate, we were able to explore new approaches to involving parents and the larger community this year.

The SaCC program formed part of a child-focused, family-centred service that supports families with young children in our local school community. Using The Early Years Learning Framework for Australia; Belonging, Being & Becoming and the Australian Early Development Census, as well as school data, we were able to contribute to school decision making, and creation of physical spaces where the community can gather. We were able to explore new ways to authentically develop respectful and reciprocal partnerships with our families and broader community, utilising their diverse knowledge and skills to provide a safe, nurturing and quality learning environment.

In the Community Centre we have successfully established an outreach drop-in centre partnering with Fairfield Women's Health Centre and Core Community Services. The SaCC facilitator provided support and referrals to external agencies to enable 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.

Parents are invited to be involved in the education process. Regular supported Playgroups, Learning Games and Parent Workshops were held to engage parents and carers. In 2022, families engaged on digital platforms such as Seesaw, School App, Facebook and Microsoft Teams to participate in the education process. By increasing their confidence and skills digitally, this empowered parents and carers to be involved in their children's learning.

Parents also engaged in evidence-based programs such as Circle of Security parenting program, 123 Magic parenting program, 123 Magic for Dad's, Positive Parenting info session, Tuning into Kids parenting and Triple P parenting in

Arabic and Vietnamese. These programs addressed child safety in the home, parenting, developing resilience in children, helping parents with new technology, supporting children with challenging behaviours and early language development whilst building confidence.

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, Walking Group, Zumba classes and Learning Games Parent Sessions.

Safe, healthy, and connected communities focused on raising parents' knowledge and understanding of their children's school experiences and the local resources they may access to raise their quality of life. Partnerships with local governments, non-governmental organisations (NGO), businesses, and community centres helped to achieve this.

The SaCC program provides a safe space for raising awareness of the services that are accessible to families, caregivers, and the larger community. For families in need, we provide a secure setting for counselling, case management, financial support, and referrals. Additionally, items like food hampers, emergency aid, and clothing were given to families to support access to basic needs. We connect with our families and community through the Lansvale School website, school app, seesaw, electronic boards, P&C meetings, notes, community table, telecommunication, and newsletters.

Next steps

In 2022, through the School as a Community Centre, approximately 380 families participated in more than 38 programs. In 2023 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 2023, we will be creating transition programs that focus on early intervention, enabling students to start school strong. The early learning team joined in professional learning using the Department of Education documents of Transition to School and Starting School Strong.

In order to provide the most recent approaches and up-to-date information to assist families, we will continue to collaborate with outside services and organisations to plan and oversee a variety of community engagement initiatives with NSW Health, TAFE, University of Western Sydney, Housing, Fairfield Council, Playgroup Forum, and 3A Network Meetings.

To increase options for accessing and interacting with learning resources, our long-term goal is to keep improving the collaborative digital and face to face learning environment. We will also keep fostering parent involvement through Playgroups, Parents Workshops, and community events. Additionally, we will continue to coordinate and administer a variety of community involvement initiatives and programs that benefit families in conjunction with local services and agencies.

