

2023 Annual Report

Lansvale Public School



5220

Introduction

The Annual Report for 2023 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
LANSVALE PUBLIC SCHOOL 37-45 CHANCERY STREET
CANLEY VALE, 2166
<https://lansvale-p.schools.nsw.gov.au>
lansvale-p.school@det.nsw.edu.au
9724 5252

Message from the students

In 2023, the Student Representative Council (SRC) fostered positive change within the school through a series of impactful initiatives. To begin with, the SRC established clear expectations and values, providing a solid foundation for their work. Additionally, they developed various working committees, ensuring a collaborative and efficient approach to addressing student concerns and implementing projects that enhanced our school community. Projects included the school clean-up program, the continuation of the Problem Busters initiative and providing SRC updates through contributions to the school newsletter. The SRC also demonstrated their commitment to community by raising awareness and fundraising for Little Wings and Jeans for Genes Day. Overall, the SRC's many initiatives in 2023 reflected their commitment to enhancing the experiences of their student body and creating a positive impact on both the school and community.

Next Steps include:

Running Leadership days to develop the leadership skills of our SRC



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 588 students from P-6, approximately 94% of whom are from culturally and linguistically diverse backgrounds and 3 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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
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.

- Effective Classroom Practice
- Data Skills and Use

Resources allocated to this strategic direction

Integration funding support

Socio-economic background

QTSS release

Refugee Student Support

AP Curriculum & Instruction

Aboriginal background

English language proficiency

Professional learning

Low level adjustment for disability

Per capita

Summary of progress

Within the initiative, Effective Classroom Practice, teachers from K-6 are committed to adopting effective evidence-based teaching practices.

This is the first year that core programming has been developed and implemented at Lansvale Public School to promote effective teaching practices in Mathematics. At the end of each term, an evaluation of the K-6 Mathematics Scope and Sequence and the Mathematics Core Programming was completed in grade teams.

To support teachers in embedding quality teaching practices during Term 3 and 4, Lansvale Public School staff worked with a Numeracy Consultant, who led lesson demonstrations. Throughout the year the Assistant Principal Curriculum & Instruction supported Assistant Principals to work with grade teams to collaboratively plan, reflect and evaluate programs. As a result, the Mathematics block was adjusted across K-6 to ensure there was a consistent whole school approach in implementing daily warm ups, problem solving and explicit teaching.

To deepen teacher knowledge, targeted professional learning was delivered to ensure a consistent understanding of effective reading practices across the school. In collaboration with Assistant Principal Curriculum & Instruction, grade teams unpacked the components of an effective reading block. Each fortnight staff participated in differentiated professional learning to ensure there was a consistent approach to guided reading. K-2 staff focused on a systematic approach in using decodables in the classroom. Years 3-6 staff unpacked the structure of Reciprocal Reading, with a focus on literal and inferential comprehension.

Next year, in this initiative, Mathematics core programming will be ongoing with a focus on developing assessments to ensure consistent whole school approach to grading and reporting. Additionally, an English Core Program across K-6 will be developed with staff engaged in targeted professional learning, specifically in literal and inferential comprehension, as well as Close Reading so there is a consistent understanding of Guided Reading practices.

Within the initiative, Data Skills and Use, teachers from P-6 used a range of data to inform their teaching practice. This data included an analysis of Best Start, NAPLAN, PAT Reading and PAT Numeracy, Check in Assessments and PLAN2 version 3 data. This analysis involved all staff meeting fortnightly with the Assistant Principal Curriculum and Instruction leaders to review, analyse and interrogate the data.

A rigorous analysis of the data showed strong triangulation between PAT reading and numeracy, Check-In and NAPLAN. The data informed the strategic support of students who received targeted intervention from Improvement Instructors across K-6. This year we monitored students using PLAN 2 version 3 in reading comprehension with a focus on using the literal and inferential thread.

Next year, in this initiative, we will continue to analyse internal and external data sources with an emphasis on creating consistent internal assessment tasks for Numeracy and Reading noting that the School Excellence Framework version 3 states that in "schools that excel in assessment practices have consistent measures across the school".

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023	PAT testing indicated the percentage of students achieving growth in numeracy was 71%. This is an increase of 8% from the target of 63%. 2022 data included only Years 1-3, whereas 2023 data included Years 1-6.
A minimum of 61% of students in Years 2 -6 achieve expected growth with the effect size of at least 0.4 and above in Progressive Achievement Test (PAT) Reading.	PAT testing indicated the percentage of students achieving growth in reading was 64%. This is an increase of 3% from the target of 61%. 2022 data included Years 1-3, whereas 2023 data included Years 2-6.
An increase in the percentage of correctly answered questions in Semester 2 Numeracy Check-In Assessment for Years 3,4,5 and 6 to be at or above state percentage (baseline data from 2022 of 32.27%).	45% of students were at or above state in the percentage of correctly answered questions in Semester 2 Numeracy Check-In Assessment for Years 3-6 compared to the 2022 baseline data of 32%. This was an increase of 13%.
An increase in the percentage of correctly answered questions in Semester 2 Reading Check-In Assessment for Years 3,4,5 and 6 to be at or above state percentage (baseline data from 2022 of 36.40%).	45% of students were at or above state in the percentage of correctly answered questions in Semester 2 Reading Check-In Assessment for Years 3-6 compared to the 2022 baseline data of 36%. This was an increase of 9%.
Excelling in two themes within the element of Data skills and Use and Professional Standards, as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use and excelling in professional standards.



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
Socio-economic background
Low level adjustment for disability
Beginning teacher support
English language proficiency
Integration funding support
Professional learning

Summary of progress

Within Initiative 1, High-Quality Assessment Practices, the school aims to establish a consistent school-wide assessment standard, promoting effective planning, monitoring, and enhancement of student learning. These practices have been designed to support teachers in making consistent, evidence-based judgments and facilitating assessment moderation. This initiative specifically targets Moderation, English As an Additional Language or Dialect Assessment, and the implementation of a school-wide assessment model.

Throughout the year, grade teams moderated Reading and Mathematics assessments alongside the Assistant Principal Curriculum and Instruction to ensure consistent teacher judgement when assessing and reporting. Additionally, specialist staff supported classroom teachers in the annual English As an Additional Language or Dialect moderation process with all classroom teachers experiencing success in boosting their judgment and confidence while plotting students against the English As an Additional Language or Dialect learning progression. This collaborative endeavor has empowered teachers to skillfully tailor their approach to meet the learning needs of students. The evaluation of assessment practices indicated that teachers highly valued formative assessments, summative assessments and the Progressive Assessment Test as tools to determine student learning needs and goals.

Next year, in this initiative, the refinement of assessment practices will be prioritised. Allocating additional time for moderation throughout the term and emphasising the creation of assessment tasks ahead of unit delivery to enhance grading and align with syllabus outcomes will ensure teachers are consistently undertaking high quality assessment practices.

Within Initiative 2, Continuous Improvement for Every Teacher and Every Leader, our focus is on delivering tailored, high-impact professional learning opportunities to address the diverse needs of all teachers. This initiative concentrates on three key activities: supporting beginning teachers, developing aspiring leaders, and implementing a comprehensive school-wide professional learning model.

To support Beginning Teachers in their first year of teaching, Mentor Teachers were allocated to each teacher where they helped to build their teaching capacity. This initiative also helped mentors to deepen their understanding of the curriculum and to develop their leadership skills.

Opportunities for aspiring leaders, as well as those in leadership positions, to develop their leadership skills through leading teams, collaborating with other leaders within the network and attending research-based professional learning were provided.

Lansvale Public School's high impact professional learning model, led by the Assistant Principal Curriculum and Instruction, is driven by a focus on improving student outcomes and building teacher capacity. To ensure teachers have the skills and knowledge to cater for student needs and implement the new English and Mathematics syllabus, a consistent school-wide professional model continues to be a focus.

Next year, in this initiative, Lansvale Public School will continue to build teacher capacity across the school at all levels of expertise acknowledging that teachers require the knowledge and skills to effectively address the diversity of learners.

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
<p>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>'. <i>Within the element professional learning is continuous and coherent.</i></p>	<p>Self-assessment against the High Impact Professional Learning (HIPL) - School self-assessment tool shows the school currently performing at sustaining and growing in the theme of:</p> <ul style="list-style-type: none"> * establish link between professional learning and individual development. <p>Self-assessment against the HIPL - School self-assessment tool shows the school currently performing at excelling in the theme of:</p> <ul style="list-style-type: none"> * professional learning is continuous and coherent.
<p>Strengthen our position in Sustaining and Growing in the element of Assessment, Educational Leadership and Professional Standards, as measured by the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment, excelling in Educational Leadership and excelling in Professional Standards.</p>
<p>Internal measures indicate an increased percentage of teachers using quality assessment strategies and the moderation process.</p>	<p>Internal school measures indicate an increase of 13% of teachers feeling more confident in using quality assessment strategies and the <i>moderation process</i>.</p>



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
Refugee Student Support
New Arrivals Program
Per capita
Aboriginal background
English language proficiency
Low level adjustment for disability
Integration funding support

Summary of progress

Within the initiative, Wellbeing and Engagement, the school concentrated on student wellbeing, attendance and Aboriginal Education.

In 2023, the Lansvale Lionhearts Committee met and evaluated the Tell Them from Me student data to devise programs in line with the Personal Development Health and Physical Education syllabus outcomes. As a result, the lessons were developed focused on fostering inclusivity and respect. The program, delivered by teachers and Year 6 student leaders throughout Term 3 and 4, focused on explicit instruction for students on identifying bullying and managing emotions effectively. Survey results on completion of the program confirmed student growth in relation to the stated outcomes and a positive impact on fostering student sense of belonging was demonstrated.

Next year, in this initiative, the committee will continue to refine and develop tailored programs to support a student sense of belonging and connectedness using Tell Them from Me and other school based data sources.

Lansvale Public School has effectively communicated and reinforced attendance procedures with staff throughout the year. Systems established supported proactive attendance management and proper follow-up for all absences. Attendance is a regular agenda item at meetings, focusing on acknowledging achievements and addressing concerns. The executive team is highly supportive and actively addresses unexplained absences within their designated areas.

Next year, in this initiative, attendance will continue to be a major focus across the school because of the refined progress measure and emphasis on uplifting our overall student attendance rate.

In 2023, Lansvale Public School appointed an Aboriginal Education Mentor who revised the whole school Personalised Learning Pathway for their First Nations students and families to ensure it was a three-way process. Throughout the year, the mentor actively engaged with Elders, families, leaders, students, and staff to foster a collective understanding and appreciation of Aboriginal Culture and Histories by facilitating professional learning. She provided in class support to all Aboriginal students to support them in achieving their learning goals as well as facilitating opportunities for the students to connect through an art program. From Lansvale's Playgroup to Stage 3, each class was named after a significant Aboriginal person or place and during assemblies the Australian National Anthem is now sung in both English and Dharug language.

Next year, in this initiative, teachers will continue to ensure Aboriginal Histories and Cultures is respected, valued and promoted across the whole school community through the development of a school Reconciliation Action Plan.

Within the High Potential and Gifted Learners initiative, the High Potential and Gifted Education Committee provided training for all staff to identify and support high potential students across the four domains. A school wide database was developed, and this information is displayed for all staff to highlight our focus on high potential gifted learners.

In Term 2, Lansvale Public School was selected to participate in the High Potential and Gifted Social and Emotional domain project across the Fairfield and Sutherland Networks, partnering with Como Public School. Lansvale Public School identified high potential students through the Problem Busters' Program and shared their expertise with Como Public School to support their students. Similarly, Como Public School established their own social and emotional program called 'Buzz Brigade'.

Next year, in this initiative, teachers will continue to work in partnership with Como Public School provide support for their High Potential and Gifted students. This partnership will include refining and developing existing projects that focus on developing potential in the social and emotional domain.

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.	Self-assessment against the High Potential Gifted Education evaluation and planning tool shows the school currently performing at excelling in the element of Learning Culture and sustaining and growing in the element of Curriculum, Assessment and Student growth and performance.
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.	Tell Them From Me data indicates 68% of students reported a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Excelling in two themes within 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.
Increased percentage of students attending school more than 90% of the time to 83.1% or more.	Data indicated that students attending school 90% of the time had increased in Term 4 to 78.1% from 74.5% in Term 1, an increase of 3.6%.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,254.79</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 • Wellbeing and engagement <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>New Arrivals Program</p> <p>\$7,657.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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"> • Wellbeing and engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement EAL/D programs to support identified students with additional needs • providing students with economic support for educational materials, uniform, equipment and other items • professional learning for bilingual staff around the learning and wellbeing needs of New Arrival students • continued connection with outside agencies to support the wellbeing of New Arrival families within the community • targeted excursions to local attractions including the Zoo to immerse in language <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • stronger support for our New Arrival students through targeted teaching and learning, including bilingual support. This ensures that New Arrival students have access to the curriculum, with a focus on literacy and numeracy intervention, leading to improved student outcomes <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue with professional learning for staff with a focus on trauma informed practices • continue to employ additional bilingual staff to support teaching and

<p>New Arrivals Program</p> <p>\$7,657.00</p>	<p>learning</p>
<p>Integration funding support</p> <p>\$538,879.00</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 • High Potential and Gifted Learners • High quality assessment practices <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 targeted professional learning around MultiLit and MacqLit • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs) • consultation with external providers for the implementation of OT and Speech support across the school • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSPs) • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <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 • sensory support, behavioural, social/emotional and playground social programs were facilitated to ensure proactive and preventative approaches to supporting students to thrive and achieve <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 • continue to review LST processes including referrals and streamlining support across P-6
<p>Socio-economic background</p> <p>\$822,476.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lansvale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Effective Classroom Practice • Wellbeing and engagement • High Potential and Gifted Learners • High quality assessment practices • Continuous improvement for every teacher and every leader

<p>Socio-economic background</p> <p>\$822,476.19</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the MacqLit and MiniLit program implementation • resourcing to increase equitable access to resources and services • employment of external providers to support students with additional learning needs including Speech and Occupational Therapists • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through an external literacy and numeracy expert to support student learning • 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 four School Learning Support Officers (SLSOs) to support identified students with additional needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the continuation of core programming in Mathematics across P-6 focused on explicit teaching • increased academic achievement in literacy for students from Year 2 to Year 6 through the MacqLit and MiniLit program • additional language support for students in P-6 through the employment of a Speech Therapist • additional support for targeted students 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. • 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>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 • continue high impact professional learning to improve literacy and numeracy outcomes for all students P-6 • establish an attendance team to systematically develop attendance initiatives and programs • engage with an external numeracy consultant to support the teaching of Mathematics and working towards increasing student achievement results in Literacy and Numeracy
<p>Aboriginal background</p> <p>\$7,754.73</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 • Wellbeing and engagement

<p>Aboriginal background</p> <p>\$7,754.73</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways • employment of Aboriginal Education Mentor to support all Aboriginal and Non-Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • all Aboriginal students had authentic Personalised Learning Pathways (PLPs) created, evaluated and implemented • strong connection with Aboriginal families and students through rich conversations in relation to rich PLPs • active participation in the Fairfield Network Aboriginal children's day and network meetings where Aboriginal students were able to connect with culture and learn Dharug language • 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 history and culture 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
<p>English language proficiency</p> <p>\$548,934.46</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 • Wellbeing and engagement • 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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to develop and 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"> • personalised enrolment practices for New Arrival and Refugee students which ensured that all new students were placed on the EAL/D Learning progression by the stage EAL/D specialist within a week • 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 reviewed against the School Evaluation Framework • all staff participated in personalised and targeted professional development focused on EAL/D learners in the form of mentoring, co-teaching and co-planning • increased support in Literacy and Numeracy for all EAL/D students from P-6 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue to work with the DoE EAL/D Education Leader to support teacher

<p>English language proficiency</p> <p>\$548,934.46</p>	<p>understanding of the use of the EAL/D progressions</p> <ul style="list-style-type: none"> • continue to employ additional bilingual staff to support communication, connection and inclusiveness across the school • streamline the whole school support model ensuring maximum literacy and numeracy support for all EAL/D learners
<p>Low level adjustment for disability</p> <p>\$307,686.74</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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of SLSOs • targeted students are provided with an evidence-based intervention; MacqLit and MiniLit to ensure improved learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the establishment of MultiLit and Macqlit intervention programs supported improved literacy development in all targeted students • a 12% increase in students meeting the expected score for the Year 1 Phonics screener when compared with 2022 results • 100% of students in Kindergarten showed growth in their reading data when compared to the Best Start Kindergarten Assessment • all students in P-2 participated in whole class lessons with a specialist Speech and Occupational Therapist • improved results in expressive and receptive language for students across P-6 • the School as Community Centre Facilitator and Community Liaison Officer coordinated three playgroups throughout the week to support the community and enable early intervention to occur at point of need • 59% of Year 3 students were at or above the national average for reading in NAPLAN • 47% of Year 5 students were at or above the national average for reading in NAPLAN <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 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>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$53,444.24</p>	<p>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 • 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"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking evidence informed courses relating to PDP goals • 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"> • 100% of classroom teachers attended fortnightly professional learning with the Assistant Principal, Curriculum and Instruction • all teachers participated in differentiated professional learning in the explicit teaching of writing, resulting in improved student results in both internal and external assessments • 94% of staff stated that "My organisation meets the needs of the communities, people, and/or businesses of NSW" and 93% of staff stated "My manager encourages people in my workgroup to keep improving the work they do" • 84% of staff stated that "I have received the training and development I need to do my job well" <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • utilising the expert knowledge of the Preschool Assistant Principal to collaborate and lead professional learning for the Fairfield Preschool Network focusing on the Early Years Learning Framework • the inclusion of specialist staff in weekly professional learning sessions • differentiated twilight sessions to meet the individualised professional learning needs of a diverse school community • continue to encourage teachers to engage in purposeful, additional professional learning linked to their PDPs
<p>Beginning teacher support</p> <p>\$36,499.48</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Lansvale Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High quality assessment practices • 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 on a weekly basis. Mentoring sessions focus on accreditation at 'proficient', programming, planning and data analysis. Beginning teachers are supported to deliver effective classroom practice aligned to 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"> • 6 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 use of data to inform teaching • beginning teachers worked alongside Assistant Principal, Curriculum and Instruction leaders to unpack NESA Syllabus documents and to ensure all

<p>Beginning teacher support</p> <p>\$36,499.48</p>	<p>students in their class are catered for</p> <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
<p>QTSS release</p> <p>\$137,306.88</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"> • 100% of teachers participating in high impact, school based professional learning to build teacher capacity in the implementation of literacy and numeracy programs using evidence-based teaching strategies to improve student learning outcomes • 89% of staff indicated that "The processes in my organisation are designed to support the best experience for customers" • 99% of staff stated "My workgroup considers customer needs when planning our work" • 93% of staff indicated "My manager encourages people in my workgroup to keep improving the work they do" • 93% of staff indicated "My workgroup works collaboratively to achieve its goals" • 92% of staff stated "My organisation is committed to developing its employees" <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to provide shoulder to shoulder support, co-planning and co-teaching in literacy and numeracy across P-6, building on evidence-based explicit teaching practices and differentiation within curriculum and assessment • to provide additional release for executive staff to lead improvement in focus areas where teachers need support in literacy and/or numeracy
<p>COVID ILSP</p> <p>\$416,834.15</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 2023.</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/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing staff to coordinate the program

<p>COVID ILSP</p> <p>\$416,834.15</p>	<ul style="list-style-type: none"> • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 77.3% of students in Year 3 were in the upper middle and upper quartile for reading in the Semester 2 Check-in assessment compared with 61.2% in 2022 • 70.4% of students in Year 3 were in the upper middle and upper quartile for numeracy in the Semester 2 Check-in assessment compared with 46.6% in 2022 • 56% of students in Year 4 were in the upper middle and upper quartile for reading in the Semester 2 Check-in assessment compared with 49.5% in 2022 • 47.1% of students in Year 4 were in the upper middle and upper quartile for numeracy in the Semester 2 • 84.5% of Year 5 students were able to identify the unusual point of view in a poem, 4.5% higher than state data in the Term 4 Check-in assessment (Stage 3 outcome) • 94.7% of Year 6 students were able to scan text and locate information in a text, 0.8% higher than state data in the Term 4 Check-in assessment (Stage 3 outcome) • 95.5% of Year 3 students were able to regroup a three-digit number according to its place value, 8.2% higher than state data in the Term 4 Check-in assessment (Stage 2 outcome) • 94.1% of Year 4 students were able to understand the order of numbers in addition calculations doesn't change the answer in the Term 4 Check-in assessment (Stage 2 outcome) <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • implement whole school support model to maximise the learning for all students and to align support with the EAL/D team • continue the implementation of literacy and numeracy small group tuition using external and internal data sources to identify specific student need • implement Minilit and Macqlit intervention program to support at risk students in reading • create core programming in English to support improved reading data with an emphasis on explicit teaching
<p>AP Curriculum & Instruction</p> <p>\$279,158.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Data Skills and Use • Effective Classroom Practice • High quality assessment practices • Continuous improvement for every teacher and every leader <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise. Understanding and implementing explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum is a focus • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in

classrooms alongside teachers

- strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms
- employment of two Assistant Principal, Curriculum and Instruction leaders working across P-6 to deliver targeted, evidence-based literacy and numeracy professional learning to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation

The allocation of this funding has resulted in the following impact:

- all classes K-6 started teaching from a Mathematics Core Program from Term 1 and the Mathematics block was adjusted across K-6 to ensure there was a consistent whole school approach in implementing daily warm ups, problem solving and explicit teaching
- two Mathematics assessments were created across Stage 1 to Stage 3 for Area and Volume and Capacity to assist teachers with moderation and reporting
- a survey conducted with classroom teachers showed that 95% of staff are extremely confident or confident in planning and teaching Mathematics and 90% of staff are extremely confident or confident in differentiating for their students, with 67% confident in moderating for Mathematics
- a survey conducted in Term 3 for Years 2-6 students asking how they felt about Mathematics indicated that 94% liked or loved Mathematics
- PAT testing indicated the percentage of students achieving growth in numeracy was 71%. This is an increase of 8% from the target of 63%. 2022 data included only Years 1-3, whereas 2023 data included Years 1-6
- 45% of students were at or above state in the percentage of correctly answered questions in Semester 2 Numeracy Check-In Assessment for Years 3-6 compared to the 2022 baseline data of 32%. This was an increase of 13%

- all teachers K-6 received reading comprehension professional learning to ensure that there was consistent understanding of Guided Reading across the school
- reading assessments across Year 3-6 were created to assist with grading and moderation
- a comprehension focus for the school in the area of literal and inferential comprehension was determined by analysing a range of external assessments including Check In and NAPLAN and tracked using PLAN2 V3
- a survey conducted with classroom teachers showed that 90% of teachers are extremely confident or confident in planning and teaching English
- a survey conducted with classroom teachers showed that 67% are confident in grading their students for reading
- PAT testing indicated the percentage of students achieving growth in reading was 64%. This is an increase of 3% from the target of 61%. 2022 data included Years 1-3, whereas 2023 data included Years 2-6
- 45% of students were at or above state in the percentage of correctly answered questions in Semester 2 Reading Check-In Assessment for Years 3-6 compared to the 2022 baseline data of 36%. This was an increase of 9%
- 84% of students in Kindergarten have made a shift in reading stages with decodables from Term 1 to Term 4

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

- prioritise the refinement of assessment practices by allocating additional time for moderation throughout the term and focus on the creation of assessment tasks and rubrics ahead of unit delivery to enhance grading and align with syllabus outcomes
- better differentiate for high potential and gifted students in Mathematics which may take the form of open-ended problem solving or targeted withdrawal groups.
- develop an English Core Program across K-6
- engage in more targeted reading professional learning, specifically in literal and inferential comprehension, as well as Close Reading in Stage 2 and 3 so there is a consistent understanding of Guided Reading practices
- identify students who are not meeting Reading benchmarks for



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	369	376	355	329
Girls	341	329	322	309

Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.3	91.0	86.4	90.5
1	89.0	92.5	88.4	90.8
2	90.7	93.8	90.5	90.6
3	92.6	94.9	92.5	91.9
4	91.7	94.5	92.6	92.5
5	91.8	94.7	91.3	93.9
6	93.1	94.1	90.7	93.6
All Years	91.2	93.7	90.6	92.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	25.56
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
Teacher EAL/D	4
School Counsellor	1
School Administration and Support Staff	6.26
Other Positions	4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	809,964.97
Revenue	10,109,602.66
Appropriation	9,761,205.44
Sale of Goods and Services	88,310.72
Grants and contributions	232,213.51
Investment income	26,135.49
Other revenue	1,737.50
Expenses	-9,914,945.73
Employee related	-8,563,615.98
Operating expenses	-1,351,329.75
Surplus / deficit for the year	194,656.93
Closing Balance	1,004,621.90

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.

	2023 SBAR Adjustments (\$)
Targeted Total	301,529
Equity Total	1,686,852
Equity - Aboriginal	7,755
Equity - Socio-economic	822,476
Equity - Language	548,934
Equity - Disability	307,687
Base Total	4,785,165
Base - Per Capita	180,907
Base - Location	0
Base - Other	4,604,258
Other Total	1,671,717
Grand Total	8,445,263

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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: The People Matter Employee Survey for staff and students from Years 4-6 participated in The Tell Them from Me (TTfM) survey. Internal data sources included: leadership surveys, staff surveys, parent surveys and student forums with the Student Representative Council (SRC).

Parent Survey

In 2023, we conducted a short community survey to seek feedback on areas we are doing well in, and aspects we can improve on.

- 86% of parents said that their child was happy to extremely happy to attend school on a daily basis
- 100% of responses indicated parents were happy with communication from the school
- Parents would like more workshops in literacy and numeracy to support their child at home, as well as workshops on bullying

Next year, our school will provide workshops for families to gain more knowledge and skills in supporting their child academically as well as socially.

Tell them From Me - Student Survey

Each year, our school seeks the opinions of our students about the school through the Tell Them From Me survey. All students in Years 4-6 participate in the Tell Them From Me - Student survey. In 2023, the student survey reported:

- Student sense of belonging decreased by 1% down to 67%
- 94% of students believe they exhibit positive behaviour at school
- A mean score of 7.9 for explicit teaching practices and feedback - students believe their teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (up 0.2 from 2022 and 0.4 above the state norm)

Next year, our school is revising our Positive Behaviour for Learning procedures to ensure students have a clear understanding of the behaviour expectations when they are at school.

People Matter Employee Survey

Lansvale Public School participated in the People Matter Survey in 2023 and we had a 81% participation rate. The reported highlighted the following;

Strengths

- My workgroup considers customer needs when planning our work
- Senior managers communicate the importance of customers in our work
- I would know how to report unethical behaviour if I became aware of it
- I am comfortable notifying my manager if I become aware of any risks at work
- I support my organisation's values
- People in my organisation take responsibility for their own actions
- My organisation generally selects capable people to do the job
- I have the time to do my job well
- My workgroup considers customer needs when planning our work
- I feel that I belong in my organisation

Opportunities

- I am paid fairly for the work I do.
- The amount of stress in my job is manageable
- My manager supports flexible working in my team

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. All staff are passionate, hardworking professionals and at Lansvale Public School we continue to learn about, value, honour and promote Aboriginal Education across the 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.

Multicultural and anti-racism education - School Statement

Lansvale Public School came together on 16th November, 2023 to celebrate Multicultural Day. Two assemblies were held showcasing the wonderful talents from some of the cultural groups across the school including the enthusiastic Pacific Islander performers led by Whitney Tavui Leota, traditional Vietnamese dancers, choir and drama performances, a Chinese choir, a special teacher's choir, Korean Pop dancers, a Khmer dance and a vibrant Middle Eastern dance. Special guests this year included the Cabramatta High School Lion dance crew.

During the day, students also engaged in a series of cultural learning experiences featuring dance workshops, arts, crafts, story telling, and sports, with many led by parents and families who were so generous to share their time and culture with the students.

We look forward to the next event in 2025.

Other School Programs (optional)

Concert

In 2023, 87% of K-2 students and 95% of Years 3-6 students participated in a whole school concert, 'Good Vibes'. This was performed across two nights at Canley Vale High School, enabling students to perform on a professional scale stage and provide the opportunity for all community members to attend one or both performance evenings. All students and staff members worked collaboratively to choreograph, rehearse and perform class and extra-curricular group routines, showcasing staff and student talent alike. Lansvale Public School will continue to showcase the Creative and Performing Arts each year, through a school-based evening showcase event in 2024, striving towards another whole school concert in 2025.

Tournament of Minds (TOM)

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 including enterprising, time management and collaboration within a challenging and competitive environment.

TOM encourages positive risk taking in the realm of creativity where students are encouraged to think unconventionally and from new and unexpected perspectives. The program provides opportunities for students to work closely with other students from different years and gives our experienced senior students, a chance to guide and mentor younger members of their team.

In August 2023, three of our teams, comprising of students from Year 3 to Year 6, proudly represented Lansvale Public School at the TOM 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. Our STEM team took First Place and our Social Science team received Honours. The Stem team went on to compete against 10 other schools from across the state and won the prestigious Spirit of TOM Award. The TOM 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 2024. Our vision for TOM is to ensure students are provided with opportunities to develop creative problem-solving techniques, foster cooperative learning and celebrate excellence.

ICAS Assessments

This year students from Years 2-6 were once again offered the opportunity to participate in the 2023 ICAS Assessments, a series of highly competitive international academic tests. 42 students from Years 2 -6 took part in tests covering a range of subjects, including Mathematics, Writing, Science, English, Spelling and Digital Technologies. Students were assessed on their ability to apply classroom learning to new contexts using higher-order thinking and problem-solving skills. The tests were completed online and were facilitated by Miss Tankhounthavong in the Library. Participation in the ICAS Assessments increased slightly compared to 2022 - from 38 students participating to 42 students participating. Overall, the students achieved 14 Merits, 30 Credits, 17 Distinctions and 1 High Distinction across all tests. Next year, we aim to encourage more students to partake in the tests, particularly our high potential and gifted students, so that they can demonstrate a deeper, integrated, and thorough level of knowledge across the different subject areas.

Sport

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 follows;

- AFL for ES1 - Stage 3
- Rugby League for Stage 2 and Stage 3
- A P-2 10 week Gymnastics program delivered by 'Zing Activ'

All Students were involved in a 3 week program where they received professional coaching in the skills of Australian Rules Football. The clinics were run by AUS Kick Program.

Representatives from the Parramatta Eels and the NRL development squad came to our school and involved students in a developmental rugby league program. The students had a great time learning the skills necessary to play rugby league and played some modified games. These clinics were held during and after school.

Zing Activ organised and delivered a comprehensive gymnastics program for our students from Pre-School to Year 2. This was a 10-week program in Term 2, where students learnt and practiced whole body movement through gymnastics.

Students in Years 3 to 6 were offered the opportunity to participate in weekly Zone PSSA competitions. Students would train/practice during the week with their PSSA coach and play competitive games against other schools from the Lansdowne Zone on Friday afternoons.

70 students represented our school in the Season 1 sports of Soccer, Touch Football and Netball.

The girls touch football team were runners up in this competition.

65 students represented our school in the Season 2 sports of Oztag, Basketball and Cricket.

Both Basketball teams were runners up in their competition and Boys Oztag were premiers in 2023.

73 students represented our school in the Season 3 sports of AFL, Softball and T-Ball.

Both AFL teams were premiers in their competition.

A successful PSSA year at Lansvale Public School resulted in students selection in Lansdowne Zone and Sydney South West Regional teams. 7 students made the Zone Touch Football Team, 7 students the Zone Basketball Team, 3 students the Zone Soccer Team and 4 students the Zone Rugby League team.

Teachers from Lansvale Public School coached the Lansdowne Zone Netball Team and organised and ran the Zone Athletics Carnival.

The Water Carnival was a great success in Term 1 with all primary students participating in a water safety program. Lansvale also had swimming trials for 23 competitive swimmers at Fairfield Leisure Centre. From that, 12 competitive swimmers swam at the Lansdowne Zone Swimming Carnival and 5 students competed at the Sydney South West Swimming Carnival.

In Term 3 the swim scheme program focused on water safety (54 students travelled to Cabra Vale Leisure Centre once a week for 10 weeks).

The cross country was held in Term 2 at Hartley Oval for all students from Years 3 to 6. 64 students participated in the Zone Cross Country Carnival and 10 students represented Lansdowne Zone at the Sydney South West Cross Country Carnival.

The athletics carnival for Years 3-6 was held in Term 3 at Makepeace Oval. 54 athletes qualified to participate in the Zone Athletics Carnival and 15 students represented Lansdowne Zone at the Sydney South West Athletics Carnival. K-2 students had their own mini carnival in term 4 at Hartley Oval.

All students actively participated in the Premier's Sporting Challenge and received a gold award.

School as a Community Centre (SaCC)

The primary objective of Lansvale Public School in 2023 was to enhance community engagement, early learning, and overall well-being through the School as Community Centre (SaCC) initiative. Our focus was on establishing positive relationships with parents and the broader community, forming partnerships to address interconnected elements such as early child development, key life transitions, positive parenting, and fostering safe, healthy and connected communities. By extending invitations to events, involving the community in decision-making processes, and creating physical spaces for communal gatherings, we successfully explored novel approaches that actively involved parents and the larger community throughout the year.

The SaCC program was integral to providing child-focused, family-centered services supporting families with young children in the local school community. By utilising frameworks such as The Early Years Learning Framework for Australia (Belonging, Being & Becoming) and the Australian Early Development Census, along with school data, we contributed to decision-making processes and the creation of physical spaces conducive to community engagement. Our efforts aimed to establish respectful and reciprocal partnerships with families and the broader community, leveraging their diverse knowledge and skills to create a safe, nurturing, and high-quality learning environment.

The Community Centre successfully established an outreach drop-in centre in collaboration with Fairfield Women's Health Centre and Core Community Services. The SaCC facilitator provided support and referrals to external agencies, leading to early identification and intervention for students, resulting in positive outcomes in language acquisition, cognitive development, emotional regulation, self-esteem, and social well-being.

Parents were actively involved in the education process through supported Playgroups, Learning Games, Parent Workshops, and digital platforms like Seesaw, Sentral, Facebook, and Microsoft Teams. This digital engagement empowered parents and caregivers to participate in their children's learning, and they also took part in adult tertiary studies and evidence-based programs addressing various parenting aspects.

Children's transitions were supported through collaborative efforts with parents, involving Playgroups, Numeracy and Literacy Parent Workshops, Kindergarten Orientation, and other sessions. The focus remained on creating safe, healthy, and connected communities by raising parents' awareness of school experiences and local resources. Partnerships with local governments, NGOs, businesses, and community centers played a crucial role in achieving this goal.

Looking ahead to 2024, the SaCC program aims to build on its success, noting that in 2023 there had been approximately 380 families participating in over 40 programs. The goal is to strengthen connections within the entire school community, focusing on well-being, early intervention, and increasing awareness of available supportive connections within the local government area. Transition programs and collaboration with external services will continue to ensure that students start school with strong foundations. The school's long-term goals include improving the collaborative digital and face-to-face learning environment, fostering parent involvement through various initiatives, and coordinating community involvement programs in collaboration with local services and agencies.

