School context

Lansvale Public School is situated in south western Sydney and is currently implementing Learning Management and Business Reform (LMBR) as one of the 229 schools. The current enrolment is 710 students from P-6, including 93% from a non-speaking English background. The school has a committed and enthusiastic staff, with a mixture of experienced and early career teachers. Our school implements programs that focus on quality literacy and numeracy with a strong emphasis on integrating technology. The school offers extensive multicultural programs including community languages and a wide range of creative extracurricular activities, catering for students’ diverse needs. The school has an active Parents and Citizens Association and numerous significant programs with strong links to the community.

Principal’s message

It has been my great pleasure to lead the learning community at Lansvale Public School in 2013. We have continued along a path of excellence and equity set by our substantive principal, Mark Diamond. We have made some outstanding achievements that have gained public and media recognition. As a school community we received the 2013 Director General’s school achievement award for increasing the involvement of community partnerships and the 2013 Executive Director’s award for increased parental engagement in supporting their child’s learning. Sandy La was presented with the 2013 Director General’s parent of the year award and Monica Cheung received the 2013 Executive Director’s Early Career Teaching Award.

The extensive opportunities offered to parents and community members to engage with the school and its many and varied programs have been greatly facilitated by the work of Berlinda Cook (Deputy Principal) and Alex Gruar (Assistant Principal) who organised parent volunteering courses; Julia Do (social worker) who has liaised with Commonwealth Rehabilitation Service to conduct TAFE Certificate 3 courses and Kristina Pukeroa (family worker) who supported regional personnel to present parent workshops. Our Community Liaison Officers Sandy La, Lee Ly and Leslie Marks have provided information, translation and a warm welcome to all parents.

These opportunities combined with the excellent leadership of our Parents and Citizens executive, Lieu Phan (President), Thuc Dang (vice President), Yen Nguyen (Vice President), Theresa Khaov (Treasurer) and Misa Tran (Secretary), have further empowered our community members to take their rightful places as participants in the governance and decision making of Lansvale Public School. For the first time, members of the Parents and Citizen executive, with teachers and staff worked together during a planning weekend to determine the programs, priorities and processes for 2014.

One of the major decisions reached, was to move the administration of the canteen from the school to the Parents and Citizen Association. Following much research, discussion and debate the canteen tender was advertised for lease. Two major intentions were evident:

1. The provision of a healthy and more varied menu at a reasonable cost and
2. The provision of greater profit.

The P & C anticipate a very successful outcome.

In 2013, we continued to achieve our whole school targets with the children attaining awards in all endeavours of school life – sport, debating, public speaking, dance, choir, all academic areas etc. In pursuit of greater accolades in 2014 we have structured the classes to include specific opportunities for children with learning challenges and for those who are intellectually gifted. We intend to resource and support these classes to ensure that each child reaches his/her maximum potential.
The funding provided by the National School Partnerships Low Socio Economic Status has enabled us to inject an additional $700,000 into the whole school community’s learning. The employment of Paraprofessionals – (family worker, social worker, Information Communication Technology expert, Administrative support) combined with a number of additional teaching positions for learning support, ESL, teacher mentoring etc. has resulted in the provision of outstanding learning opportunities for children, parents and teachers.

Our school will continue to enjoy significant funding into the future as the New South Wales government unfolds its new Resource Allocation Model. Already with only 2 parts of the equity funding clearly determined, Lansvale Public School will attract enough to continue the outstanding programs we have in place.

This year we welcomed a new school partner, the Daystar Foundation, into the Lansvale Family. Daystar has opened some wonderful opportunities through the provision of a Literacy Buddies program for the senior students and a free breakfast club for all members of the school community.

It is with great regret that I complete only one year as temporary principal at Lansvale. It has been one of the most professionally and personally rewarding times of my life. We welcome Dianne Donatiello as Principal for 2014 and beyond.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Cheryl McBride

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Parents and Citizens message

The Lansvale Public School Parents and Citizens Association had a very successful year in 2013.

We had a series of major changes, including a brand new executive team and we welcomed 60 financial members to our association. The executive team also underwent training with the New South Wales Parents and Citizens Federation in May where we learned about administrative processes.

Some of our activities included the Mother’s Day and Father’s Day stalls, discos, Easter and Christmas raffles, World Teachers’ Day luncheon and a thank you lunch for our volunteers. We also catered for several school functions such as the Kindergarten Orientation and hosted a free barbeque for the school assembly.

A major project for the Parents and Citizen Committee was the change in operation of the canteen. We were approached by the school to take over the administration of the canteen, which the Parents and Citizen Committee decided to lease to an external company, ‘Healthy Canteen’. We are working with the school to refurbish the canteen, and are currently awaiting approval from the Department of Education and Communities.

I would like to thank everyone for their generous time and effort in the past year. We are very lucky to have such a great group of people at Lansvale. Let’s hope 2014 will be just as fantastic!

Lieu Phan
Parents and Citizens President
Student Representative Council message.

The Lansvale school community are very proud of the SRC and the manner in which they support our school. At the beginning of the year, students at Lansvale Public School (Year 2 through to Year 6) elected two class representatives to join the Student Representative Council (SRC). In Term 1, the SRC representatives proudly received their badges at a whole school assembly. They committed to attending weekly meetings throughout the school year and to becoming a ‘student voice’ within our school.

SRC meetings were a mixture of collegial discussion with student centred suggestions on how best to serve the school and the community. Their ‘voice’ is evident in many of the initiatives that have been implemented within the school community.

One focus of the SRC has been the development of leadership skills. Our SRC senior members attended a Youth Leader convention at the Entertainment Centre at the beginning of the year and some were involved in a ‘student voice’ day at Granville Boys High School. They also successfully petitioned our Parents and Citizens Association to subsidise a senior school leadership training day through a company called Rising Generations, which allowed our Stage 3 students to develop skills that they used successfully in a Peer Support program.

At the beginning of Term 2, the SRC organised and presented a very moving whole school Anzac Day ceremony. They were involved in presenting a commentary of facts on the importance of Anzac Day as well as a live display of symbols, ceremonies and etiquette. The SRC represented our school community and laid a wreath at Remembrance Day commemorations at Cabravale Diggers Club. They also attended Peace Day celebrations at Cabramatta High School where they got to listen to Dr Cynthia Maung who won the 2013 Sydney Peace Prize.

During Term 4, the SRC elected to be involved in Bandana day to support youth living with cancer. Our school community were very supportive of this fundraising and we raised several hundred dollars to support children with cancer. This was the major fundraiser for the year and a very worthwhile cause.

The SRC are a very active ‘student voice’ representing our school community. After complaints about the smell of soap in the school toilets, they petitioned the principal and changes were made. The SRC suggested a change to the Principal’s Breakfast reward at the end of the year and this change was adopted. A movie and popcorn afternoon had greater appeal to a larger number of students. The SRC were also invited to share their thoughts about our school with the principal, Mrs McBride and the P and C. Their ideas were clearly insightful and have been incorporated into the school’s guiding principles for 2014.

Student Leaders

This has been an enjoyable year full of adventures and exciting experiences. Being a leader has been a new experience to me and it has been very interesting. I learnt to be a good role model and improved my public speaking skills. I led assemblies, read announcements and represented the school on special occasions. Thank you to Miss Douglas for helping us at assemblies. Also a big thank you to Miss Maturana and Mrs Smith for organising SRC meetings.

Eric Duong

2013 has been one of the best years for me. This year gave me an opportunity to be a better leader for Lansvale.

I would like to thank the students and friends who voted for me and giving me that chance to be a fantastic leader.
I would also like to thank the teachers that I had since I was in preschool, who have helped me to be a confident learner and to be a good role model.

Thank you to Miss Douglas for helping us at assembly and also a big thank you to Miss Maturana and Mrs Smith for the SRC meetings and the mini excursion.

Jayden Chau

This year being school leader has been an amazing experience and one I’ll never forget. I have been at Lansvale for 8 years and they have been the greatest 8 years of my life. I will never forget Lansvale and the wonderful teachers and students I have met along my schooling journey. I have made so many memories at Lansvale such as going to Bathurst, Canberra and sport and recreation camps, being in the Grand Final of debating, the Grand Final of netball and performing at Gillawarna in the dance group.

Good luck to all the Year 6’s and thank you for all the memories and the opportunity to represent you as a leader. It’s been brilliant! No matter what I will always remember Lansvale.

Georgia Allen

Of all of my time in 2013, I have discovered something very special in our school. Next year, everyone will go to high school missing the fun times we had enjoyed together in Year 6.

As the school leader of 2013 and school ambassador I would like to thank everyone for making the last year a memorable one.

I’d also like to thank all teachers for organising fun camps like Canberra, Bathurst and the Sport and Recreation Camp for us STUDENTS to make the happiest memories ever!

I also want to say thank you for this opportunity and keep persisting, have fun and make more memories.

Gemma Truong

Student information

The student enrolment in 2013 was 671 (Kindergarten to Year Six). The school had 26 classes, K-6, and 4 preschool classes, where children attended two or three days per week (80 enrolments in total).

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
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<th>2011</th>
<th>2012</th>
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<tr>
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<td>301</td>
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<td>312</td>
<td>322</td>
<td>318</td>
<td>305</td>
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</table>

Our growth is in the younger years and this trend is predicted to continue as we support the broader community with outstanding programs for the children in the early years – playgroups twice a week and a quality preschool program. 93% of the school population is from a language background other than English.

Student Attendance

<table>
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<tr>
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<tr>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
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</tr>
</tbody>
</table>

STUDENT Enrolment in 2013 was 671 (Kindergarten to Year Six). The school had 26 classes, K-6, and 4 preschool classes, where children attended two or three days per week (80 enrolments in total).
Management of non-attendance

Student attendance continued to be very good in 2013 and, as with previous years, is above the state and regional average. We monitor student attendance by class and stage. Individual meetings occur regularly with teachers and administration staff. Support is offered to targeted individuals and families. We are strongly supported by an effective and proactive home school liaison officer, Mr Duc Nguyen.

Workforce composition

Lansvale Public School had 46 teaching staff, including 27 classroom teachers and 19 specialist support staff. The school was extremely well supported by a team of 5 non-teaching administration staff. 1.8% of staff come from an Aboriginal background.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of Staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>61%</td>
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<tr>
<td>Postgraduate</td>
<td>39%</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
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<th>Date of financial summary</th>
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<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>259137.31</td>
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<tr>
<td>Tied funds</td>
<td>79059.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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</tr>
<tr>
<td>Total income</td>
<td>1117362.14</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       |            |
|                          |            |
| Key learning areas       | 29684.28   |
| Excursions               | 52684.78   |
| Extracurricular dissections| 98242.27   |
| Library                  | 6657.47    |
| Training & development   | 9513.28    |
| Tied funds               | 79059.70   |
| Casual relief teachers   | 108739.89  |
| Administration & office  | 166623.60  |
| School-operated canteen  | 99728.82   |
| Utilities                | 57946.14   |
| Maintenance              | 64559.14   |
| Trust accounts           | 68617.07   |
| Capital programs         | 0.00       |
| Total expenditure        | 842056.44  |
| Balance carried forward  | 373332.04  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

Best Start

The Best Start initiative is an ongoing commitment in all government schools. It is intended to ensure that all students are on track in their literacy and numeracy learning throughout school. An initial assessment is carried out at the beginning of Kindergarten,
and assessment continues throughout Years 1 to 6. PLAN (Planning Literacy and Numeracy) is an extension of the Best Start initiative. It is software that is designed to promote quality teaching practices within the teaching and learning cycle. Lansvale Public School will be utilising the PLAN software this year for the first time throughout the whole school.

One of the key concepts of the Best Start assessment is the use of Targeted Early Numeracy (TEN). The TEN intervention program fulfils a Government commitment to provide support for students experiencing substantial difficulty in learning numeracy in the early years. TEN is implemented within a normal daily lesson block, without withdrawal or an additional specialist teacher. It recognises that a small percentage of students are at risk of numeracy failure, despite participation within a quality early numeracy program. TEN focuses on the development of a student’s Early Arithmetical Strategies.

The school reports on three critical aspects of the Best Start Assessment, these being Reading Texts, Aspects of Writing and Early Arithmetical Strategies.

For the Literacy aspects the achievement scale starts at Level 0, where all students are expected to be at the beginning of Kindergarten, and goes to Cluster 8, which is the desired developmental level for the end of Year 2. Early Arithmetical Strategies start at Emergent and end at Facile.

**Best Start Results – Kindergarten**

The Reading results for Kindergarten point to a clear and consistent progression towards Level 3, with more than a third of students achieving outcomes at a 5th cluster level or beyond.
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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy

In writing and spelling, our mean scores were above that of South West Sydney region.

Our reading results remained stable. The results indicated that boys’ achievement in reading, particularly at the higher levels, needs to be an area of focus.

Writing results continued to be good with 78% of students performing in the top 3 bands, compared to 71.8% South West Region.

In Spelling, our students performed above South West Sydney region. 72.4% of our students performed in the top 3 bands compared to 68% in South West Sydney region.

Punctuation and Grammar results were below State (all) and of South West Sydney Region (DEC). However, our students performing in the top 3 bands grew from 63% to 65%.
Numeracy – NAPLAN Year 3

The mean results were above South West Sydney in all strands.

The number of students in the bottom 2 bands has decreased from 18.2% to 14.7% across all strands. In particular, Data, Measurement and Space saw a decrease from 17% to 10.6% of students in the bottom 2 bands.

Year 3 girls’ growth in the top 2 bands increased from 37.8% in 2012 to 47.4% in 2013.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The mean results were above state and South West Sydney region in Writing and Spelling, and above South West Sydney region in Reading and Grammar and Punctuation.

Spelling results continue to be outstanding. 80.4% of students achieved in the top 3 bands compared to 70% in 2013.

Although overall achievement in Literacy identifies improving student reading outcomes is still a major focus of teaching programs in 2014, there was a decrease in students performing in the bottom 2 bands from 2012 (26% to 13.8%) and an increase in students performing in the top 3 bands (41% to 59.7%).

Results in Grammar and Punctuation also saw a decrease in students in the bottom 2 bands from 2012 (21.9% to 12.6%) and an increase in students performing in the top 3 bands (53.3% to 59.7%).
NAPLAN Year 5 – Numeracy

The mean results were equal to the State (DEC) and above the South West Region in all strands. Year 5 outperformed both State and Region in Number, Patterns and Algebra. These results show significant growth from students who had previously achieved in the lowest bands in Year 3.

Improvement in students performing in the top 3 bands for data, Measurement and Space grew from 44.4% to 59.7%.

Future Teaching Focus Areas

Reading - identifying the main idea; interpreting, inferring & identifying background knowledge.

Writing - cohesiveness of texts, use of connectives and correct sentence structure; applying more complex punctuation; more complex use of vocabulary and technical terminology.

Punctuation & Grammar - correct use of connectives; tense (particularly relating verbs); complex sentence structures

Numeracy - word problems particularly those relating to the sub-strands of chance, position and 3D space
Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these standards. The percentages of our students achieving at or above these standards are reported below.

### Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>Numeracy</td>
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<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Other achievements

Public Speaking

This year, students of Lansvale Public School participated in two different public speaking competitions: the Multicultural Perspectives Competition and the Fairfield Public Speaking Competition.

The Multicultural Perspectives Competition involved all primary students. There were two students chosen from each stage to represent the school at the competition. The students chosen were Tracie Du and Kevin Luong from Stage 2, and Georgia Allen and Vanessa Yip from Stage 3. Students presented a pre prepared speech and were also required to present an impromptu speech. All Lansvale representatives spoke with clarity and confidence. Well done to Georgia Allen and Kevin Luong who both received Highly Commended awards for their outstanding efforts.

The Fairfield Public Speaking Competition involved the whole school with one student selected from each stage to continue on to the next level. Tania Denkha, Celine Chen and Tracie Du were the Lansvale representatives. All students presented well prepared speeches on a chosen topic. Tracie Du received a Highly Commended award for her incredible public speaking. All students did Lansvale proud.

Debating

In 2013, 10 students were selected to represent Lansvale Public School in the Hoxton Park Debating Competition. The students were in two teams and competed in separate divisions. The students were a combination of Year 4, 5 and 6. Students in the A team were: Georgia Allen, Teresa Chaing, Hanna Beyrouti, Anna Tran and Gemma Truong. Students in the B team were: Tracie Du, Vanessa Yip, Felicity Charls, Tina Tran and Jennifer Vu. Both teams worked consistently well together and proved to be equally strong. They achieved success by winning debates against other teams from local schools and debated against each other in the Grand Final.

This was an amazing opportunity for all students involved. They gave up their own time to write, research and prepare their speeches and rebuttals. Their hard work most definitely paid off with both teams making it so far in the competition, proving their talent and passion in debating.
Significant programs and initiatives

Learning and Support

During 2013, 176 referrals remained active for students to receive support and intervention for their educational needs.

Programs to cater for Literacy and Numeracy support and behavioural modifications consisted mainly of support teachers attached to stage, working with students requiring additional or intensive academic support within a team teaching situation or support teachers withdrawing students for group and individual tuition. Support teachers were utilised on a percentage basis between learning support and EAL/D language assistance creating a more intensive result for whole school programs.

Each student identified as at risk of failure was provided with a learning plan to assist progression to curriculum outcomes and grade expectations. The school’s employment of a Speech Pathologist and Occupational Therapist allowed students to access learning assistance in speech and language development, sensory and motor adjustments during in-class teaching and small group situations.

For students requiring behavioural modifications, the Learning and Support Team provided advice to teachers and external agencies were consulted where required. Social skills development initiatives were conducted by a social worker, employed by the school on a part time basis. Parent helpers were also employed to assist students with reading and numeracy difficulties and to provide necessary behavioural adjustments for individual students within the school environment.

Learning and Support contributed to improving the richness and depth of numeracy teaching and assessment through identifying 100% of students at risk of failure and providing intervention either through the development of an individual learning plan or through in-class support directly related to student needs.

There has been increasing involvement of community partnerships in our learning community with 100% of parent helpers gaining confidence in helping students reach their learning goals, and improving the teaching of reading P-6 with a focus on student engagement. Staff have participated in training around Every Student, Every School philosophies and practices as well as the review and amendment of timetables in consideration of the evolving role of Learning and Support Teachers.

English as Another Language/Dialect (EAL/D)

At Lansvale Public School 93% of our students come from a Language Background Other than English (LBOTE). The main first languages of our students are; Chinese, Vietnamese, Khmer and Arabic.

Through National Partnerships it was possible to employ an English as a Second Language Assistant Principal (ESL AP). Our ESL AP supported ESL and classroom teachers by modelling effective teaching strategies learned in Teaching English Language Learners (TELL). These strategies support EAL/D students in achieving anticipated literacy outcomes.

This year an ESL teacher was allocated to each stage. This model allowed ESL teachers to work collaboratively with classroom teachers and target EAL/D students who required additional support to develop their English skills.

Our newly arrived students attended intensive English classes. They all made a significant improvement in all areas of English. Classroom teachers were very pleased to see their newly arrived students developing the confidence to contribute to whole class discussions and participating in learning activities independently.

Our staff had the opportunity to learn about the new EAL/D learning progression. In 2014, teachers will use the EAL/D learning progression as a tool to assess, monitor and program for EAL/D students.
Multicultural education

We embrace multiculturalism. We value and respect the backgrounds and cultures of all students. We celebrated Multicultural Day by asking parents, teachers and members of the community to share some traditional and authentic cuisines from their culture. Students had the opportunity to view cooking demonstrations and taste food from Vietnam, Italy, Lebanon, China and many other countries.

Students also had the opportunity to dress in national clothing and they enjoyed watching spectacular performances that represented a variety of different cultures from around the world. Students enjoyed celebrating different cultures and developed a deeper understanding of diversity and harmony.

Aboriginal education

A key strategy this year was to employ an Aboriginal Community Liaison Officer, Mrs Lesly Marks, to support in evaluating the degree to which Aboriginal perspectives and content are throughout class and school programs; to ensure three-way interviews were conducted for all Aboriginal students to create Personalised Learning Plans (PLPs); and to continue building positive partnerships with parents and the greater community.

From this evaluation, we have mapped out professional learning for teachers to support programming of the new syllabus cross-curriculum priority (Aboriginal and Torres Strait Islander histories and cultures), cultural awareness training and workshops on 8 Ways of Aboriginal Learning; parent meetings and workshops supported by Marumali – Liverpool; opportunities for additional funding, resources or programs to support our students’ learning needs; and student projects and programs for 2014.

SMART data this year shows that 75% of our Year 3 and 100% of our Year 5 students are achieving at the expected minimum national level or above in literacy, with 100% of Year 3 and 50% of Year 5 students achieving the expected minimum national level or above in numeracy.

At Lansvale, we are committed to continuing to build a school environment which fosters excellence in Aboriginal education.

Middle Schools Program - Supporting our students transitioning to high school

Information sessions

We hold parent forum meetings to enable our parents to gain a better understanding of the whole transition process into high school. There are also opportunities to visit the high school for information meetings. Some of the meetings cover such topics as Opportunity lasses, Selective High School and information about Canley Vale High School.

Orientation Visits to high School

We work closely with the high school to ensure students who are moving on to high
school have opportunities to visit the high school, get to know some teachers and participate in lessons. Some of the lessons include working in the Science lab, History and cooking in the food tech rooms. The cooking lessons are always a favourite with the children. These visits happen over a period of 5 weeks in Term 4.

Links with Canley Vale High

Lansvale Public School works closely with Canley Vale High through a program called VCOS, to establish stronger links to help our students make a smooth transition into high school. This includes working together to develop shared programs and providing high school teachers with detailed knowledge about individual students and their strengths and weaknesses.

Special Programs

Our school works together with the high school to provide a series of enrichment opportunities for our Gifted and Talented students through a project that involves working with some Year 9 students. We also offer extra visits to support our students who may be anxious about starting high school, by buddying them with Year 7 students that they already know. These students have regular visits to familiarise themselves with the high school and get the opportunity to develop their confidence about starting high school.

Technology

This year, Lansvale Public School continued its work from last year under the leadership of Miss Esther Bastoli and Matthew Becker. Our major aims this year were to continue last year’s work by planning, implementing and encouraging the use of technology in all forms, greatly increasing teacher and student access to technology, and refining current systems.

In 2013, we ensured sustainable accurate systems were put in place to manage documentation and infrastructure within the school. Staff received hands on professional development on the authentic integration of ICT and the new NSW Curriculum with our Technology Mentor, Miss Esther Bastoli. Teachers were guided in the planning process to ensure technology was embedded across Key Learning Areas, and students (Preschool to Year 6) developed their ICT skills by working on engaging, collaborative technology projects.

This year, we continued to implement further hardware and refine existing systems. Our goal this year with hardware was to increase teacher and student access to technology, with the stretch goal being 1:1 access for students. We purchased a brand new set of 32 netbooks as well as a charging cabinet, to bring Stage 3 netbook access to the 1:1 goal. On top of expanding netbook access, we changed the layout of the computers in the
library by purchasing 4 new octagonal desks, and 12 new computers allowing all classes visiting the library to have 1:1 access.

For the benefit of staff, we also installed a new computer bench in the staffroom which allowed us to install an additional 2 PCs for staff use. The replacement of old staff laptops was also a priority; as such we replaced 17 older models with newer ones. Within the classrooms we replaced 10 ageing computers with new ones, and will continue this replacement process into next year.

A huge process we undertook this year was the switch over onto the DEC’s new eT4L infrastructure. This was a two week process and involved re-installing Windows on each and every device in the school. Over the course of the fortnight, with the assistance of DEC IT staff, we managed to make the switch over smoothly, even managing to incorporate our existing systems such as PaperCut.

Our implementation of the PaperCut print management software at the end of last year has yielded great results for us this year. As a school, we have managed to save over 1.2 tonnes of paper. We plan to continue to utilise this software to help us keep our environment green.

In order to simplify the reporting process for our Language and RFF teachers, we also rebuilt their reporting system from the ground up. The new system allows teachers to manage the entire reporting process with increased efficiency and reduced errors.

2013 has been an exciting year, however, 2014 is set to be even better.

**Carnivals**

The Water Carnival was held in Term 1 at the Fairfield Leisure Centre. All primary students were encouraged to participate as staff members were in the water to assist as lifeguards. For the first time students swam and also got to play on the ‘Aquaplay’ area. Everyone had an enjoyable time. A few swimmers progressed to compete at regional level.

The Cross Country Carnival was held in Term 2 at Hartley’s Oval. All primary students participated in the run. We then sent a team of 70 to the Lansdowne Zone Cross Country Carnival. At the Zone Carnival Blaze McGuiness, Nour Bahamad and Danny Nguyen progressed to the regional level.

The Athletics Carnival was held in Term 3 at Make Peace Oval. Children from 3-6 enjoyed the track and field events. A team of 20 was selected to represent at the Lansdowne Zone Athletics Carnival.

**Sport**

Our coordinators, Sam Bray, Simone Douglas and Alex Tait continued to work hard with our staff to support and encourage sport within the school. At our Sports Presentation Assembly we were able to recognise many of the schools’ achievements.
At all our carnivals, the House and Vice Captains led their teams with great enthusiasm, showing true school spirit with encouraging and motivating house chants.

Primary Schools Sporting Association (PSSA)
Lansvale Public School did very well in the PSSA competition with 1 joint premier team and 1 team finishing second. Mr Bray’s junior Oztag team were 2013 joint premiers going undefeated through the entire school. Miss Odell’s junior Netball team were runners up.

Extra-Curricular Sporting Activities
Rugby League clinics organised by Mr Bray and run by the Parramatta Eels allowed Years 1-6 to receive free rugby league skills’ clinics. Years 3-6 also received a free backyard Rugby League ball. Lansvale’s Oztag teams also competed in the 2013 Parramatta South Tag Gala day run by the Parramatta Eels. Out of 40 teams the junior team went through undefeated while the senior team lost narrowly in the quarter finals.

Creative and Performing Arts
In 2013, the school continued to work hard to improve the status of the Creative and Practical Arts in the school. This was achieved by:

- A whole school musical show performed by Andy Jones that all students were able to attend.
- Whole school participation in Raw Art
- 3/4D worked with Kate Winchester from UWS and had a special musical showcase in Term 4.
- An infants’ drama group was established in 2013.
- Four students’ artworks representing our school in Operation Art. The work of Huyen Pham 5/6B became part of the Westmead Hospital’s permanent collection.
• Multicultural dance groups performing at various functions in the school.
• The annual Talent Quest and Lansvale Public School Educational Showcase.
• Lansvale Public School Dance Troupe performed at the Gillawarna Music Festival.
• The choir performing at various functions and at the Gillawarna Music Festival.
• The continuation of vocal and music groups in this school.

School planning and evaluation 2012—2014

School evaluation processes

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School planning 2012—2014: progress in 2013

School priority 1: The teaching of Literacy P-6 is improved with a focus on student engagement

Outcomes from 2012–2014

• Increase the percentage of students K-2 achieving the school guided reading benchmarks from:
  ➢ B1 level or higher for Kindergarten – from 87% in 2013 to 90% in 2014.
  ➢ F1 level or higher for Year One – from 69% in 2013 to 72% in 2014.
  ➢ Extension or higher for Year 2 – from 37% in Term 3 2013 to 50 % Term 3 2014.

• Increase the percentage of students meeting minimum standards in English:
  ➢ Year 2 from 77% in 2013 to 80% in 2014.
  ➢ Stage 2 from 77% in 2013 to 80% in 2014.
  ➢ Stage 3 – from 93% in Term 3 2013 to 95 % Term 3 2014.

• Increase the % of Year 5 students achieving the expected growth in reading from 53% to 60% in 2014.

• Increase the % of Year 3 students achieving above national minimum standards: In NAPLAN writing from 78% in 2013 to 80% in 2014.

• Increase the % of Year 3 students achieving above national minimum standards: In NAPLAN grammar and punctuation from 66% in 2013 to 67% in 2014.

Strategies to achieve these targets included:

• Opportunity for teachers to attend professional learning for areas of literacy (eg PLAN, Differentiation, Reading strategies 3-6 etc).

• Purchase resources to support the new English syllabus, benchmarking, reciprocal reading, Reading Recovery, home reading.

• Teacher Professional Learning to support the implementation of the new English syllabus, as well as how to use the new kit to effectively track student achievement.

• Employment of an additional full time EAL/D/AP teacher to:
  ➢ Provide mentoring and professional development in ESL pedagogy for ESL and classroom teachers
Support ESL teachers with improving and enhancing teaching and learning programs for EAL/D students by utilising the ESL scales and ESL framework documents so EAL/D students can access the curriculum.

Ensure all EAL/D students are placed on the EAL/D learning progression and their English proficiency is monitored.

Assist ESL teachers in creating and implementing effective resources that support second language learners.

- Employment of an ESL consultant for one day per week to:
  - To provide professional learning around EAL/D pedagogy for ESL and classroom teachers
  - To enhance and improve our EAL/D program

- Continued support for students with special needs by employing SLSO (3.3 FTE)

- Target intervention in literacy/numeracy for “at risk” students in Stages 1 and 2 by creating ‘Safety Net’ classes. These classes will have 1.8 SLSO time allocated to support the ILPs.

- Continuation of Speech Therapy and Occupational Therapy Program. Employ –
  - Speech Therapist 1.5 days a week
  - Occupation Therapist 1 day a week
  - Team teaching and planning with our speech therapist.

- Support students through a whole day debating/public speaking workshop to help with: structuring persuasive texts, confidence in speaking in front of an audience, writing rebuttals, etc. Possible use of Canley Vale High School students to help with the process.

- Supporting public speaking and debating students in the preparation, writing and rehearsing of their speeches.

- Supporting classroom teachers in selecting public speaking competition winners during stage finals.

**School priority 2: The richness and depth of numeracy teaching and assessment is increased**

**Outcomes from 2012–2014**

- Maintain the % of students achieving the expected levels in school assessment tasks & school data A-E at the end of semester 1:
  - Early Stage 1 – 85% achieving at or above expected levels;
  - Stage 1 - 85% achieving at or above expected levels;
  - Stage 2 – 88% achieving at or above expected level;
  - Stage 3 – 90% achieving at or above expected level.

- Increase the % of Year 5 students achieving greater than or equal to expected growth in NAPLAN numeracy from 67% in 2013 to 70% in 2014.

- 100% of students identified at risk of failure are placed on Individual Learning Plans that support their specific learning needs and lead to improved mathematical outcomes.
Strategies to achieve these outcomes in 2014:

- SDD & staff meetings on new syllabus – unpacking of the new syllabus for a deep understanding of grade expectation.
- Professional learning on new syllabus to be attended by key team members (numeracy team members) with the responsibility of ensuring this new learning is presented to the rest of the staff.
- Maintaining the working relationship with UWS critical friend (Dr Catherine Attard).
- Parent forums to inform parents of current teaching practices & new syllabus expectations.
- Learning conversation & planning days for numeracy team working to align all grade rich assessment tasks to ensure consistent teacher judgement across teams and school, and to align them with new syllabus outcomes.
- Numeracy team – use Lansvale Professional Learning Model to investigate a whole school approach to the teaching of Mathematics.
- SDD, staff meetings & workshops on whole school understanding of numeracy continuum, updated whole school tracking (MAPs), and differentiating programming.
- QT mentor working more closely with team leaders to analyse data & use assessment to drive teaching programs, & to support teachers in programming for higher achieving students.
- Students achieving above stage outcomes to be accelerated in extension class.

- Class teachers tracking students using PLAN (Programming for Literacy & Numeracy) and school MAPS.
- Students identified at risk (below minimum standard for TEN K-2; & below national minimum standard NAPLAN 3-6) placed on individualised/modified programs and class teacher working with LAST (Learning & Support Teacher).

School priority 3: Students and teachers are actively directing their own learning

Outcomes from 2012–2014

- 100% of teacher teams engage in the Lansvale Professional Learning Model leading to improved quality teaching.
- Increase the number of teachers undertaking accreditation at higher levels from five in 2013 to six in 2014.
- 100% of New Scheme teachers access support to achieve/maintain professional competence accreditation using National teaching Standards.

Note – Many of the targets in 2013 are embedded in practice and therefore are not targets directly reported on in 2014.

Strategies to achieve these outcomes in 2014:

- Teachers make decisions about their individual learning needs in order to provide quality teaching and improve student outcomes by:
  - Engaging in action research through the Lansvale Professional Learning Model
  - Professional learning plans using the Australian Professional Standards
Setting goals using the GROWTH model
Keeping learning journals
Sharing data and achievements at regular meetings (1x per term)

• Regular team leader days to ensure shared understanding of the school’s directions and progress towards achievement of targets. (1x per term)

• Team planning days to ensure consistency of teaching and learning programs across grade/stage. (1x term)

• Professional learning is shared through our network of local schools with Canley Vale, Fairfield, Carramar, Lansvale East Cabramatta West and St John’s Park.

• Term 2 Staff Development Day, interschool visits, workshops demonstrations and forums.

• Professional learning based on identified common needs and school strengths is provided.

• Orientation Program implemented for all new temporary/permanent teachers.

• Support for teacher accreditation at professional competence level of The Institute of Teachers Framework is provided through dem lessons, team teaching, accreditation report preparation

• Mentoring Processes available to all New Scheme Teachers through fortnightly leadership development meetings, Coaching Support, accreditation report preparation.

• Our partnership with UWS is enhanced by:

• Participation in two major professional experience practicum’s in 2014.

• Lansvale Public School as a base for Context Visits for University of Western Sydney.

• Teachers leadership aspirations are supported through:
  - Regular “budding leaders” meetings
  - Professional reading and goal setting
  - Involvement in school executive planning
  - Support for accomplishment and leadership accreditation as appropriate
  - Leadership coaching sessions to set individual goals.
  - Overnight leadership conference.
  - Teachers working towards higher levels of accreditation

• Student participation in the life of the school is increased through:
  - Continued support of the SRC and the student Safety Club.
  - Continuation of mentor/leadership student groups such as Peer Support
  - Playground Busters program
  - Breakfast Club
  - Environment Club
  - Safety Club

• Teachers to develop a deeper understanding of the needs of
Gifted and Talented students through:

- Implementation of the school’s G &T policy and procedures for identification
- Professional learning on strategies to differentiate the curriculum.
- Individual research projects.

- Employ a paraprofessional for 5 days per week (1.0FTE) to:
  - Outreach work
  - Engaging families at information stalls
  - Referrals from teachers, families, students.
  - Screen potential students who may require support developing their working memory
  - All students requiring development in social skills identified by teachers, parents and LST. Social development engaged through active role play, awareness of feelings and emotions

- Visual Arts continues to be a learning focus:
  - Student art works produced throughout the year are displayed at an end of the year Lansvale Arts Showcase.
  - Talented visual arts students participate in learning experiences
  - Professional learning that supports the practical application of the Creative Arts

- Student interest groups work with teachers to plan, rehearse and perform including:
  - A drama group participating in the Primary Play program
  - The choir performing at the Gillawarna Festival
  - Multicultural dance groups performing at various functions
  - Talent quest performances

- Welfare team to review school rules and behaviour steps.
- Staff meeting to inform new staff of scope & sequence/ reporting procedures/ classroom resources.
- Work collaboratively with Social worker to monitor social isolates and continue ‘Confident Kids’ Program.
- Re-print pamphlets for community/ possible Parent Workshop with school social worker.

School Priority 4: ICT is an integral part of our teaching learning approach P – 6

Outcomes from 2012–2014

- 100% of teachers authentically integrate ICT into quality teaching and learning programs in 2014.
- 100% of staff with whiteboards contributes to an ICT resource portfolio as well as class blogs, wikis, learning tools for students and their families

Strategies to achieve these outcomes in 2014:

- Employment of ICT Coordinator (1 day) with role refined to mentor, coach, facilitate, manage and lead.
Stay up to date with the latest information at ICT Coordinator workshops and ICT Masterclass.

Authentic TPL - Staff given one day of PL to work with the ICT Coordinator and their stage to plan integrated units with technology.

External courses – opportunities for teacher to do courses around ICT

Select and implement BYOD model with a trial class and create policies

Significant and ongoing individual, whole school and team professional learning on technology and engagement.

The technology team works with Technology consultants to provide teachers with ongoing professional learning that focuses on:

- Effective and authentic ways to incorporate ICT and interactive whiteboards specifically into classroom practice.
- Resources for lessons that are developed and shared across the school.

Employment of Technology Paraprofessional to:

- ensure technology runs smoothly
- support class teachers in the design and implementation of innovative interactive multimedia teaching resources.
- further develop the school website is continuously updating and improving the site.
- Development of a mobile app for Ipad and smart phones use.

Continue annual subscriptions for Sentral and Skwirk and review latest software.

Commence with Phase 2 of netbook plan. Move the netbook trolleys from Block 7 to the demountables and Block 4 and purchase another set of 32 netbooks/tablets for Block 7. This gives all of Stage 2 and 3 1:1 access.

Introduce additional access points across the school to speed up login times and internet access if necessary.

Review older IWBS, netbooks, PCs and laptops and replace and repair where necessary.

School Priority 5: The involvement of community partnerships in our learning community is increased.

Outcomes from 2012–2014

- Expand the number of after school programs from six in 2013 to nine in 2014.
- Increase the number of trained parents helping in classrooms from ten parents in 2013 to twelve parents in 2014.
- 100% of ‘At risk’ families are identified through the learning support team in 2014.
- 100% of Targeted families K -6 are provided with access to positive parenting courses, resources, and referrals to external and DET agencies as appropriate in 2014.
- Transition programs move from Level 3 on the Middle Schools Transition Matrix to Level 4.
Strategies to achieve these outcomes in 2014:

• Employ 2 Community Engagement Officers (0.2 Khmer, 0.2 Vietnamese, 0.2 Chinese) to:
  ➢ Operate a community information stall twice per week etc.
  ➢ Organise both excursion and incursion workshops according to parent need eg; Zumba, cooking classes, visits to local library etc.
  ➢ Organise events such as Chinese & Vietnamese New Year celebration, Khmer New Year, Community Day, Police safety information etc.
  ➢ Widen the scope of community engagement to include minority groups such as Anglo-Saxon, Aboriginal, Islander etc with cultural celebrations.
  ➢ Establish a community conference room for the community’s own use.

• Conversion of a classroom teacher position an AP Extra Curricular position (1.0FTE) to:
  ➢ Co-ordinate after school programs for students such as Active after Schools Fitness and homework centre
  ➢ Investigate and co-ordinate as appropriate specialist music, drama, art programs
  ➢ Build on the established relationships with TAFE, Sports commission, Community First steps to broker enhanced community links and programs.

• Conversion of a classroom teacher position to an AP Middle school years position (1.0FTE) to:
  ➢ build on partnerships with local high schools;
  ➢ model effective strategies through collegial teaching, demonstrations lessons etc;
  ➢ oversee successful transition programs; and
  ➢ provide professional resources for all staff and parents.

• Employ an Aboriginal liaison officer for 1 day per week (0.2 FTE) to support our Aboriginal students and provide professional resources and learning for all staff and parents.

• Employment of School Admin Officer 2.5 days per wk to assist with communication with non-English Speaking community (Vietnamese).

• Employment of a Schools as Community Coordinator 3 days (0.6) to:
  ➢ Three (3) Multicultural Supported Playgroups – Monday, Wednesday and Friday – Friday Playgroup facilitated in partnership with Community First Step
  ➢ External support of agencies – Speech Therapist – Cabramatta Community Health, terms 1-4, week 3. Early Childhood Nurse – Sydney South West Area Health - Terms 1-4, Week 7
  ➢ Playgroup activity term programs to allow families to plan and prepare for playgroup.
  ➢ Identify 100% of at risk families through the SaCC program
  ➢ Refer all at risk families to Social Worker for case management.
  ➢ Meeting twice per term with all community members
Planning for terms and yearly forums, information sessions, excursions

Engage elder and other community members of minority community groups within Lansvale Public School.

Meet regularly and liaise with early stage one and preschool staff.

Provide input into planning transition and orientation processes.

Continue with implementation of Adult English Classes and Home Borrowing Program

Engaging external community organisations to partner with Lansvale Public School in providing school holiday activities, excursions and incursions

School Priority 6: Our school’s evaluation processes are strengthened

Outcomes from 2012–2014

• 100% of teachers utilising SMART data and learning support materials to inform their teaching practices in 2014.

• 100% of Administration staff are transitioned to implement the next phase of the staged implementation of LMBR in 2014.

Strategies to achieve these outcomes in 2014:

• Whole school analysis of NAPLAN data to set priorities in teaching/learning programs.

• Continued professional learning focussing on NAPLAN item analysis and learning support materials to benefit and improve teaching programs.

• Employment of School Administration Officer as Paraprofessional (3 days overtime p/wk) to:
  • Plan and coordinate events (whole school)
  • Coordinate data collection and collate surveys.
  • Liaise with the community as part of Community team.
  • Assist with updating technology, publishing notes etc

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Cherly McBride – Principal (rel)
Berlinda Cook – Deputy Principal
Kim Fraser – Assistant Principal
Esther Bastoli – Assistant Principal
Alex Gruar – Assistant Principal
Brenda Melling – Assistant Principal
Gaby Aitkin - Teacher
Lieu Phan – P&C President
Georgia Allen – Student Leader
Eric Duong - Student Leader
Gemma Truong - Student Leader
Jaydon Cau - Student Leader

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: