Lansvale Public School
Annual School Report

2012
Messages

Principal’s message

Lansvale Public School is committed to the provision of a high quality education for all its students. Our school is held in high regard by our students, their families, the local community and the broader educational community and is recognised for continued success in achieving the best possible educational outcomes for students. As a learning community we work together as equal partners, to ensure our school is a special learning environment, rich with opportunities for every student, every teacher and every family. This is greatly supported by our strong networks within the community.

In 2012 we continued to meet our school targets with the support of significant funding from the National Partnerships - Low SES School Communities and Quality Teaching. While Lansvale Public School will continue to be recognised as a Centre for Excellence, 2012 was the last year of this funding. It was also the last year our school benefitted from Priority Schools’ funding. This funding had been integral to many innovations and to enhancing students’ outcomes particularly in literacy and numeracy. Withdrawal of this funding for 2013 presented a challenge to the whole school community as school resources and priorities were realigned to maintain vital programs to support our students and their families.

Towards the end of 2012, we saw our much-loved leader and school Principal, Mr Mark Diamond seconded by the Department of Education to support schools in the Ingleburn area as an Instructional Leader. It was my privilege to lead the school during this time of transition and to welcome Cheryl McBride as the principal of Lansvale Public School for 2013 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.

Berlinda Cook
Relieving Principal Term 4 2012
Deputy Principal 2013

Parents and Citizens Association (P&C) message

2012 has been another busy year for our school and our parents. It has been a successful time for the Lansvale Public School P&C committee and we continue to see our partnership with parents grow through a range of school programs.

In 2012, The P&C, along with staff and teachers, fundraised to support the educational programs at our school. Major events were Mothers’ and Fathers’ day stalls, Easter and Christmas raffles, barbeques at the parent orientation and school concert, disco and movie nights and selling gelato each Friday afternoon.

The P&C also supported the parent helper program. Last year we trained 10 parents to work in classrooms helping students with their achievement in mathematics, reading and articulation.

We also had numerous parent forums, where upwards of 20 parents attended workshops on a range of topics including; Reading, Road Safety, Selective High Schools, NAPLAN and Technology. The P&C also supported many parent excursions and helped the Community Liaison Officer to organise these experiences. Excursions included visits to the Temple at Canley Vale, cooking demonstrations, grooming/presentation lessons and English classes.

As a P&C we also had representation on several staff selection panels and helped to appoint several new positions in our school including, our new librarian, a School Learning and Support Officer in the preschool and our new school principal, Cheryl McBride.

In addition to this we were also represented on the panel which selected our new Before and After School Care provider – Camp Australia.

In 2012, we spent our fundraising money on gardening and landscape activities, a new warmer for the canteen as well as installing a quality sound system, lights, speakers and microphones for the school hall. Throughout the year the P&C gave $20,000 to the school to support the education of our students. An additional sum is carried over to support the P&C’s work in 2013.
Lastly, 2012 was a time of farewells as we bid farewell to our Teacher Librarian, Deputy Principal and School Principal. The P&C hosted a dinner to farewell these special staff members. The P&C has done a brilliant and superb job and I would like to thank all the parents for their continued generosity and support.

Dao Diep
P&C President

Student Representative’s message

At the beginning of 2012, 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 representatives were formally welcomed and received their badges at a whole school assembly before meeting regularly throughout the year. During the first meeting for the SRC, students chose to be responsible for fundraising to benefit community organisations.

SRC meetings were a mixture of collegial discussion with enthusiastic suggestions on how to best serve the school and community. Unfortunately a lot of the suggestions were unable to be organised due to time factors but the following events exemplify the SRC’s initiatives to excel as worthy citizens of the school.

During Term 1, the SRC organised Blue Day and encouraged the whole school to wear something blue as mufti as well as donate a coin to raise money to support Autism Week. The SRC displayed their responsibilities as supportive community members during a whole school ANZAC assembly. 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.

To coincide with the Olympic Games held in London, the SRC organised the Lansvale PS Mini Olympics in Term 2. Events such as bean bag throwing, running races, and hurdles were coordinated at lunchtimes for all students. There was also a competition to design an Olympic flag. This proved to be very popular and, as students were asked to make a donation to participate in the events, the money raised was sent to World Vision as part of the SRC initiative to give to the wider community. The winners of the events and flag design competition were awarded a medal at a whole school assembly to further signify the Olympic experience.

During Term 3, the SRC elected to be involved in Bandana Day to support youth living with cancer. Activities included a colouring competition, classroom quizzes and worksheets, and/or the purchase of a bandana. This was a huge success with all bandanas sold raising $800 for Canteen.

As the year came to a close, the SRC decided to create, ‘Flight Day’ as a fun activity for the students of the school and to raise money for a school in Cambodia. ‘Flight Day’ was postponed due to bad weather conditions but eventually was held. The designs, within the categories of prettiest plane, craziest plane and longest flying plane were impressive.

The SRC initiative of fundraising for community organisations was successful and all SRC representatives at Lansvale PS displayed responsibility and enthusiasm throughout these worthwhile ventures.

School Leaders

Being a 2012 school leader has taken me on a fascinating journey. It has been the best year ever of my school life. Getting the chance to be in this position is very fortunate. Many people come up to me and say hello and talk to me about their problems. I have enjoyed being a member of the SRC and participating in many activities. I have learnt many things throughout the year, thanks to my teacher and my peers. There were many activities that the teachers also organised for Stage 3. I have developed my confidence and learnt to co-operate with everyone. It was great working with Bridget, Mabel and Danny. Thank you to all the people who have supported me and made my life easier. Good luck to our 2013 school leaders. I will miss Lansvale a lot!

Cathy Bui

My time at Lansvale Public School has been very gratifying. Representing our school as an ambassador has been a great honour of mine. Many privileges have been given to me and I feel lucky to be in such a highly accomplished school. I would like to thank the students and my friends.
for voting for me and giving me the opportunity to experience numerous leadership roles.

I would also like to thank Mr Diamond, Mrs Smith, Mrs Rivers and countless other teachers for making my year even better. I wish the best for the future leaders of our school, along with the future year 6.

I have made so many memories and friends here and I hope you will remember to chase your dreams as nothing is impossible to achieve, just as long as you try.

Danny Dien

It was such a pleasure being a 2012 school leader. I have enjoyed many moments at Lansvale and just cannot sleep at night because I remember everything that happens each day. You have all been really nice and friendly, supporting me with everything I do. I wish you all the very best in the future. You should dream on and think positive.

Mabel Truong

Being one of the school leaders for 2012 was an awesome opportunity for me. It was great working with Mabel, Cathy and Danny. I have had fun at Lansvale and enjoyed every single day. Everyone has been a huge encouragement to me and I appreciate it a lot. I want to thank every one of you for everything you have done to help me. Being a school leader boosted my confidence and taught me how to be a better role model. I have become more organised thanks to all my peers and excellent teachers. It was a great pleasure being a school leader and I loved every bit. It was a privilege to be able to speak at special assemblies and go to special events.

Have fun in high school and I wish you all the best in the future. Remember to be persistent, never give up and always try your best. Good luck to the school leaders of 2013 and I hope you will have as much fun as I did. Thank you!

Bridget Lim

Our school at a glance

Students

The student enrolment in 2012 was 664 (Preschool to Year Six) 281 students were enrolled K-2 and 343 students were enrolled 3-6. The school had 25 classes, K-6, and 4 preschool classes, where children attended two or three days per week (80 enrolments in total).

The daily student attendance rate was 95.2%, slightly higher than 2011.

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. 94% of the school population is from a language background other than English.

Staff

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 6 non-teaching administration staff.

All teaching staff met the professional requirements for teaching in NSW public Schools.

Significant programs and initiatives

In 2012, our school continued to benefit from additional funding under the National Partnership Programs. While our school will continue to be recognised as a Centre for Excellence in the years to come, 2012 was the final year of extra funding. Through this program we employed a Highly Accomplished Teacher and two part-time paraprofessionals.

The last three years of this program were a time of significant growth and professional development for staff as the program focused on enhancing teacher quality, extending the school’s very strong academic results and growing its partnership with the University of Western Sydney.

A major initiative of the Centre for Excellence Partnership was the building of networks and opportunities for shared professional learning across a community of schools. In 2012, the
Teaching Practices Network was strengthened as teaching staff and executive members across the ‘community of schools’ undertook central leadership roles in the direction, development and achievement of shared goals. A shared staff development day in term 2 provided teachers, support staff and community members with exciting leadership and learning opportunities. Our work in this area was broadly acknowledged and in late 2011 we received the Regional Director’s award for excellence in community partnerships.

2012 was also the second year of the school’s involvement in the National Partnership Low SES (socio economic status) Communities. The injection of substantial funds enabled the school to introduce many exciting and innovative programs to support our community and enhance students’ learning. We employed an extra English as a Second Language teacher, two additional Assistant Principal positions, a Community Liaison Officer and a Schools as a Community Coordinator. A major initiative of this program was to train and develop all teachers in ESL (English as a Second Language) pedagogy. All teachers undertook professional learning in the TELL program – Teaching English Language Learners. Teachers developed programs for individual students in their class and implemented strategies to improve the learning of all students. Teachers highly valued their learning, and an evaluation of programs in 2012, highlighted the need to continue our work in this area. In 2013, we will fund an additional Assistant Principal position to focus specifically on the implementation of ESL pedagogy and classroom programs and practice.

The Priority School’s Program (PSP) has been integral to the school’s operation for many years. In 2012, our school community participated in the cyclic survey to determine our eligibility for this funding for future years. Unexpectedly, the results of this survey determined that our school community was no longer eligible for the funding and that at the end of 2012 we would exit the program. News of this was shocking for our whole school community, as this funding had supported initiatives, many of which were embedded into the school’s learning plan. They supported practices that enabled us to sustain and build on past learning and scaffold new learning.

During 2012, our PSP initiatives focused on:

i. **Supporting Teachers** with time to use quality teaching strategies to improve literacy and numeracy outcomes. We utilised a professional learning model based on an action research cycle. Our approach was successfully presented at the regional PSP network evaluation meeting.
   We also shared learning through a teaching practices network with St John’s Park, Canley Vale, Harrington St, Carramar, Lansvale East and Fairfield Public Schools. This involved:
   - interschool visits, workshops demonstrations and forums; and
   - professional learning based on identified common needs and school strengths.

ii. **Supporting Parents through** a series of parent forums to provide information on topics such as:
   - National Partnerships - “The Great Leap Forward”;
   - Writing;
   - Reading;
   - Managing teenagers;
   - NAPLAN;
   - Multi age classes;
   - Hands on maths;
   - Speech Programs; and
   - ICT Electronic Whiteboards;

iii. **Supporting Students** to participate in the life of the school through:
   - Continued support of the SRC and the student Safety Club.
   - Continuation of mentor/leadership student groups such as Peer Support, Playground Busters program and the Environment Club.
   - Production of the HOT SPOT school magazine once a term.

During 2012, PSP initiatives also continued to support needy students with a focused reading program provided by 4 SLSO (school learning support officer) positions.

In 2012, we also used the PSP staffing supplement to provide teachers’ access to a Quality Teaching Mentor. One of our exemplary executive teachers was given class free status to
undertake this role in Literacy and Numeracy. She supported teachers to refine their practices and to improve student outcomes. She was supported in a part time capacity by a beginning executive teacher. This role involved:

- Participation in training using the Peer Coaching model.
- Using this model to support teachers’ achievements of learning goals.
- Mentoring early career teachers.
- Co-presentation of staged professional learning on effective literacy strategies involving a lesson study approach which included:
  - Four full day workshops per team.
  - Examination of research, planning, demonstration, peer observation and feedback.
  - Collation of resources for maintenance and embedding into quality practice.

**Student achievement in 2012**

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 by Year 3. An initial assessment is carried out at the beginning of Kindergarten, and assessment continues throughout Years 1 and 2.

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.

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.
Best Start Results – Year 2

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

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<th>Gender</th>
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<th>2012</th>
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<td>312</td>
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Student attendance profile

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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>95.6</td>
<td>95.5</td>
<td>94.9</td>
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Management of non-attendance

Student attendance continued to be very good in 2012 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, Duc Nguyen.
Class Sizes

Primary classes are included in the annual school report in order to provide parents with as much local information as possible. The following Table shows our class sizes as reported at the 2012 Class Size audit conducted on 1/05/12

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<tr>
<td>K ALLEN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K CAMPBELL</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K LESTER</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K WHATELY</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1 HATHORN</td>
<td>K</td>
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<td>21</td>
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<tr>
<td>K/1 HATHORN</td>
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<td>13</td>
<td>21</td>
</tr>
<tr>
<td>1 GLEESON</td>
<td>1</td>
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</tr>
<tr>
<td>1 KNOWLES</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 TULLOCH</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1 WHITING</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2 BALL</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2 GRIFFITHS</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2 RUBINSTEIN</td>
<td>2</td>
<td>24</td>
<td>24</td>
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<tr>
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<td>2</td>
<td>24</td>
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</tr>
<tr>
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<td>3</td>
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</tr>
<tr>
<td>3 MORGAN</td>
<td>3</td>
<td>27</td>
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</tr>
<tr>
<td>3 SIMONS</td>
<td>3</td>
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<td>28</td>
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<td>28</td>
</tr>
<tr>
<td>4 ABELA</td>
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<tr>
<td>4 DADDY</td>
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Staff establishment

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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>6</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>51.7</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

We currently have one indigenous member of staff.

Staff retention

2012 was a time of change for the staff of Lansvale PS especially with the loss of leaders in the Principal's, Deputy Principal's and School Administration Manager’s positions. In addition, five staff members were selected for other school appointments or promotions.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
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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<td>Degree or Diploma</td>
<td>61%</td>
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<td>Postgraduate</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.

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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
<td>$25406.15</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>$1304794.58</td>
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Expenditure
Teaching & learning
Key learning areas           | $34342.67 |
Excursions                    | $49603.53 |
Extracurricular dissections   | $173961.27|
Library                       | $7151.49  |
Training & development        | $0.00      |
Tied funds                    | $561640.98|
Casual relief teachers        | $64806.28 |
Administration & office       | $104730.05|
School-operated canteen       | $117599.09|
Utilities                     | $63668.93 |
Maintenance                   | $59040.35 |
Trust accounts                | $18107.97 |
Capital programs              | $92872.00 |
Total expenditure             | $1347524.61|
Balance carried forward       | $481282.46|

Achievements
Arts
In 2012, the school continued to work hard to improve the status of the Creative and Practical Arts in the school. This was achieved by:

- Students’ art works being displayed in classrooms and were viewed by the school community. We called this ‘The Travelling Art Show’.
- Whole school participation in Raw Art.

- Two school concerts showcasing the performing talents of all students in the school. The theme was ‘Around the World’;
- A drama group participating in the Primary Play program.
- Four students’ artworks representing our school in Operation Art.
- Multicultural dance groups performing at various functions.
- The annual Talent Quest.
- Year One’s participation in the ‘Primary Colours’ art competition.
- The choir performing at various functions;
- The continuation of vocal and music groups in this school.
- The continuation of Kids on Keyboard program.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
International Competitions and Assessments for Schools (ICAS)

In the University of New South English and Mathematics Competitions our school received the following results;

**ENGLISH**
13 Credit Certificates  
5 Distinction Certificates  
1 High Distinction Certificate

**MATHEMATICS**
32 Credit Certificates  
11 Distinction Certificates  
2 High Distinction Certificates

Sport

Our coordinators, Cathy Carroll and Sam Bray, continued to work 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.

The Cross Country Carnival was held in Term 2 and the route was around the school. All primary students participated in the run. We then sent a team of 70 to the Lansdowne Zone Cross Country Carnival.

The Athletics Carnival was held in Term 3 at Sydney Olympic Park Athletic Centre. Children from K-6 enjoyed the track and field events. A team was selected to represent at the Lansdowne Zone Athletics Carnival.

At all our carnivals, the House and Vice Captains led their teams with great enthusiasm, showing true school spirit in encouraging and motivating.

Primary Schools Sporting Association (PSSA)

Lansvale Public School dominated the PSSA competition with 4 premiership teams and 3 teams finishing second. Sam Bray’s boys’ Oztag team were 2012 premiers, while the boys’ touch football team, were runners up. Simone Douglas’ Cricket team, Tony Maggs’ Girls’ Softball team and Alex Tait’s Boys’ T-ball team were joint premiers. Katherine Gorman’s girls’ Basketball team and Pia Maturana’s junior Netball team were runners up.

18 Lansvale students successfully represented the Lansdowne Zone in Athletics, Cross Country, Swimming, Rugby League and Touch Football. Two records were broken in the Zone Athletics Carnival for the same event by Lansvale students. Nicholas Reddy and Andrew Tran both broke the record for the 11 years, 200m race. Our Senior Boys’ team came second and progressed to the regional carnival.
Extra-Curricular Sporting Activities

Twenty students had the opportunity to play Australian Football League (AFL) at a half time game between the Sydney Swans and Greater Western Sydney. Sam Bray, Amanda Paulic, Alex Tait and Katherine Gorman took students and parents to this match which was watched by thousands of people.

Rugby League clinics organised by Sam 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 at the end of the program.

Extra-curricular

Music

Through CDSE (Community Development and Support Expenditure) funding, Lansvale PS was able to continue and improve the new music program in 2012. Kieran Glasgow (professional musician) worked with 45 students each term. There were 3 music ensembles, 2 guitar groups and a vocal group. Sessions ran from 45 mins to 1 hour. Students with natural ability were targeted and it was then offered to other interested children. Fees were heavily subsidised so that all students could participate. Many students do not have opportunities like these outside school. The music groups were very successful and performed for the school community once each term. There was also a teacher guitar group after school this year.

With this success and many more children showing interest, we also began 2 additional guitar groups and 3 recorder groups.

Active After School Communities (AASC)

AASC is an Australian Government initiative that encourages children to partake in sport/fitness activities after school and to enjoy a healthy afternoon tea.

AASC is conducted 3 afternoons a week, for seven weeks each term. This caters for all students from K-Yr 6. This year there were 180 students who attended each term. With Lansvale staff as coaches many different sporting skills were facilitated, such as throwing and catching, hockey, dance, martial arts and bike skills.

In 2012 we also had some teachers volunteer to run activities such as art and drama that were not funded by the government.

A further 6 teachers were also trained as Active After School Coaches.

Sport and Recreation Camp

In April 100 stage 3 students from Lansvale attended the Broken Bay Sport and Recreation Camp. This was the first time Lansvale children participated. It was a great success with many students indicating it was the highlight of their year.

The camp focused on social skills, team work, an active lifestyle, healthy eating and sporting skills. Students and teachers had a fantastic time.
Homework Club

Through CDSE funding we were able to re-start the homework club at Lansvale. Two teachers were paid one afternoon per week, 7 weeks each term. Each term either Yrs 3-6 or Yrs 1-2 attended. Students were targeted by their class teacher for this program.

Technology

Lansvale PS formed a technology team led by Esther Bastoli. The team members included Matthew Becker, Tony Maggs, Sharon Geddah and Gaby Aitkin. The major role was to plan, implement and encourage the use of technology, in all forms, throughout the school. In 2012 our accomplishments included:

- The purchase of 48 iPads used P-6 and the introduction of policies to manage their borrowing and use.
- The purchase of a class set of headphones, microphones, webcams and splitters for each netbook trolley located within the 8 blocks of the school.
- The installation of 4 new interactive white boards (2 in Preschool, 2 in Stage 1) giving the school a total of 26. This meant that every permanent classroom in the school now has an interactive white board.
- Performing network upgrades to allow for further technological expansion over the foreseeable future.
- The introduction of a blog for preschool so parents could see pictures of their children every day. This allowed preschool teachers and parents to communicate more freely and effectively.

Public Speaking

In 2012, students of Lansvale PS participated in the Multicultural Perspectives and the Fairfield Public Speaking Competitions.

The Multicultural Perspectives Competition involved all primary students. There were two successful students chosen from each stage to represent the school. Those chosen were Tracie Du and Sophie Dien from Stage 2 and Liam La and Danny Dien from Stage 3. Students presented a prepared speech and were also required to give an impromptu speech. All Lansvale representatives spoke with clarity and confidence. Danny received a highly commended for his outstanding effort.

The Fairfield Public Speaking Competition involved the whole school with one student selected from each stage to continue on to the next level. Daniel Peng, Angela Gonzales, Sophie Dien and Danny Dien were the Lansvale representatives. All students presented well prepared speeches on a chosen topic. We were so proud!

Debating

In 2012, 8 students were selected to represent Lansvale PS in the Hoxton Park Debating Competition. The students were in two teams and competed in separate divisions. The students were a combination of Years 4, 5 and 6. Students in the A team were Danny Dien, Cathy Bui, Jovanni Bicahi and Liam La. Students in the B team were Sophie Dien, Teresa Chaing, Georgia Allen and Angus Huynh. Team A were a talented group of debaters who lost once and were successful in reaching the semi-finals. Team B, the younger and less experienced group, managed only two losses and progressed to the quarter finals.

This was an amazing opportunity for the students. They volunteered their time to write, research and prepare their speeches and rebuttals. Their hard work was evident with both teams progressing well in the competition. They proved how talented and passionate they were.

Middle Years Strategy

The middle years strategy is an approach focusing on developing relationships with Canley Vale High, our feeder high school, and a proactive recognition of the importance of treating the middle years (years 5-9) as deserving of its own pedagogical practice. The middle years are an important period of learning whereby students are at the peak of their educational, personal and social development, yet this is also a time where students are at greatest risk of disengagement. Students’ motivation and engagement in these years is critical. Sound pedagogical practice initiated by teachers is needed to engage students to gain access to a range of learning experiences which are inclusive, motivating and differentiated. Catering for individual learning.
needs and reflecting high expectations are necessities for growth and development.

Our school gained funds through writing a submission to obtain a grant of $18,000. The community of schools’ (Lansvale Primary, Lansvale East Primary, Canley Vale Primary and Canley Vale High) approach for developing a middle years strategy of improved pedagogical practice was successful. This ‘Vale Community of Schools’ (V.C.O.S) has fostered and strengthened relationships within the school communities. Some of the 2012 highlights of this program were:

- regular meetings between the community of schools;
- formulation of a Middle Years school policy;
- crossover shadow viewing of lessons in years 5-8 for primary and high school teachers;
- a combined schools (Lansvale, Lansvale East and Canley Vale High) narrative writing day with guest speaker, author, Oliver Phommavanh;
- improved communication and outcomes for transition of Year 6 students to Year 7;
- extra support for high needs students as they move into high school;
- a Gifted and Talented group from primary working with a Year 9 high achievers’ group, on a weekly basis, to develop a variety of presentations for orientation day;
- addition and recognition of a middle years’ approach in all school plans for 2013;
- group representation at a Middle Years’ conference;
- improved primary focus on engagement, differentiation and high expectations;
- improved pedagogical practice in many areas; and
- commitment to further developing and strengthening the V.C.O.S relationship throughout 2013 and beyond.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In all aspects of literacy, our mean scores were above the region. In Writing and Spelling our mean scores were above State (all).

Our reading results remained stable with a 4% improvement in students achieving bands 4, 5 and 6. 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 excellent. 81% of students performed in the top 3 bands compared to 80% State (all) and 75% South West Region. There was notable improvement from both boys and girls moving into Band 5 from the previous year.

In Spelling our students performed well above the state (all) and the results continued to trend upwards. 81% of students performed in the top 3 bands. 38% of students were in the top band as compared to 32% of in 2011. Again, these results were reflective of the achievement of girls and engagement of boys in literacy, an area of school priority.

Punctuation and Grammar results were below State (all) but above South West Sydney Region (DEC). 63% of our students performed in the top 3 bands compared to 65% from both state groups. Our achievement in the top band grew from 21% in 2011 to 32% in 2012, an excellent progression.
Numeracy – NAPLAN Year 3

The mean results were equal or similar to the State (DEC) and the South West Region in all strands, although we outperform both State and Region in Number, Patterns and Algebra. These results are trending upwards with more students moving into the higher bands.

The number of students in the top two bands was at or above the 2011 levels. Our boys achieved significantly above the State and Region in number, patterns and algebra. Data, Measurement and Space and Geometry continue to be a focus area for school improvement.

Student achievement in Number, Patterns and Algebra in Band 5 rose from 17% in 2011 to 31% in 2012, an outstanding improvement.

Literacy – NAPLAN Year 5

Writing and Spelling results continue to be outstanding. In Writing, 55% of students achieved in the top 3 bands compared to 52% State (all), 34% Like schools 59% and 46% South West Region.

In Reading, achievement was similar to that of the Region and slightly above Like Schools. Overall achievement in Literacy identifies that improving student reading outcomes will be a major focus of teaching programs in 2013, particularly with the boys.

Results in Spelling indicated that we are above State and Region with 70% of students achieving in the top three bands. There was almost 100%
growth from girls achieving the top band. 53% achieved the expected growth in grammar and punctuation.

Numeracy – NAPLAN year 5

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.

The average scaled score growth was 96.7% This compares with 96.6 % State (all) and 98.2% for State (DEC).

We continued to make progress with students in the lowest bands. 24% of students achieving in the lowest two bands in 2010 compared to 8% in 2012 – Outstanding!
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

Progress in Literacy

![Average progress in Reading between Year 3 and 5](image)

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*.

**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.

### Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>96.6</td>
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<tr>
<td>Spelling</td>
<td>95.5</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
<td>94.4</td>
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</tbody>
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### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>93.2</td>
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<tr>
<td>Writing</td>
<td>98.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
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</tr>
<tr>
<td>Numeracy</td>
<td>98.6</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Lansvale PS continued to provide opportunities for Aboriginal students to achieve academically and culturally. To date, the educational, developmental, and cultural programs provided to Aboriginal students at Lansvale Public School were successful in meeting the expectations of Departmental initiatives and policies.

At the beginning of the year, an Aboriginal Student Liaison Officer was employed to accommodate many of the cultural activities planned for Aboriginal students. This strategy was very successful in the previous year and was meant to continue throughout 2012. However, due to situations beyond the school’s control, our Aboriginal Student Liaison Officer could no longer continue with the duties. Despite this, Lansvale PS was able to accommodate most of the planned activities and support its Aboriginal Education programs.

During 2012, the programs to assist Aboriginal students were one-to-one tuition, mentoring, social skills, cultural group activities, and where needed, individual student support with Teacher’s Aide assistance. Where one-to-one tuition was previously allocated with the Aboriginal Student Liaison Officer, Teacher’s Aide assistance and mentoring were increased. The social skills program continued with a designated teacher within classroom lessons and at lunch times. The cultural activities included attendance and participation in Sorry Day, parent invitations to complete Personal Learning Plans (PLPs) and involvement in Multicultural Day celebrations.

A priority for Lansvale PS Learning and Support Team has been to meet the individual needs of Aboriginal students. Aboriginal students who may have been at risk of failure are fully supported through actions of the Learning Support Team to develop PLPs and build student skills in achieving educational stage outcomes. For Aboriginal students already achieving stage learning outcomes, ongoing monitoring and adjustment of PLPs ensured no gaps in the learning continuum.

Future plans for Lansvale PS’s Aboriginal Education Programs are to continue to improve the opportunities of all Aboriginal students and it is expected that a broader focus on Aboriginal culture and traditions will be achieved across the school community.

Reading Recovery

In 2012, the Reading Recovery program continued to target ‘at risk’ Year One students to improve their reading and writing skills.

In its fifth year of implementation at Lansvale PS, the program selected 20 Year One students with the lowest reading levels. Of these 20 students, 15 successfully discontinued off the program, reading at level 16 and above. Not only did their reading levels improve, these students also became more independent and continued to thrive and improve.

Five students were referred off the program for continued, long-term support due to poor attendance, and learning and visual processing difficulties. Although they did not successfully continue, in the time that they were on the Reading Recovery program their reading and writing levels showed a marginal improvement, with some students reaching levels 10 to 12 (after starting at levels 0 and 1).

In 2013, two more staff will be will trained as Reading Recovery teachers. They will attend fortnightly professional development to ensure that they are providing the best possible learning for the Year One students who most need support in their reading and writing development.

Multicultural / English as A Second Language Education

94% of students at Lansvale PS have a Language Background Other than English (LBOTE). Chinese, Vietnamese, Khmer and Arabic are the main first languages spoken.

English as a Second Language teachers provide intensive support for targeted students and those newly arrived to Australia.

In 2012 ESL teachers planned cooperatively with classroom teachers to ensure ESL students were achieving anticipated literacy outcomes.

All staff participated in significant professional development and completed a course of learning (TELL) – Teaching English Language Learners. The ESL Regional Consultant and one of our specialist teachers presented the course. TELL gave teachers the opportunity to develop a deeper understanding of second language acquisition and ESL pedagogy.
In addition to this, two Community Liaison Officers (CLOs), Vietnamese and Chinese, supported our rich and diverse multicultural school community.

In 2012, our CLOs organised a celebration of diversity. Students, parents, teachers and community members shared their passions and strengths through dance, drama, cooking demonstrations and a range of cultural activities.

**Progress on 2012 targets**

**Target 1**

**2012 Targets to achieve this outcome included:**

- 100% of teachers more confidently meeting the needs of ESL students.
- 100% of teachers developing an increased repertoire of skills and strategies for teaching ESL students.
- The school’s NAPLAN results in Reading showing a 15% improvement in performance in Bands 4, 5 and 6.
- An overall improvement in student performance data in identified areas of need as shown in guided reading levels, Reading Recovery performance, NAPLAN reading results and English UNSW competition performance.
- 90% of K-2 students achieving the new school guided reading benchmarks of: B1 level or higher for kindergarten, F1 level or higher for Year One, or Extension or higher for Year 2.
- 90% of Years 2-6 students working within stage appropriate levels as measured on the National Minimum Standards and school data.
- 90% of Year 3 students who achieved in Bands 3-5 improving by one skill band or more in Year 5 NAPLAN in reading.
- 15% improvement in literacy performance in Bands 4, 5 and 6.
- Overall improvement in boys’ performance in reading as measured by benchmarking, stage outcomes and NAPLAN results.
- 100% of students identified at risk of failure placed on Individual Learning Plans that support their specific learning needs and lead to improved reading outcomes.

**Our achievements include:**

- Professional learning and completion of TELL program by the whole staff led to a shared understanding of ESL pedagogy.
- Staff across stages, reported significant developments in their approaches and provision for ESL pedagogy in their classrooms.
- A newly developed New Arrivals program ensured students receive the help they need to succeed. “We have moved from an inconsistent, unstructured NA program to an established, targeted NA program that is flexible and uses different strategies for different students (does not put students into one group). “Now that the program is set up we can roll NAs into it to meet their needs.” Withdrawing everyone didn’t work. Teachers are taking on the strategies for NAs they are now saying: when I have a NA I know what to do. I have a program for them; the teaching of ESL has become more effective with picture prompts, modeling, and more oral work and teachers are now also thinking about other things they can do.” Stage 3 support teacher
- At the end of term 3, approximately 60% of Kindergarten, 50% of year 1, and 57% of year 2 reached the guided reading benchmarks.
- Teachers developed the skills to fortnightly plan, program and assess (formative/summative) with their teams – success was evident in the Early Stage 1 team.
- Analysis of Semester 1 A-E report data indicated that; 69% of Year 2 students, 78% of Years 3 & 4 students, and 83% of stage 3 students achieved sound achievement or above in literacy.
- 69% of Year 3 students who achieved in Reading Bands 3-5 improved by one skill band or more in Year 5 NAPLAN.
- The gap between boys’ and girls’ performance in reading was reduced by over 60% from 2011 NAPLAN data (this is due in part to the different cohort of students)
- Teachers accessed time for action research to investigate, trial and evaluate various models of effective literacy lessons using the Lansvale Professional Learning Model while being supported by a Literacy mentor.
- Teachers took more ownership for collaborative learning programs. Teachers were better able to collect, analyse/interpret
data and use their knowledge of students to better plan and cater for them.

- 2012 NAPLAN data showed a 15% increase in the number of students achieving Band 5 from the previous year.
- NAPLAN data also indicated that there was an increase of approximately 50% in the number of students achieving Band 6 from the previous year.
- All students who performed in bands 1 and 2 in the NAPLAN were identified prior to the test as needing extra support and were included in specialist groups.
- Individual learning plans were in place for all identified students.
- 100% of targeted students showed improvement.
- 47 students across ES1, 15 students in year 1 and 6 in Year 2 received Occupational Therapy (OT) support in the areas of visual perception, letter formation and fine motor skills.
- 17 students were assessed for their language needs and supported with a targeted program of support.
- 5 teachers were trained in Language development.
- 41 students were assessed for articulation and 20 students received targeted therapy from the speech therapist. Four peer tutors and eleven parents helpers also assisted with articulation.

Target 2
Outcome for 2012–2014
To improve the richness and depth of numeracy teaching and assessment.
2012 Targets to achieve this outcome included:

- 90% of students achieving at the expected levels for the school’s MAP (Mathematical Assessment Plan) tasks.
- The school’s MAPs tasks aligning to the EAS (Early Arithmetic Strategy) and Counting On frameworks used in the TEN program.
- 90% of Year 3 students achieving Bands 3-5 improve by one skill band or more in Year 5 NAPLAN in numeracy.
- 100% of teachers incorporating the Working Mathematically strand into lessons and assessment tasks.
- 100% of students identified at risk of failure placed on Individual Learning Plans that support their specific learning needs and lead to improved reading outcomes.
- 100% of students in Years 3-6 able to understand and effectively use relevant chance terms such as “uncertain/certain”, “impossible”.
- 100% of students identified at risk of failure placed on Individual Learning Plans that support their specific learning needs and lead to improved mathematical outcomes.

Our achievements include:

- Analysis of Semester 1 A-E report data indicated that: 87% of Year 3 students, 90% of stage 2 students and, 94% of stage 3 students achieved sound achievement or above in numeracy.
- 88% of Year 3 students who achieved in Bands 3-5 improved by one skill band or more in Year 5.
- Networks were enhanced across a community of schools through shared professional learning led by UWS (University of Western Sydney) mathematics lecturer.
- K-2 teachers continued to use strategies developed through TEN and evaluate their effectiveness.
- All teacher teams implemented a Rich Assessment Task (RAT) each semester. RATS were collated and a continuing portfolio of ideas for RATS was developed for future teacher use.
- All students who performed in bands 1 and 2 in the NAPLAN were identified prior to the test as needing extra support and were included in specialist groups.
- The multidisciplinary Learning Support Team supported students “at risk” through various inventions. All students had IEPs and were regularly monitored.
Target 3
Outcome for 2012–2014
To support students and teachers to be actively directing their own learning.

2012 Targets to achieve this outcome included:

- 100% of staff develop and implement individual professional learning goals.
- 100% of school leaders utilise the GROWTH coaching model for professional conversations.
- 100% of teachers keep learning journals.
- 100% of teacher teams share data and reflections on the implementation of strategies investigated through the Lansvale professional learning model.
- 100% of budding leaders achieve their leadership goals.
- 100% of teachers trial two Rich Assessment Tasks (RATS).
- 100% of teachers use success criteria to communicate expectations to their students.
- 100% of teachers use our teacher/student feedback structure (What do I do well? What can I do better? How does my present work compare to other work I have done? How will I improve?)
- 100% of students set learning goals each semester.
- 100% of students are able to articulate and reflect on achievement of their learning goals.
- 50% of students keep learning journals.
- A successful social skills program is implemented for targeted students in each stage.
- Our network of local schools continues to engender formal and informal collegial networks that focus on sharing quality teaching strategies.

Our achievements include:

- Teachers made decisions about their individual learning needs in order to provide quality teaching and improve student outcomes. They engaged in action research, setting goals, reflecting and keeping learning journals, sharing data and achievements.
- The Quality teacher mentor and HAT mentored and/or coached individuals or teams using the LPLM; stage or grade team with a specific goal for improvement. All learning was documented in journals.
- 2 teachers trained in peer coaching for 21st Century learning. The coaching cycle was trialled with the budding leadership team and staff volunteers K-6. “By asking questions the person being coached is able to think of possible answers/solutions themselves and therefore take ownership over their growth and development.” “PC proved to be a very useful method in helping to plan purposeful and engaging lessons for students. I found the questions to be really confronting. However, they were effective in allowing me to focus on what I really wanted my students to learn”, Stage One teacher.
- All Early Career Teachers (ECTs) have mentors. ECTs met fortnightly and were supported by the Quality Teaching Mentor.
- Five staff members worked towards accreditation – 2x professional leadership and 3x Professional Accomplishment.
- Four staff members achieved accreditation at professional competence.
- The Budding leaders group (self-identified/nominated) was established and met regularly. The executive team and budding leaders completed Team Leadership for School Improvement in 2012.
- Eight budding leaders attended a three day conference in term 4 to support their leadership development and practices.
- Five budding leaders were afforded opportunities throughout the year to relieve in higher duties as Assistant Principals.
- 100% of students set learning goals and were able to reflect and articulate their achievements.
- 100% of teacher teams collaboratively planned using backward mapping to develop success criteria for their students in literacy.
- Student self-assessment was an integral part of quality teaching and learning programs.
- 80% of teachers used backward mapping to inform their planning and assessing.
- A sample of 5 students were tracked over time through goal setting and reflections on progress in relation to: Resilience; Anger; Friends; Feelings; Goal setting.
- Our network was very successful. Teacher feedback indicated that opportunities for combined professional learning
Engagement across all KLAS, ECTs networks, Leadership development etc), were very beneficial. All the schools involved presented workshops as did several lecturers from the University of Western Sydney. 30% of our teachers presented activities for other teachers to observe.

**Target 4**  
**Outcome for 2012–2014**  
To ensure the Information Communication Technology is an integral part of our teaching learning approach P - 6. Targets to achieve this outcome include:

- 100% of staff with whiteboards effectively utilise and share their ICT resources and expertise.
- 100% of students access technology everyday through a technology saturation model.
- 100% of teachers seamlessly integrate technology tools into teaching/learning activities.
- 100% of staff access and contribute to a whole school ICT teaching resource/portfolio.
- 50% of class teachers develop and implement viable class blogs or wikis as a communication and learning tool for students and parents.
- 100% of staff set a technology goal and achieve it with the support of the technology team.
- Processes are established so that technology issues are identified and addressed promptly by qualified personnel.

**Our achievements included:**

- Many staff set technology goals and achieved them, independently or with the support of the technology team.
- Students received greater access to computers. 150 note books were purchased enabling sets of 16 for each block of classrooms.
- 48 iPads were purchased and installed with suitable applications for student use, P-6.
- All ICT issues were tracked on the SENTRAL Issue Tracking System and addressed promptly by the technology team.
- 12 BLOGS were created and in use

BLOGs: “Some classes are using BLOGs very well. It’s a good way for kids to get stuff out of their heads.” (Paraprofessional)

**Target 5**  
**Outcome for 2012–2014**  
To increase the involvement of community partnerships in our learning community. Targets to achieve this outcome include:

- Parent attendance at Forums averages 20+.
- A variety of successful after hours programs implemented and accessed by 200+ students.
- Our website feedback mechanism in effective use.
- “Drop in Centre” offering electronic and physical resources, a parent library, a school uniform shop and the translation of school documentation.
- 100% of Aboriginal parents being welcomed at Lansvale PS.
- Aboriginal programs are an integral part of school life and reflect the involvement of the Aboriginal community.
- Successful partnerships are developed with three new community organisations.
- 100% of parent helpers surveyed identify improved confidence and competence to support teachers to deliver aspects of teaching programs.
- Parents, talented in teaching assistance, are identified and their achievements acknowledged.
- A successful social skills program implemented by the paraprofessional for targeted students in each stage.
- At risk families are identified through the Schools as a Community Centre (SACC) and support is provided to meet their needs.
- Enhanced middle school transition and two way communication with high schools is operating.

**Our achievements included:**

- Parent surveys and focus groups indicated that the majority of parents felt welcome, supported and confident to participate in the life of the school.
The numbers of parents at forums grew steadily.

Attendance at forums and workshops reached an average of 20.

Our Community Liaison Officers (Vietnamese, Chinese and Indigenous) were a very valuable resource in our preschool and playgroup.

Relationships in the community: TAFE, Sports commission, Community, First Steps, were established and enhanced.

We moved from fitness club and bikes to a variety of activities.

There was an increase in the number of teachers involved and trained.

Parents became aware that there is more to school than the academic. They showed interest in the programs.

Social skills were enhanced - “I have children in my class who would have once gone home and spent the afternoon playing on a computer.” Stage Two teacher.

Motivation and confidence were enhanced as music performing improved.

Averages of 30 parents and children attended playgroups each week. (Australian Early Development Index (AEDI) Community Summary data).

Families were referred to twelve outside agencies including paediatricians, learning support agencies, allied health organisations and counsellors.

94% of pre-schoolers enrolled at Lansvale PS for Kindergarten. 105 students will begin in 2013.

Feedback from the 20 parenting courses organised throughout the year indicated that 87% of parents found the course content was good or very good and assisted them in supporting the learning needs of their child/ren.

Key contacts were established in the feeder primary schools and high schools. Increased collegial conversations, led to several opportunities for the modelling of effective strategies; collegial teaching, demonstrations lessons, provision of professional resources for all staff/parents and the drafting of a Community of Middle Schools’ Transition plan.

“We talked about a better transition of knowledge about kids at the end of the year – because there are stronger connections; because there is shared understanding of middle years learners; because the high school is willing to find out about the whole child as a person; because the primary school is better at understanding and communicating the whole child as a person; because there have been observations of lessons and where children are at – because everyone is finding out what everyone else is doing and have time together to reflect and chat about what they are finding out.” Assistant Principal Transition

All Aboriginal students had a Personal Learning Program to meet their specific learning needs. Six Aboriginal students received support, either in class, small group, or one-on-one tuition.

Newly enrolled Aboriginal students were immediately provided with a Personal Learning Program.

The learning needs of all Aboriginal students were monitored by the Learning Support Team and all students made progress.

Where Aboriginal students were not at risk of failure, in class support via Support Teacher and/or Teacher’s Aide, Aboriginal Student Liaison Officer one-on-one support, and inclusion in Aboriginal Cultural Group activities occurred.

**Target 6**

**Outcome for 2012–2014**

To strengthen our schools’ evaluation processes.

Targets to achieve this outcome included:

- 100% of teachers are collecting, analysing and interpreting data from a variety of sources to inform their teaching practices.
- 100% of teachers utilising NAPLAN Item Analysis and learning support materials to benefit and improve teaching programs.
- An external evaluator or “critical friend” supports the school to gather evidence and test assumptions in an ongoing evaluation process.
- The school’s efficiency is improved with the appointment of a Business Manager

**Our achievements included:**

- Workshops were held with all teams to discuss 2013 NAPLAN results and their implications. Each teacher contributed to an
analysis of the data and planning for improvement.

- All Yr3/5 teachers completed a meta-analysis of data for their class. This was completed to support/target students who have under/over performed.
- Regular meetings with a critical friend ensured that our accountability structures were seamlessly integrated into all our plans.
- Efficient processes, procedures and structures were implemented. A multi-skilled and efficient office team meeting high quality standards led to long-term benefits for the school.
- The Business Manager’s work was focused on global issues – Finance, Maintenance, Work health and safety. She chaired committees, followed up on actions, trained new systems that included risk management, leasing agreements for OOSCH, consolidation and upgrading equipment, re-organisation of the office and space, liaison for new car park, investigation of purchasing big capital items, data collection etc.
- There was increased communication; Administration staff trained each other to ensure understanding of others’ roles and to be multi skilled; from few team meetings to more regular meetings “I was confident when I went on leave that everyone could take over the office. Freeing myself away from the office as BM has enabled me to take on some really big things and to get the job done.” Business Manager

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

We focused on the issue of engagement with particular reference to 21st century teaching and learning.

Staff

Our students continued to benefit from our whole school focus on engagement. In 2012, two of our staff were trained as Peer Coaches for the implementation of 21st Century Learning. This course was accredited and supported by the Department of Education and Microsoft. Every teacher in the school, selected professional learning goals with a specific technology focus and were supported by the technology team and Peer Coaches to achieve them.

Staff indicated that they felt supported to achieve their learning goals through access to these human resources and professional learning opportunities. Some staff believed that their access to technology could be greater. This is an area of focus for 2013, when every class will have access to an interactive whiteboard.

Parents

Parents indicated that they were happy with the direction the school is heading in relation to students’ access to technology and the strategies and learning experiences implemented at the classroom level.

In particular, our preschool families welcomed the opportunity to be more active participants in their child/children’s learning through participation in the Preschool Blog. There was strong representation of the parent community at workshops throughout the year and parents indicated that they would like more of these learning opportunities.

Students

Students acknowledged that their access to more advanced and engaging technology has increased over the past few years. They indicated that iPads, netbooks, interactive whiteboard and new video camera technology and software were the technology that they used the most.

Several students in the senior classes shared their knowledge and application of technology at teacher professional learning throughout the year.

Students wanted their teachers to be skilled in the use of and application of technology. In focus groups they indicated that they want their teachers to learn about the best use of current technology and to use it in their lessons as much as possible.

School planning 2012—2014

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 priority 1

Outcome for 2012–2014

To improve the teaching of reading P-6 with a focus on student engagement.

Targets to achieve this outcome include:

- 100% of teachers trial/pilot literacy and numeracy strategies from TELL professional learning to meet the needs of ESL students.
- 80% of K-2 students achieve the new school guided reading benchmarks of:
  - B1 level or higher for kindergarten,
  - F1 level or higher for Year One, or
  - Extension or higher for Year 2
- The school’s NAPLAN results in Reading show a 12% increase of students in Bands 4, 5 and 6.
- 88% of Years 2-6 students work within stage appropriate levels as measured on the NMS (National Minimum Standard) and school data.
- 80% of Year 3 students who achieved in Bands 3-5 improve by one skill band or more in Year 5 NAPLAN Reading.
- NAPLAN Writing shows a 5% increase of students in Bands 4, 5 and 6.
- NAPLAN results in Grammar and Punctuation show a 12% increase of students in Bands 4, 5 and 6.
- 100% of students identified at risk of failure are placed on Individual Learning Plans that support their specific needs and lead to improved literacy outcomes.

Strategies to achieve these targets include:

- Teachers access time for action research to investigate, trial and evaluate various models of effective literacy lessons.
- Providing all staff with access to a literacy mentor and co-operative planning for literacy lessons.
- Ongoing deep professional Learning with Janet Van Der Wyk’s Reciprocal Reading to implement lesson study model - 2 Leaders Trained to work with staff.
- New benchmarking methodology established that is congruent with guided reading levels and the Literacy Continuum.
- The assessment focus for independent Readers is linked to inference and purpose for Stages 2/3.
- Purchasing / making resources so our students can be exposed to a wider selection of reading. E.g. menus, poems, posters
- Individual learning programs are developed and implemented for:
  - Students who perform in the lower bands in NAPLAN tests;
  - Aboriginal students;
  - New Arrivals;
  - Students with special learning needs; and
  - Gifted and Talented students

* An above establishment ESL teacher – Executive (AP) (1.0 FTE) is employed to:
  - provide ESL instruction for small groups, NAs and refugees;
  - provide professional resources and learning for all staff and parents;
  - Inform practice through action research with a leading ESL researcher;
  - Continue special needs programs in the preschool for Speech Therapy and Occupational Therapy;
  - Increase our support for students with special needs by employing more School Learning Support Officers (1.6FTE);
  - Target intervention for “at risk” students as identified by a multidisciplinary Learning Support Team;
  - Employment of a speech therapist for 1.5 days per week.(0.3 FTE);
  - Employ an occupational therapist (0.2 FTE);
  - All staff are involved in training around Every Student, Every School philosophies and practices. Timetables are redrawn in consideration of the evolving role of LAST (Learning and Support Teachers);
  - Two new exemplary teachers are targeted as Reading Recovery Teachers and receive regional training for two years; and
Strategies to improve reading outcomes for underperforming boys/girls are investigated and trialled as per the Lansvale Professional learning model.

School priority 2
Outcome for 2012–2014
To improve the richness and depth of numeracy teaching and assessment.

2013 Targets to achieve this outcome include:

- 92% of students achieve at the expected levels for the school’s MAPS tasks school data A-E.
- 92% of students achieve the expected growth in reading as measured by NAPLAN data.
- 100% of teacher teams create and publish three mathematical Rich Assessment Task covering more than one Mathematical sub-strand SPACE.
- 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.
- The school’s MAPS tasks are updated, resourced and audited.
- The school writes integrated units with embedded numeracy activities from the Australian Curriculum.

Strategies to achieve these targets include:

- School Development Days and staff meetings focus on:
  - Effective ways to incorporate working mathematically into lessons and assessment tasks
  - Development of teaching strategies to improve the teaching of Fractions, and Decimals and Chance and Data
  - Problem solving strategies
  - Teaching data and measurement
- Shared Professional learning with Canley Vale PS led by UWS mathematics lecturer.
- Teams of teachers within learning teams unpack elements of draft curriculum materials with a focus on problem solving and place value.
- K-2 teachers continue to use strategies developed through TEN and evaluate their effectiveness.
- The EAS framework and the Counting On framework are used to communicate success criteria across the whole school and aligned to the school’s MAPS testing
- In class modelling of effective strategies provided by an In School Teacher Mentor with a specific focus on catering to individual needs. (DIFFERENTIATION)

School priority 3
Outcome for 2012–2014
Students and teachers are actively directing their own learning

2013 Targets to achieve this outcome include:

- 100% of staff develop and implement individual professional learning goals aligned with NSW and National Standards.
- 20% of teachers trial an online learning journal and use it as the basis of evidence towards Teacher Assessment and Review Schedule, Educational Assessment Reporting System, Principal Assessment Review Schedule.
- 100% of teacher teams engage in the Lansvale Professional Learning Model leading to improved quality teaching.
- Individual mentors are established for all Early Career Teachers.
- 100% of New Scheme teachers access support to achieve/maintain professional competence accreditation using National teaching Standards.
- 3 aspiring leaders are supported to complete accreditation at higher levels.
- 100% of students set learning goals each term utilising our teacher/student feedback structure (What do I do well? What can I do better? How does my present work compare to other work I have done? How will I improve?).
- 100% of students are able to articulate and reflect on achievement of their learning goals.
- 100% of teacher teams use backward mapping to develop success criteria for their students in all KLAs.
• 60% of students K-6 self-assess against given success criteria.
• A successful social skills program is embedded into the school’s practice for targeted students in each stage.
• The network of local schools continues to grow formal and informal collegial networks that focus on sharing quality teaching strategies.
• Pilot elements of English, Mathematics and Science National syllabi.

**Strategies to achieve these targets include:**

• 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
  ➢ 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) Leadership training with a critical friend.

• Professional learning shared through our network of local schools with Canley Vale, Harrington St, Carramar, Lansvale East and St John’s Park. Fairfield school will join the network (focus on the National Curriculum).

• Interschool visits, workshops, demonstrations and forums organised

• Professional learning based on identified common needs provided.

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

• Support for teacher accreditation at professional competence level of the Institute of Teachers Framework provided through demonstration, team teaching and accreditation report preparation.

• Mentoring processes available to all New Scheme Teachers through fortnightly leadership development meetings, coaching support, accreditation report preparation.

• Partnership with UWS is enhanced by:
  ➢ Participation in two major professional experience practicums in 2013.
  ➢ LPS as a base for Context Visits for UWS.

• Support K-6 of the “Fair Go – HUB SCHOOLS” where UWS will explore the mentoring of targeted colleagues by exemplary teachers of low SES students.

• Aspiring Leaders become the UWS Conduit.

• 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;
  ➢ Provision of an overnight leadership conference;
  ➢ Leadership coaching sessions to set individual goals; and
  ➢ Teachers working towards higher levels.

• Professional learning focuses on:
  ➢ Expanding explicit criteria for writing across KLAs;
  ➢ Feedback structure to align teacher and student expectations; and
  ➢ Student reflection journals.

• Teachers investigate ways they can make the curriculum more relevant.

• Grades implement two story Path units.

• Students have opportunity to experience various enterprise activities eg growing herbs, hatching chickens.

• Teachers develop a deeper understanding of the needs of gifted and talented (G&T) students through:
  ➢ Implementation of the school’s G & T policy and procedures for identification;
  ➢ Professional learning around strategies to differentiate the curriculum; and
  ➢ Individual research projects.

• 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;
  ➢ Students talented in the visual arts participate in learning experiences;
  ➢ Participation in RAW Art; and
  ➢ Professional learning that supports the practical implications of the Creative Arts.

• Employ a paraprofessional for 3 days per week (0.6FTE) to:
  ➢ Liaise with the counsellor and teachers to provide activities for identified students in social skills e.g. anger management, forming and sustaining friendships etc.
Teaching teams are provided with materials from the Australian Curriculum, Assessment and Reporting Authority and time to map current curriculum content with Commonwealth expectations.

School priority 4
Outcome for 2012–2014
Information and Communication Technologies is an integral part of our teaching learning approach P–6
2013 Targets to achieve this outcome include:

- Embed the practice of a 0.5 ICT Coach to support a team to develop a P-6 ICT Strategic Plan 2013 – 2017.
- 100% of staff set a goal and achieve it with the support of the technology team.
- 100% of staff with whiteboards are contributing to an ICT resource portfolio.
- Technology mentors prepare and share effective professional learning on a whole school basis.
- 100% of students are able to use digital media, explore ideas and demonstrate knowledge every day through a technology saturation model.
- 100% of teachers integrate technology tools into teaching/learning activities.
- 50% of class teachers develop and implement viable class blogs or wikis as a communication and learning tool for students and parents.

Strategies to achieve these targets include:

- Implement our Technology Saturation Model for a great “LEAP FORWARD”.
- Continue cost effective model of resource allocation to support learning needs e.g. a pool of netbooks and/or iPods.
- Support teachers and students to integrate technology into learning tasks by ensuring all classes have IWBs.
- Provide significant and ongoing individual, whole school and team professional learning on technology and engagement.
- The technology team works with consultants to provide teachers with ongoing professional learning.
- The Paraprofessional position:
  - ensures technology runs smoothly; and
  - supports class teachers in the design and implementation of innovative interactive multimedia teaching resources.
- All teachers contribute to a whole school technology resource portfolio.
- Investment in technology hardware continues.
- Wireless options, storage and charging facilities for our varied machines and peripherals increase.
- Technology team meets regularly and includes a member from each stage to:
  - make decisions about technology priorities;
  - communicate “how to” information;
  - facilitate access to resources;
  - support teachers to quickly fix simple technology problems; and
  - Support teachers to achieve their technology goals.
- The school’s website is continuously updated and improved.
- Information is added to the school website for parents providing:
  - Communication such as Calendars, newsletters etc;
  - Strategies to help their children at home;
  - Parent helper portal link to TALE; and
  - Explanations of school programs.

School priority 5
Outcome for 2012–2014
The involvement of partnerships in our learning community is increased
2013 Targets to achieve this outcome include:

- Parent surveys indicate parents feel welcome, supported and confident to participate in the life of the school. (Quality of School Life & School Map)
- Parent attendance at Forums averages 25+.
- A variety of successful after hours programs are implemented and accessed by 200+ students.
- The “Drop in Centre” is expanded with physical resources and the translation of school documentation.
- 100% of Aboriginal parents attend at least one major whole school function.
- 100% of Aboriginal parents contribute to and endorse PLP’s developed for their children.
• Aboriginal programs are an integral part of school life and reflect the involvement of the Aboriginal community.
• Successful partnerships are developed with two additional community organisations.
• 3 parent helpers are working in each grade.
• At risk families are identified through the SACC and support is provided to meet their needs.
• Targeted families K-6 are provided with access to positive parenting courses, resources, and referrals to external and DET agencies as appropriate.
• Collegial networks with the local high school are enhanced through teacher exchange sessions to facilitate successful transition outcomes.

Strategies to achieve these targets include:
School/community partnerships are strengthened further through:

• The continued support of the P&C.
• Co-operation with TAFE to continue a newly formed Adult English class.
• Co-operation with Fairfield Community First Steps to provide one or more playgroups.
• Fitness Club (Active After Schools).
• Improvement of the school website.
• Professional development sessions to train a group of parents to support classroom teachers in the areas of reading, mathematics and speech.
• Continue CLO (0.2FTE Vietnamese), (0.2FTE Chinese) and (0.2 FTE Khmer) positions to:
  ➢ Liaise with parents and facilitate their participation in school activities;
  ➢ Promote and facilitate parent forums on topics identified by parents;
  ➢ Facilitate home/school communication;
  ➢ Build upon parent helper program as a model to enhance parent participation;
  ➢ Utilise parents’ strengths to inform the school’s learning community focus; and
  ➢ Facilitate parent excursions eg to local temple, UWS.
• The school fitness club continues with a focus on bike safety.
• Teachers implement healthy eating choices through:
  ➢ Fruit breaks; and
  ➢ Liaison with the canteen for provision of healthy snack packs.
• Conversion of a classroom teacher position to an Assistant Principal, 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 specialist music, drama, art programs; and
  ➢ Build on the established relationships with TAFE, Sports commission, Community First steps to broker enhanced community links and programs. (Kids in Philanthropy).
• Continue establishment of a parent drop in centre and SaCC.
• Continue appointment of a SaCC facilitator (0.6FTE).
• Create a steering committee with substantial interagency and community membership (Whole of Government approach) to provide advice and support to the facilitator.
• State co-ordinator SaCC program mentors, supports and trains facilitator.
• Engage with other local SaCC (Canley Vale) for ongoing professional support.
• Augment our already strong preschool and playgroup programs.
• 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.
• A series of parent forums are implemented to provide information on topics such as:
  ➢ Best Start;
  ➢ Writing;
  ➢ Reading;
  ➢ NAPLAN;
  ➢ Mathematics
  ➢ Speech Program; and
  ➢ ICT.
• The Preschool – kindergarten transition program is refined and improved with a particular focus on communicating the needs of vulnerable students.
• Teachers work together to establish effective links between the Early Learning Framework and the Emergent Curriculum.
• A Preschool parent forum is held on the Early Learning framework.
• Teachers are provided with resources to ensure the school’s assessment against the National Quality Preschool outcomes is graded as exemplary.
• Continue special needs programs in the preschool for: Speech therapy; Occupational Therapy and Mentoring.
• 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.

School priority 6

Outcome for 2012–2014

Our School’s evaluation processes are strengthened

2013 Targets to achieve this outcome include:

• 100% of teachers utilising NAPLAN item analysis and learning support materials to benefit and improve teaching programs.
• 100% of teacher teams are collecting, analysing and interpreting data from a variety of sources to inform their teaching practices.
• An external evaluator or “critical friend” supports the school to gather evidence and test assumptions in an ongoing evaluation process.

Strategies to achieve these targets include:

• Regular meetings with a critical friend to ensure that our accountability structures are seamlessly integrated into all our plans.
• Our critical friend will support us throughout the National Partnerships implementation cycle Jan-Dec:
  ➢ With research assistance and advice;
  ➢ To build evaluation procedures that are integral to all activities;
  ➢ To check data;
  ➢ Run forums, focus groups and discussions;
  ➢ To refine the skills and goal setting abilities of all staff; and
  ➢ To provide leadership training for budding leaders.

• 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.

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.

Mark Diamond – Principal
Cherly McBride – Principal (rel)
Lyn Smith – Deputy Principal
Berlinda Cook – Highly Accomplished Teacher
Kim Fraser – Assistant Principal
Esther Bastoli – Assistant Principal
Alex Gruar – Assistant Principal
Brenda Melling – Assistant Principal
Dao Diep – P&C President
Danny Dien – Student Leader
Bridget Lim - Student Leader
Cathy Bui - Student Leader
Mabel Troung - Student Leader

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