School Excellence –
External validation school submission

School: Lansvale Public School
Principal: Mr Mark Diamond

Code: 5220
Director, Public Schools NSW: Cathy Brennan

Date: 3/11/16

Submission contents

The school External validation submission contains the following documents:

- School Excellence Framework Self-assessment Surveys report
- School Plan 2015-2017
- Annual School Report 2015
- School Excellence Framework Data reports and BI reports
- Other evidence determined by the school

Principal to verify the following statements:

- The school has participated in collaborative conversations with the Director, Public Schools NSW about the planning and self-assessment and reporting processes that have led to this validation submission
- A pdf of this submission has been sent to the Director, Public Schools NSW.
- A pdf of this submission has been sent to the Director, High Performance: email Validation@det.nsw.edu.au

School Excellence Framework – Self Assessment Survey / Evidence

Evidence Pieces

School Evidence → System Evidence → Research Evidence →
Lansvale PS has placed a significant emphasis in the area of Learning as clearly identified through the 3 major strategic directions (1a) of our school plan of ‘Student, School and Community and Leader Learning’. We are a large South Western Sydney public school with 702 students of predominantly of South East Asian origin with 96% of students coming from non-English speaking backgrounds. Our LEARNING CULTURE is reflective of our highly aspirant community and exemplary teaching staff. We have high expectations of students, teachers and parents as equal partners in rigorous and authentic learning experiences. We have outstanding early childhood programs including a preschool recently rated at ‘Excelling’ in every category against the Australian Government’s Early Learning Framework (1ba). A range of high achievement learning initiatives cater for gifted and talented students, for students with learning difficulties and students with English as an Additional Dialect (EaLD). High level staff consultation has been a major focus of the senior executive team (2a). There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. (SEF 1)

Effective WELLBEING programs allow students to develop their initiative, communication and problem solving through programs such as: Peer Support, Playground Problem Busters, Safety Club and Student Representative Council. Student learning and wellbeing have been key focus areas and we have achieved significant progress in these areas, increasing student engagement, developing a positive learning attitude and developing student confidence. Positive Behaviour for Learning (PBL) (2a) has seen a school wide consistent approach adopted and acknowledged as best practice by Directorate sources and external experts. Our school offers extensive targeted multicultural programs including community languages as well as a wide range of creative extracurricular activities catering for students’ diverse needs. These feature inter-school sport, music groups, guitar tutor, choir and dance. We have exemplary discipline and leadership (9) programs. We draw upon the expertise and advocacy of an exemplary multi-disciplinary Learning and Support Team (6c). The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. (SEF 3)

CURRICULUM and LEARNING programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate (SEF 7). The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. We are active participants in 5 University research projects; Whole school TPL (5) and individual teacher involvement through Charles Sturt University of Wagga Wagga’s PETAA: Dialogic Pedagogy project and ‘Curiosity For Powerful Learning’ links with the University Of Manchester is directly improving quality teaching. We are feeding back data at a systems level through the Australian Catholic University’s Ngara Wumara Aboriginal Research Project and Western Sydney University National Exceptional Teaching for Disadvantaged Schools Program. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities. (SEF 8)

This year with the introduction of an ‘Instructional Leader’ (3) there has been an ongoing commitment to the overall improvement of ASSESSMENT and REPORTING through the collection of and genuine interrogation of student data to drive teaching and learning and ongoing professional learning. The introduction of a whole school data wall (3a) and robust success criteria (3a) have been viewed by a number of visiting schools from across the Ultimo Operational Directorate. The collaboration across 5 schools to engage an L3 trainer (5a) is being seen as the way forward for many schools (8). Our school has developed explicit processes to collect, analyse and report internal and external student and school performance data. (SEF 9) Performance data and a range of other contextual information is analysed against individual and school milestone goals. (SEF 12) Students use formative assessment and reporting processes to reflect on their learning through visible learning intentions in all classrooms.

STUDENT PERFORMANCE MEASURES have been able to strengthen teacher and school leadership capacity to target teaching and track student progress (3a), improve the training of new teachers around assessment and the use of data and provide on-the-ground support and professional development to existing teachers and school leaders. The school has established high expectations regarding collection and use of data to target teaching and track progress, showcase high quality practices, and monitor what happens in quality classrooms. Our school achieves good value-added results, and over 20 per cent of our trackable students are achieving at high levels of performance on external performance measures in Year 5 and Y7. (SEF 14) We aim to be moving from ‘data rich’ to ‘data informed.’

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EFFECTIVE CLASSROOM PRACTICE

We continue to deliver a culture that promotes learning driven by the analysis of student and staff learning needs and supported by a positive, safe and secure learning environment. This expectation recognises each participant as a unique individual. Strategic Direction 1 and 2 address Student, Staff and Leader Learning (SEF 17). LPS’s focus on collaborative planning through highly engaging TPL utilising the classroom practice continuum, the Instructional Leader (SEF 24) and key curriculum improvement programs: TEN (SEF 11), TOWN (SEF 12), ICT mentor (SEF 13) and Focus on Reading (SEF 14) have been funded through RAM. These programs have had a significant impact as evidenced by data analysis, PDP conversations and student well-being. They form major components of milestone tracking, link closely to our school plan and provide leadership opportunities. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. (SEF 17)

DATA SKILLS and USE

Systematic practices have been developed to ensure that decisions are based on qualitative and quantitative evidence at the classroom and whole school level about student achievement and whole school effectiveness. LPS has worked diligently through our Instructional Leader, at Stage and Grade meetings and whole school TPL (SEF 27) to provide teaching staff with a suite of tools to help them step through the process of data analysis for improvement. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. (SEF 20) We schedule regular data review meetings (every 5 weeks.) We have dedicated time for staff to focus on the critical thinking of the presented data, to gain a better understanding of student performance. We provide time to celebrate successes and employ support personnel to the most needed areas. Our ‘Data wall’ (SEF 23) and highly visible targets (SEF 24) for each grade link seamlessly to our exceptional self-developed tracking tool (SEF 25) that automatically places children in groups after each data harvest.

COLLABORATIVE PRACTICE

Being a high-stakes SES public school with access to significant equity funds we believe we have a system responsibility to increase teacher capacity not only within our school but across our system. We have hosted visits for over 100 teachers (SEF 28) since 2015 from across NSW collegiately working through ICT, SOLE, flipped learning, quality teaching and exemplary learning environments. Our successful iShare’Cos system (SEF 29) grant has enabled all staff to engage with the ICT Capabilities Framework and teachers from across the state co-construct a unit of work and significant TPL in this area. Lansvale PS continues to lead the way in this initiative hosting best practice sharing days in 2015 and 2016. SOLE (Self Organised Learning Environment) and BYOD (Bring Your Own Device) (SEF 30) were built upon in Stage 2 and Stage 3 encouraging schools from across our Directorate visit to observe quality learning. Focus on Reading professional learning was available to all staff. Our middle school program strengthens our links with our feeder high school as highlighted in 2016 with an innovative mathematics program that builds upon previous successful partnerships focussing on English and History. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. (SEF 24)

LEARNING and DEVELOPMENT

We have engaged the services of an Instructional Leader (SEF 31) at the Deputy Principal level to strategically focus on staff identified areas of need. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas. (SEF 27) A wide variety of staff have been able to design and deliver needs based teacher professional learning (SEF 32) that builds teacher capacity but also increases leadership density. (FOR / TEN / TOWN / IL / SOLE) The development of ongoing high quality professional learning workshops for parents has been a key feature of our Strategic Direction 3. Our parent community has participated in regular information meetings (SEF 33) with attendance ranging from 25 to 94 parents. Workshops have been heavily supported by our parent community who have had opportunities to work with their children both at school and home to develop not only their children’s academic skills but their own understanding of early literacy and numeracy acquisition.

PROFESSIONAL STANDARDS

The introduction of the Performance Development Framework has seen all teaching staff members develop a Performance and Development Plan (SEF 34). The plans have been monitored, reviewed and updated as per the Department of Education (DoE) guidelines. Professional learning goals have been collated and specifically targeted professional learning has been provided throughout the 2015 / 2016 school year. All PDPs are linked to the Professional Standards. We continue to impact beyond our school with many schools visiting our site engaging with many of our high quality programs (SEF 35). Many of our staff are requested to present at local schools allowing them to work beyond their classrooms to contribute to broader school programs, (SEF 11) reinforcing the Learning Culture of our school and our professional standards and expectations.

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**Executive Summary → LEADING**

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**LEADERSHIP**

Leadership development is central to school capacity building. (SEF 32) This year there have been a diverse range of leadership opportunities provided across the school.[9] There has been a very specific drive to increase the leadership capacity at all levels within the school in an attempt to increase leadership density, ensure smooth succession planning and provide a deliberately strong voice to all levels of the school learning community. All 2015 aspiring leaders were successful in merit selected placements at other work sites in 2015. 4 aspiring leaders in 2016 are leading key initiatives and milestones across a range of strategic directions.[10] The building teacher capacity through evidence-based research should continue and strong, authentic partnerships will be developed with the wider community. Leadership opportunities were provided where staff could request leadership of a process / milestone group,[9] Milestone leaders were provided with specific timetabled appointments with the senior executive to discuss, draft, outline, evaluate and refine their milestones. Our students are provided with a number of diverse opportunities to take an active role in leading our school.[9c][9d].

**SCHOOL PLANNING, IMPLEMENTATION and REPORTING**

The staff have had an active involvement in our School Excellence Framework[2] journey with rigorous interrogation of our in-school placement against the 14 components. The school plan[1] and accompanying milestone document allows LPS to reflect on and evaluate our performance in order to plan for and enact improvement. We undertake self-assessment that results in verifiable judgments about student achievement. We have developed clear guidelines for teachers that require engagement with targeted documents like the SEF, School Plan and classroom practice continuum. The School Report provides the community with information about school performance. It gives parents and other members of the community a clear sense of how students in the school are progressing and what is being done to maximise student achievement. PLAN reports have been added to this process in 2016. Monitoring, evaluation and review processes are embedded and undertaken routinely. (SEF 36)

**SCHOOL RESOURCES**

With the increased technological demands and a thirst for innovative learning spaces the school has invested substantially in developing a quality learning environment supported by excellent infrastructure. We have invested heavily in ICT to support our students who may not necessarily have the means to access cutting edge resources but definitely have the skills and desire to succeed in this area of learning. 2015 / 2016 saw the upgrading of our school website, the refinement of the school App[7a] and the increased use of social media to streamline communications in partnership with our community. There has been a significant increase in social media use and with an increase in followers on Twitter from 100 in 2015 to 512 in 2016. The next challenge in this space is to work on translated text to provide easier access to the full range of our school community. (7) The school is currently implementing the ‘Bring Your Own Device’ program in 9 classes[6]. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. (SEF 38)

**MANAGEMENT PRACTICES and PROCESSES**

Administrative practices provide explicit information about the school’s functioning to promote ongoing improvement. (SEF 42) Staff actively engage in reviewing milestones and reflecting on their role in achieving them. Critical discussion is encouraged to reinforce our whole school philosophy. The continuation of our Literacy support, Reading Recovery and all Support staff being aligned to a stage have been instrumental in the success of overall achievement rates in Literacy. These programs provide tiered, targeted intervention for our ‘at risk’ students. The Learning and Support Team meets weekly to identify and evaluate interventionist programs and have created a database of all students with specific needs, support that enables transition of information between teacher to teacher.

**FUTURE PLANS 2016-17**

2016 has been an extremely successful year with significant progress made across all three of our strategic directions. Our school plan continues to evolve as a dynamic working document. The focus for 2016-17 will continue to be around developing leadership capacity at all levels, ensuring that high quality teaching and learning is driven by evidence and analysis of data, and the strengthening of the strong foundations we have with our school learning community. Writing will become a significant area of focus as we investigate current trends and identify best practice approaches that increase student learning outcomes. 2016 is our second year of Focus on Reading and should see the embedding of the change to teacher practice achieved in 2015. The classroom learning environment will continue to be improved through further research into innovative learning spaces.

Lansvale PS was selected to participate in the pilot of ‘Curiosity for Powerful Learning’ allowing our school to continue to build on professional learning that is individualised and focussed on the improvement of quality teaching delivery.

In aligning our teaching and learning practice to the School Excellence Framework our overall achievements place our school in the ‘Sustaining and Growing’ category giving us cause to celebrate but still have room for growth moving beyond our External Validation and into 2017.

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