School context statement

Lansvale Public School is situated in south west Sydney and is currently implementing Learning Management and Business Reform (LMBR) as one of the 229 schools. Our school is a place where passion and enthusiasm for learning abound. We have high expectations of students, teachers and parents as equal partners in rigorous and authentic learning experiences. The school plans and priorities are driven by an effective learning community culture. Our school vision is to encourage and facilitate a collaborative and inclusive community where we are challenged to be critical thinkers and creative, confident citizens.

The current enrolment is 715 students from P-6, including 93% from a non-speaking English background. The school has a committed, collaborative and enthusiastic staff, with a mixture of experienced and early career teachers.

Our school implements programs that focus on quality literacy and numeracy with a strong emphasis on integrating technology. The school is currently implementing Bring Your Own Device (BYOD) in 2 classes and will expand this program to 4 classes in 2015. We have outstanding early childhood programs including preschool, a range of high achievement learning initiatives catering for gifted and talented students, for students with learning difficulties and students with English as a second language. The school offers extensive multicultural programs including community languages and a wide range of creative extracurricular activities, catering for students' diverse needs, featuring inter-school sport, music groups, choir and dance. We have exemplary discipline and leadership programs, providing students with many opportunities to take an active role in leading our school. Students are able to develop their initiative, communication and problem solving through programs such as: Peer Support, Playground Problem Busters and Student Representative Council.

The school has an active Parents and Citizens Association and numerous significant programs with strong links to the community, through a social worker, community liaison officers and a schools as communities coordinator.

Principal’s Message

Welcome to the 2014 Annual School Report for Lansvale Public School. This report provides a summary of our major achievements in 2014 and communicates our priorities and focus for learning in 2015.

2014 was the first year implementing Learning Management and Business Reform. Supported by Local Schools, Local Decisions we have utilised the Resource Allocation Module (RAM) to ensure that the school's education budget, based on equity and the learning needs of students, is maximised. The RAM is highly valued and has allowed us to continue to build upon and improve our literacy, numeracy and community programs. The employment of Paraprofessionals – (family worker, social worker, Information Communication Technology expert, administrative support), school learning support officers, school liaison officers, combined with a number of additional teaching positions for ESL and middle school, teacher support and training etc. has resulted in the provision of outstanding learning opportunities for children, parents and teachers. Our entire school community is committed to the provision of a high quality education for all. We have worked together and will continue to ensure our school provides a rich learning environment, creating opportunities for every student, every teacher and every family.

This is greatly supported by our strong links with the wider community. We continued our partnership with the Daystar Foundation who has provided us with wonderful opportunities through the Literacy Buddies program for the senior students, a Global Impact Day and a free breakfast club for all members of the school community.

We continued to work in partnership with our strong Community of Schools group, sharing learning, expertise, planning and resources. We will continue this valuable collaboration across our network of local schools in 2015.
We welcomed Mrs Melanie Macmillan to Lansvale Public School, as the new substantive Deputy Principal in Term 2 and will welcome Mr Glenn Hidson, the school’s second Deputy Principal in 2015.

It has been my absolute pleasure to lead Lansvale Public Schools in our ongoing pursuit of excellence in 2014, supported by our wonderfully dedicated and committed students, staff and parents.

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

Mrs Dianne Donatiello

Parents and Citizens message

Congratulations to our academic, sporting and artistic high achievers, to our ‘Lansvale Legends’ and our Attendance Award recipients. The P&C is proud of all your achievements and we look forward to supporting you in 2015.

We would like to give special thanks to all parent volunteers, teachers and our principal, Mrs Donatiello, all of whom have helped us in making this year a wonderful and memorable one!

Here are some of the fundraising highlights/activities we had this year:

- Annual Easter and Christmas Raffle
- Mother’s & Father’s Day stalls
- Fun Day stall
- Winter and Halloween Discos
- Weekly gelato stall
- Morning teas for Community Language Competition and Kinder Orientation 2015
- Contribution to Student Welfare, World Teacher’s Day lunch and P&C Thank you lunch for volunteers

- Candy Bar for Year 6 Farewell

The management of the school canteen was forwarded to the P&C as of 2014, with the canteen subsequently leased to an external vendor, Healthy Canteen. As with all new things, there were some minor problems at the beginning, however, Healthy Canteen has gone on to assist us in achieving our fundamental goal of providing healthy and nutritious food options for our children. Furthermore, an online ordering system was introduced in Term 3, which has lessened the queues and waiting time at the canteen.

The P&C had planned that the funds raised would be used to renovate the canteen this year. This would aim at creating more space in the canteen for parents/students, in addition to providing extra shade for hot sunny days and improving the aesthetic of the current settings.

Thus, for the past year, our fundraising efforts have been directed towards this project. Unfortunately, however, we are bound by the rules and regulations set by the Department of Education and Communities (DEC) which meant that our request for structural modification of the front of the canteen could not proceed. Amongst other issues, it would appear that our current funds status would not allow us to do what we had planned.

Therefore, we have re-directed our focus into acquiring new resources for the school, such as home readers, library books, sports equipment, electronic equipment etc.

The P&C would like to take the opportunity to thank our parents and students for their support throughout 2014. We hope that you and your children have had a productive and enjoyable year at Lansvale Public School.

Mrs Lieu Phan

P&C President
Student Representative Council message.
The SRC had a very year productive year, generating ideas for school improvement. They were a very collegial team, ably lead by the school leaders Felicity Charlis, Vanessa Nguyen, Joshua Luu, Montel Keathsun and Danny Nguyen. It was pleasing to see the younger members of the SRC contributing so many ideas during meetings.

A major fundraiser for the year was the selling of bandanas, with all proceeds going to the Cancer Council. One of the major issues considered by the SRC, was the state of our playgrounds, often littered by rubbish. The SRC proposed a motion which was then presented to Mrs Donatiello, the Principal. The end result was the purchase of a new style of garbage bin with flip lids. These new bins have improved the appearance of our playground enormously, as rubbish does not blow out and the birds can’t pull rubbish out.

The SRC also designed and published a term newsletter called the Lansvale Leader, which highlighted events that were happening in the school. The Leader was also a good opportunity to interview the new Deputy Principal, Mrs Macmillan, and let our school community learn a little more about her. What a great year the SRC have had in 2014.

Mrs Carole Smith
SRC coordinator

Student information
The student enrolment in 2014 was 671 (Kindergarten to Year Six). The school had 26 classes, K-6, and 4 preschool classes, where children attended two or three days per week (80 enrolments in total).

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### Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
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<td>301</td>
<td>307</td>
<td>318</td>
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<td>318</td>
<td>305</td>
<td>305</td>
<td>322</td>
<td>325</td>
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### Student attendance profile

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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tr>
<td>K</td>
<td>94.6</td>
<td>93.5</td>
<td>95.5</td>
<td>94.0</td>
<td>94.4</td>
<td>94.9</td>
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<td>95.4</td>
<td>94.2</td>
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<td>4</td>
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<td>96.3</td>
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<tr>
<td>5</td>
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<td>94.9</td>
<td>95.2</td>
<td>95.3</td>
<td>95.3</td>
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</tbody>
</table>

### Management of non-attendance

Student attendance continued to be very good in 2014 and, as with previous years, is above the state average. We monitor student attendance by class and stage. Individual meetings occur regularly with teachers and administration staff.

Attendance awards were introduced this year to encourage students to attend regularly. Support is offered to targeted individuals and families. We are strongly supported by an effective and proactive home school liaison officer, Mr Duc Nguyen.

### Workforce information

Lansvale Public School had 52 teaching staff, including 27 classroom teachers and 25 part time...
or specialist support staff. The school was well supported by a team of 5 non-teaching administration staff. 1.8% of staff is from an Aboriginal background.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>21</td>
</tr>
<tr>
<td>Community Language Teacher(s)</td>
<td>4.4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.13</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.2</td>
</tr>
<tr>
<td>Total</td>
<td>44.474</td>
</tr>
</tbody>
</table>

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>61%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>39%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

All teachers (52) participated in professional learning on a weekly basis. Professional learning was available to staff in a variety of forms from scheduled professional learning meetings each Tuesday to courses offered through SchoolBiz and/or outside providers of accredited courses, to working with a team to improve professional practice and/or working with a variety of networks of schools to share learning and expertise.

The school’s main priorities for professional learning, in line with the school plan, were improving student engagement in literacy and numeracy; using ICT as an integral part of learning; students and teachers actively directing their learning and increasing community participation. A variety of professional learning opportunities was offered to support and build the capacity of staff to achieve these key priorities.

A key priority for professional learning was also the implementation of the K-10 syllabus for English, and preparation for the implementation of K-10 syllabus in 2015 for Mathematics and Science.

The total expenditure for professional learning was $81714 with the average expenditure per teacher being $1571.

The School Development Days were held on the set days, providing a variety of learning opportunities for all staff. The participation rate was 90% and most days were held on site. Topics or courses included mandatory training for Child Protection and Code of Conduct, using the English syllabus, formative assessment, exploring the Science syllabus, preparing for the Mathematics syllabus, Differentiating the curriculum for every learner, disability standards, multimodal literacy skills, Positive Behaviour for Learning - student welfare, Nonviolent Crisis Intervention and analyzing NAPLAN data.

The School Development Day in Term 2 was held with our Community of Schools at Canley Vale Public School. This included a keynote speaker who spoke to all staff, including school administration and support staff. The remainder of the day was spent sharing expertise across the schools in breakout sessions. Teachers chose 3 options from the 29 offered.

In 2014, Lansvale had eight new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation and seven completing their accreditation. There were six new scheme teachers maintaining accreditation at Proficient and two seeking voluntary accreditation at Highly Accomplished or Lead.

Richard Schiliro as the school’s Temporary Teacher Mentor ran two separate induction programs for early career teachers in 2014. These took place in Term 2 and Term 4 and each induction program comprised either four 1 hour long sessions or two 2 hour long sessions run...
after school on a Monday afternoon. The sessions covered: The Role of the Teacher, Classroom Management, Quality Teaching, Professional Responsibilities, Effective Communication, The Professional Teaching Standards, Achieving Accreditation Requirements and Career Planning. A total of seven temporary teachers completed the induction program in 2014 (four in Term 2 and three in Term 4) with all commenting that they found the sessions to be informative and useful.

Richard Schiliro as the school’s Temporary Teacher Mentor has worked with a large number of early career teachers and assisted many of them with completing their accreditation, so they could achieve the Proficient level. In 2014 seven temporary teachers successfully submitted their accreditation documentation, with another eight temporary teachers working towards completing their accreditation requirements in 2015.

Beginning Teachers

Lansvale Public School had two permanent beginning teachers. Funding has been provided to support these teachers under Great Teaching, Inspired Learning. Both teachers were supported with additional release from face to face time, mentoring from their supervisor, classroom visits and crucial professional learning in various forms.

Financial summary

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

Funds received through the Resource Allocation Model (Lansvale Public School)*

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Academic achievements

PLAN Data

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

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

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

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

Best Start Results – Kindergarten

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

![Reading Texts](chart)

![Aspects of Writing](chart)

![Early Arithmetical Strategies](chart)
In the National Assessment Program, the results across the Years 3, 5, 7, and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Writing, there has been a decline in the trend data of students compared with previous years. 20% of students are in the top 2 bands compared with 38.8% of the state, with 25% of our students performing in the lower 2 bands. Areas the school is targeting include text organisation, sentence structure and the use of persuasive devices.

In Reading, we saw a small increase in the percentage of students in band 1 and a decrease in percentage of students in bands 5 and 6.

In Grammar and Punctuation, 30.9% of students performed in the top 2 bands, however, 27.6% performed in the bottom 2 bands.

In Spelling, 22.3% of students performed in bands 1 and 2 compared with 14.6% of the state.

However, in bands 5 and 6 our results were nearly equal to state.
NAPLAN Year 3 - Numeracy

In Data, Measurement, Space and Geometry the boys in band 1 decreased from 5.3% to 4%. There was growth in bands 3 and 4 in Number from 50.5% to 54.3%. There was significant growth in band 4 in Data, Measurement, Space and Geometry for all students from 15.8% to 27.2%.

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

In Writing, our Year 5 students were 5% above the state average. The majority of our students were at state level and above and are continuing to show a positive upward trend.

In Reading, the percentage of students in each band is consistent with previous years. Our percentage in the top Band 8 had increased slightly from 2012.

A major focus for teaching programs in 2015 will be targeting comprehension and analyzing visual texts.

Results in Grammar and Punctuation are following increasing trends at state level with 67.1% in the top 3 bands.

Spelling results continue to be outstanding. 77.6% of our students were in the top 3 bands compared with 68.4% of the state.

Literacy continues to be a targeted area of growth within the school with a variety of programs being implemented in 2015, including Focus on Reading and L3.
Year 5 boys showed significant growth in band 8. They went from 12.2% to 23.3%. The Year 5 boys had the greatest improvement in Number, Patterns and Algebra in band 8. They went from 14.6% to 30.2%. We achieved higher than the state in band 8 by 9.5%.

Achievements in the Arts, Sport and other School Programs

Arts

Extra-curricular Music

In 2014, Lansvale Public School ran a music program for talented and eager students for 9 weeks each term. 40 students from years 3-6 participated in small group lessons including guitar, vocal and ensemble groups with a professional musician, Mr Dylan Hartas, who was employed once a week. They performed at the end of each term in front of their parents, teachers and peers at an assembly. In addition, there were 2 lunch time guitar groups and a ukulele group with Mr Tony Maggs, a teacher at Lansvale Public School.

Lansvale PS also had 2 choir groups (infants and primary) who performed at assemblies, presentation day and the biannual school concert. The primary choir had the opportunity to
perform in the combined choir at the Community of Schools Festival at Canley Vale Public School.

**Sport**

Our coordinators, Sam Bray, Alex Tait and Tony Maggs continued to work hard with our staff to support and encourage sport within the school. At our Sports Presentation Assembly we were able to recognise many of the schools’ achievements.

**Carnivals**

The Water Carnival was held in Term 1 at The Fairfield Leisure Centre. All primary students were encouraged to participate as staff members were in the water to assist as lifeguards. Students swam and also got to play on the ‘Aquaplay’ area. Everyone had an enjoyable time. Jeremy Lam, Brendyn Lam, Erika Ristev and Hannah Chau had success at the Zone Carnival and made it to the regional level.

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

The Athletics Carnival was held in Term 3 at Makepeace Oval. Children from Years 3-6 enjoyed the track and field events. A team of 60 was selected to represent at the Lansdowne Zone Athletics Carnival. Mercy Fagalima, Marissa Ah Loo and Lydia Tavui-Leota all progressed to the regional level.

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

**Primary Schools Sporting Association (PSSA)**

Lansvale Public School did very well in the PSSA competition with 1 premiership team. Mr Magg’s girls Basketball team were the Zone premiers. 18 Lansvale students successfully represented the Lansdowne Zone in Athletics, Cross Country, Netball, Soccer, Swimming, Rugby League, Rugby Union and Touch Football. Blaze McGuiness and Nour Bahamad received a Zone Blue as they represented the Lansdowne Zone in Athletics, Cross Country, Rugby League, Rugby Union, Soccer and Touch Football.
Extra-Curricular Sporting Activities

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. Lansvale’s Oztag teams also competed in the 2014 Parramatta South Tag Gala day run by the Parramatta Eels. Out of 40 teams the senior girls’ team went through to the finals although unfortunately lost 2 to 0.

Mr Tait also organised for 23 students also participated in the Eels educate program. This program fostered team working skills. Students attended this 8 week program at Parramatta stadium and met and talked with League Legends such as Jarryd Hayne and Chris Sandow.

Active After School Communities Program.

In 2014 Lansvale PS offered students after school fitness activities. The program ran Monday, Wednesday and Thursday for 7 weeks each term, catering for 210 students each term. The activities offered were run under the Australian Sports Commissions’ Active After School Communities program. Activities offered included Bike Skills, Netball, Judo, Karate, Golf, Jazzercise, Dance, Oztag, T-ball and Team Sports.

Schools as Community Centres Program

Playgroups have successfully continued in 2014 with 77 families enrolled across the 3 playgroups. 2 playgroups, Monday and Wednesday have been facilitated by Kristina Pukeroa, Sue Zacherl and Megan Hyde. The third playgroup which is run on Fridays has been facilitated in partnership with Community First Step. 2014 has seen an average of 12 families per playgroup session, although this figure varies significantly due to the colder weather. Fees from playgroup are used to purchase new resources and equipment and also
to cover costs of the End of Year Christmas playgroup excursion.

Playgroup continues to offer a variety of early childhood age and stage appropriate activities which cover all learning areas.

School holiday outings were organised for families to attend during the school holidays. These are planned, organised and extended to the whole school community, often in partnership with Community First Step. Outings are organised to places where families may not regularly visit on their own with their families or which may require families catching public transport to travel to the destination.

A variety of parenting programs were organised and facilitated throughout the year for families of the Lansvale Public School community. These included Cyber Safety, a 10 week Parenting Wellness Program facilitated in partnership with Catholic Care and Woodville Community Services and a visit by Sydney South West Area Health Service Women’s Health Nurse.

Mrs Pukeroa, as a FEWG (Fairfield Families Events Working Group) Committee member, helped to organise community events for families in the Fairfield local government area. Events organised and provided for families in 2014 were;

- Families Week Event in May at Neeta City Shopping Centre Fairfield. 200 plus families, approximately 300 children, 15 workers representing 9 organisations
- Children’s Week Family Fun Day in November Fairfield City Showground. 1200 plus families, including adults and children, 60 workers representing 20 community organisations.

With a successful application for a club grant to provide English classes to parents and carers of Lansvale Public School, we were able to provide stage appropriate classes within the grounds of Lansvale Public School. Parents and carers were offered to attend classes which were facilitated by a qualified adult English teacher and child care was also provided. The average number of parents/carers attending the English classes was 8.

Mrs Pukeroa, in her role within Lansvale Public School, liaised with staff and community and helped to organise significant whole school events including:

- Chinese and Vietnamese New Year Celebrations
- Easter Hat Parade
- Multicultural Day
- Fun Day
- Kindergarten and Preschool transition and orientation programs.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

At Lansvale, we are committed to continuing to build a school environment which fosters excellence in Aboriginal education. In 2014, we sold RESPECT Bands to support Koori Kids Literacy Initiatives. Our Aboriginal students took part in the Bonnyrigg Community of Schools Aboriginal Art Competition and two of our students received prizes for their efforts. For NAIDOC week we had
an Aboriginal performer come to the school for students K-6 to talk about the Dreamtime and to talk about Aboriginal culture.

**Multicultural education and anti-racism**

In Term 3, we held our annual Multicultural Day. All students had the opportunity to participate in engaging learning activities that explored cultural diversity. Parents and students attended our Multicultural Day assembly and enjoyed watching amazing and specular performances from our Vietnamese, Chinese, Khmer and South Pacific Islander dance groups. At lunch time, students had the opportunity to purchase and taste delicious food from around the world from the food hall. Teachers and students also wore national clothing that represented their culture. The day gave us the opportunity to reflect on Multiculturalism and celebrate the rich diversity of cultures present in our local community.

**Technology**

This year, Lansvale Public School continued on with its plans from last year under the leadership of Miss Esther Bastoli and Matthew Becker. Our major aims for 2014 were to continue processes and strategies put into place in 2013, implementing and encouraging the use of technology in all forms of teaching and learning, increasing both teacher and student access to technology through the purchase of new devices and the introduction of BYOD (Bring Your Own Device), and continuing to improve and refine systems that are already in place.

The trial of a BYOD class this year was a strategy undertaken to reduce the reliance on school funding for technology within the school and because research indicates that a student-technology ratio of one-to-one shows an improvement in students’ results, particularly in the areas of literacy and writing. After careful research and consultation with the students, staff and the community, a BYOD Model was selected that would best suit the needs of Lansvale. 3/4H was chosen as the trial class under the supervision and guidance of Miss Esther Bastoli. The initiative allowed students to use a device they were familiar with, thus minimising time wasting with setup directions and allowing learning time to be maximised. The trial has been overwhelmingly successful with students showing a surge in motivation and engagement, improved outcomes and a significant increase in confidence, critical thinking and problem solving skills.

In 2013, the school purchased 32 new netbooks to bring the Stage 3 sets to 32 machines per block, giving classes a 1 device: 1 student ratio when borrowed. In 2014, this process was continued by purchasing an additional 32 netbooks as well as a new charging cabinet to store these new netbooks in. From there we moved the existing netbooks across to Stage 2, giving them 32 netbooks per block also, with a 1 device: 1 student ratio when borrowed. 28 of these netbooks were purchased using our T4L allocation, while the school funded the extra required 4 netbooks and charging cabinet.

Over the course of the year, we also continued our teacher laptop replacement program. We have successfully phased out all 2008 model laptops, making 2010 the oldest models in the school. This year, we were primarily focused on maintaining current equipment and hardware, retiring old hardware and managing systems of repair and replacement. Due to ageing IWB’s we were forced to replace 2 IWB projectors. As these continue to age we are expecting these replacements to become more frequent.

Overall 2014 has been a busy and exciting year, and will be expanding the BYOD classes to four in 2015.
Middle Schools Program - Supporting our students transitioning to high school

Lansvale Primary School has continued to work closely with Canley Vale High School through the VCOS (Vale Community of Schools) initiative. This Middle Years liaison aims to smooth the transition into high school for our Year 6 students. It is seen to be a very successful program by teachers at both schools and our students. Increased communication between primary and high school teachers allows the high school to ‘know our students’ before they even start in Year 7, thus allowing each student to make a smooth transition. We are proud of the opportunities and support it provides to our Lansvale students.

Early in the year, our new principals, Mr Peter Rouse (Canley Vale high School) and Mrs Dianne Donatiello (Lansvale Public School), met with the VCOS Middle Years team and confirmed their interest and commitment to the Middle Years project. With their support, and the work of the teachers in each school, programs were run to enhance the high school experience for a variety of student groups.

Lansvale’s high achievers were again involved in an ongoing multimedia project with a Year 9 group, creating a movie about starting high school that was presented to incoming Year students at the beginning of the year. A small group of students were invited to the high school for a special mentoring day where they got to experience a ‘high school day’, visit a variety of classes and partake in sports activities. All of our Year 6 students who would move into Year 7 at Canley Vale High in 2015 also got to experience several visits where they had lessons in History, Geography, Mathematics, Drama and Home Science. As usual the highlights were the creative drama activities and the gourmet cooking skills needed to create chocolate biscuit balls.

Our school parent community was kept well informed about the transition process with parents invited to various meetings throughout the year. The highlight was an evening put on by the high school that attracted thirty of our parents. Mr Peter Rouse was the main speaker on the night and did an excellent job of informing the parents about the wonderful opportunities offered by the high school for all of our students. Our primary/high schools partnership continues to support our students in the Middle Years.

Daystar and Nielsen Partnerships

The Daystar Foundation works with schools in South Western Sydney to increase life opportunities for students. Our two year partnership with Daystar continued to develop as they provided breakfast every day for the students at Lansvale Public School.

Opportunities were opened up to Stage 3 classes through the provision of a Literacy Buddies Program with the corporate company, Nielsen. This involved the regular exchange of letters between students and a ‘buddy’, culminating in an excursion to the zoo. Daystar, alongside Nielsen, also ran a Fun Day as part of their Global Impact Day with the all students and teachers at our school. This included a whole day of team building activities and a free lunch for students and teachers.
Aboriginal background

A key strategy this year for our 14 Aboriginal students was the continued employment of an Aboriginal Community Liaison Officer, Mrs Lesley Marks. Her role was to support in evaluating the degree to which Aboriginal perspectives and content are throughout embedded in class and school programs; to ensure three-way interviews were conducted for all Aboriginal students and to create Personalised Learning Plans (PLPs). It was also a key role for Mrs Marks to continue building positive partnerships with parents and the greater community. Unfortunately, Mrs Marks could not continue in Term 2 as she was successful in achieving a promotion position and we were unable to find a suitable replacement. Our Aboriginal students received SLSO time through our Learning and Support program.

Socio-economic background

With a Family Occupation and Education Index (FOEI) of 153, our school received significant funds (equity loading) to support our students to achieve expected learning outcomes.

Initiatives and/or programs to support students and their families included:

- Assistant Principal ESL
- Assistant Principal Middle School
- Employment of 2 Community Liaison Officers (0.6)
- Employment of a social worker (1.0)
- Employment of a Schools as Communities Coordinator (0.6)
- Employment of additional School Learning and Support Officers
- Employment of Speech Pathologist (0.3)
- Employment of Occupational Therapist (0.2)
- Targeted professional learning with the introduction of ‘Focus on Reading’ to develop and improve the teaching of comprehension.

Surveys indicated these initiatives strengthened partnerships between school and families, enhancing students’ access to educational and community services.

Low level adjustment for disability

During 2014, programs to cater for literacy and numeracy support and behavioural modifications consisted mainly of the LaST teacher working with students requiring additional or intensive academic support in a team teaching situation.

The school’s continued employment of a Speech Pathologist and Occupational Therapist allowed students to access learning assistance in speech and language development, sensory and motor adjustments during in-class teaching and small group situations.

For students requiring behavioural modifications, the Learning and Support Team provided advice to teachers and external agencies were consulted where required. Social skills development initiatives were conducted by a social worker, employed by the school on a full-time basis. Parent helpers also volunteered to assist students with reading and numeracy.

There has been increasing involvement of community partnerships in our learning community with 100% of parent helpers gaining confidence in helping students reach their learning goals. This volunteering initiative was fostered through an Outreach/SLSO training program that was running in our school early Term 1 and 2 in 2014.

Staff continued to participate in training around Every Student, Every School philosophies and practices as well as completing Disability Online Training and being involved in the pilot of the Nationally Consistent Collection of Data on school
students with disability.

English language proficiency
At Lansvale Public School 93.9 % of our students come from a Language Background Other than English (LBOTE). The main languages spoken by our students include; Vietnamese, Chinese (Cantonese & Mandarin), Khmer and Arabic.

We have an ESL (English as a Second Language) teacher allocation of 3.0. Our ESL teachers work collaboratively with classroom teachers and provide intensive English support for EAL/D students who are in the beginning or developing phases of the EAL/D Learning Progression. This year we had a small percentage of new arrival students who enrolled with no or very limited English. They attended intensive English lessons on a regular basis to learn survival language and basic reading and writing skills.

This year we received additional funding through the Multicultural Unit to provide some of our newly arrived Arabic speaking students with a bilingual SLSO (School Learning Support Officer). The bilingual SLSO assisted the newly arrived students in the classroom by translating teacher instructions in Arabic and helping them learn English.

Our ESL AP (English as a Second Language Assistant Principal) was given the opportunity to conduct an action research project that would build the capacity of teachers to support EAL/D students. She worked with the ESL teachers and some classroom teachers on an action research project that investigated how to develop and expand the vocabulary for EAL/D learners. This project gave teachers the opportunity to learn and implement new teaching strategies and learning activities that assist EAL/D students with acquiring a wider, diverse and richer vocabulary. Teachers were excited to see EAL/D students using new and interesting vocabulary in the classroom.

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Student, staff and parent meetings
- Surveys, paper and online, of students, staff and community
- Focus groups

School planning 2012—2014: progress in 2014

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

Outcomes from 2012—2014

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

- Increase the % of Year 5 students achieving the expected growth in reading from 53% to 60% in 2014.
- Increase the % of Year 3 students achieving above national minimum
standards: In NAPLAN writing from 78% in 2013 to 80% in 2014.

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

Evidence of achievement of outcomes in 2014:

- 90% of students in Kindergarten achieved B1 level or higher.
- 71% of Year 1 students achieved F1 level or higher.
- 51% of Year 2 students achieved extension or higher.
- 54% of Year 5 students achieved expected growth in Reading.
- 72% of Year 3 students achieved national minimum standards in NAPLAN Writing.

Strategies to achieve these targets included:

- Opportunity for teachers to attend professional learning for areas of literacy (eg PLAN, Differentiation, Reading strategies 3-6 etc).
- Purchase resources to support the new English syllabus, benchmarking, reciprocal reading, Reading Recovery, home reading.
- Teacher Professional Learning to support the implementation of the new English syllabus, as well as how to use the new kit to effectively track student achievement.
- Employment of an additional full time EAL/D/AP teacher to:
  - Provide mentoring and professional development in ESL pedagogy for ESL and classroom teachers
  - Support ESL teachers with improving and enhancing teaching and learning programs for EAL/D students by utilising the ESL scales and ESL framework documents so EAL/D students can access the curriculum.
  - Ensure all EAL/D students are placed on the EAL/D learning progression and their English proficiency is monitored.
  - Assist ESL teachers in creating and implementing effective resources that support second language learners.
- Employment of an ESL consultant for one day per week in Term 1 to:
  - To provide professional learning around EAL/D pedagogy for ESL and classroom teachers
  - To enhance and improve our EAL/D program
- Continued support for students with special needs by employing SLSO (3.3 FTE)
- Target intervention in literacy/numeracy for “at risk” students in Stage 1 by creating a ‘Safety Net’ class. This class will have 0.8 SLSO time allocated to support the ILPs.
- Continuation of Speech Therapy and Occupational Therapy Program. Employ –
  - Speech Therapist 1.5 days a week
  - Occupation Therapist 1 day a week
  - Team teaching and planning with our speech therapist.
- Support students through a whole day debating/public speaking workshop to help with: structuring persuasive texts, confidence in speaking in front of an audience, writing rebuttals, etc.
- Supporting public speaking and debating students in the preparation, writing and rehearsing of their speeches.
• Supporting classroom teachers in selecting public speaking competition winners during stage finals.

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

Outcomes from 2012–2014

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

• Increase the % of Year 5 students achieving greater than or equal to expected growth in NAPLAN numeracy from 67% in 2013 to 70% in 2014. We achieved 62%.

• 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.

Evidence of achievement of outcomes in 2014:

• 80% of students in Early Stage 1 achieved at or above expected levels in school assessment tasks.
• 75% of Stage 1 students achieved at the expected school level.
• 53% of Stage 2 students achieved at the expected school level.
• 90% of Stage 3 students achieved at or above the expected levels.
• 62% of Year 5 students achieved expected growth in NAPLAN numeracy.

Strategies to achieve these outcomes in 2014:

• SDD & staff meetings on new syllabus – unpacking of the new syllabus for a deep understanding of grade expectation.
• Professional learning on new syllabus to be attended by key team members (numeracy team members) with the responsibility of ensuring this new learning is presented to the rest of the staff.
• Parent forums to inform parents of current teaching practices & new syllabus expectations.
• Learning conversation & planning days for numeracy team working to align all grade rich assessment tasks to ensure consistent teacher judgement across teams and school, and to align them with new syllabus outcomes.
• SDD, staff meetings & workshops on whole school understanding of numeracy continuum, updated whole school tracking (MAPs), and differentiating programming.
• Numeracy team working more closely with team leaders to analyse data & use assessment to drive teaching programs, & to support teachers in programming for higher achieving students.
• Students achieving above stage outcomes to be accelerated in extension class.
• Class teachers tracking students using PLAN (Programming for Literacy & Numeracy) and school MAPS.
• Students identified at risk (below minimum standard for TEN K-2; & below national minimum standard NAPLAN 3-6) placed on individualised/modified programs and class teacher working with LAST (Learning & Support Teacher).

School priority 3: Students and teachers are actively directing their own learning
Outcomes from 2012–2014

- 100% of teacher teams engage in Professional Learning and planning leading to improved quality teaching.

- 100% of New Scheme teachers, both permanent and temporary, access support to achieve/maintain professional competence accreditation using National Teaching Standards.

Evidence of achievement of outcomes in 2014:

- 100% of staff developed and used TPL Plans linked to the National Professional Standards for Teachers.

- 100% of New Scheme teachers, both permanent and temporary, were supported in weekly meetings by their supervisor and/or the Temporary Teacher Mentor to gain/maintain accreditation.

Strategies to achieve these outcomes in 2014:

- Teachers make decisions about their individual learning needs in order to provide quality teaching and improve student outcomes by:
  - Professional learning plans using the Australian Professional Standards
  - Sharing data and achievements at regular meetings (1 per term)

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

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

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

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

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

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

- Support for teacher accreditation at professional competence level against the National Teaching Standards is provided through demonstration lessons, team teaching, accreditation report preparation.

- Support for temporary teachers seeking accreditation through our Temporary Teacher Mentor (0.2) providing models of best practice, advice on providing evidence for the accreditation process and professional learning.

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

- Our partnership with UWS is enhanced by:

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

- Teachers leadership aspirations are supported through:
  - Professional reading and goal setting
  - Involvement in school executive planning
  - Leadership coaching sessions to set individual goals.
  - Teachers working towards higher levels of accreditation
• Student participation in the life of the school is increased through:
  ➢ Continued support of the SRC and the student Safety Club.
  ➢ Continuation of mentor/leadership student groups such as Peer Support
  ➢ Playground Busters program
  ➢ Breakfast Club
  ➢ Environment Club
  ➢ Safety Club
• Teachers to develop a deeper understanding of the needs of Gifted and Talented students through:
  ➢ Implementation of the school’s G &T policy and procedures for identification
  ➢ Professional learning on strategies to differentiate the curriculum.
• Employ a paraprofessional for 5 days per week (1.0FTE) to:
  ➢ Complete Outreach work
  ➢ Engage families at information stalls
  ➢ Make referrals from teachers, families, students
  ➢ Screen potential students who may require support developing their working memory
  ➢ Support all students requiring development in social skills identified by teachers, parents and LST. Social development engaged through active role play, awareness of feelings and emotions.
• The dance groups performing at the Parks Festival and Community of Schools Performance.
• Multicultural dance groups performing at various functions
• Talent quest performances
• Welfare team to review school rules and behaviour steps.
• Staff meeting to inform new staff of scope & sequence/ reporting procedures/ classroom resources.

School Priority 4: ICT is an integral part of our teaching learning approach P – 6
Outcomes from 2012–2014
• 100% of teachers authentically integrate ICT into quality teaching and learning programs in 2014.
• 100% of staff with whiteboards contributes to an ICT resource portfolio as well as class blogs, wikis, learning tools for students and their families.

Evidence of achievement of outcomes in 2014:
• 90% of teachers authentically integrate ICT into teaching and learning, particularly after the introduction of Self Organised Learning Environments for classes Years 3-6.
• 100% of teachers use interactive whiteboards to deliver content daily to students and are effectively using edmodo, padlet and Google drive as learning tools.

Strategies to achieve these outcomes in 2014:
• Employment of ICT Coordinator (1 day) with role refined to mentor, coach, facilitate, manage and lead.
• Stay up to date with the latest information at ICT workshops and ICT Conferences
• External courses – opportunities for teacher to do courses around ICT
• Select and implement BYOD model with a Stage 2 class and create policies and procedures for the effective management of student devices
• Significant and ongoing individual, whole school and team professional learning on Self Organised Learning Environments (SOLE), using technology meaningfully and engagement.
• The technology team works to provide teachers with ongoing professional learning that focuses on:
  ➢ Effective and authentic ways to incorporate ICT and interactive whiteboards specifically into classroom practice.
  ➢ Resources for lessons that are developed and shared across the school.
• Employment of Technology Paraprofessional to:
  ➢ ensure technology runs smoothly
  ➢ support class teachers in the design and implementation of innovative interactive multimedia teaching resources.
  ➢ further develop the school website is continuously updating and improving the site.
  ➢ Development of a mobile app for iPad, iPhone and smart phone use.
• Continue annual subscriptions for Sentral and Skwirk and review latest software.
• Introduce additional access points across the school to speed up login times and internet access if necessary.
• Review older IWBs, netbooks, PCs and laptops and replace and repair where necessary.

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

Outcomes from 2012–2014
• Expand the number of after school programs from six in 2013 to nine in 2014.
• Increase the number of trained parents helping in classrooms from ten parents in 2013 to twelve parents in 2014.
• 100% of ‘At risk’ families are identified through the learning support team in 2014.
• 100% of Targeted families K -6 are provided with access to positive parenting courses, resources, and referrals to external and DET agencies as appropriate in 2014.

Evidence of achievement of outcomes in 2014:
• After school programs were maintained at six and were well attended by 120 students, K-6 in each term.
• Parent helper program continued for most of the year, with twelve or more available throughout Terms 1&2. Many parents sought and gained employment as School Learning Support Officers at Lansvale Public School or other local schools.
• 100% of families ‘at risk’ were offered support through the school’s social worker, with many taking up the offers of support.

Strategies to achieve these outcomes in 2014:
• Employ 2 Community Engagement Officers (0.2 Khmer, 0.2 Vietnamese, 0.2 Chinese) to:
- Operate a community information stall twice per week etc.
- Organise both excursion and incursion workshops according to parent need eg; Zumba, cooking classes, visits to local library etc.
- Organise events such as Chinese & Vietnamese New Year celebrations, Khmer New Year, Community Day, Police safety information etc.
- Widen the scope of community engagement to include minority groups such as Anglo-Saxon, Aboriginal, Islander etc with cultural celebrations.
- Establish a community conference room for the community’s own use.

- Classroom teachers to gain leadership opportunities through the:
  - Coordination of after school programs for students such as Active after Schools Fitness and homework centre
  - Co-ordination of specialist music, drama, art programs
  - Build on the established relationships with TAFE, Sports commission, Community First steps to broker enhanced community links and programs.

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

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

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

- Employment of a Schools as Community Coordinator 3 days (0.6) to:
  - Provide Three (3) Multicultural Supported Playgroups – Monday, Wednesday and Friday – Friday Playgroup facilitated in partnership with Community First Step
  - Provide support and liaise with external agencies – Speech Therapist – Cabramatta Community Health, Terms 1-4, Week 3. Early Childhood Nurse – Sydney South West Area Health - Terms 1-4, Week 7
  - Coordinate Playgroup activity term programs to allow families to plan and prepare for playgroup.
  - Identify 100% of at risk families through the SaCC program
  - Refer all at risk families to Social Worker for case management.
  - Meet twice per term with all community members
  - Plan for terms and yearly forums, information sessions, excursions
  - Engage elder and other community members of minority community groups within Lansvale Public School.
  - Meet regularly and liaise with Early Stage one and preschool staff.
  - Provide input into planning transition and orientation processes.
- Continue with implementation of Adult English Classes
- Engage external community organisations to partner with Lansvale Public School in providing school holiday activities, excursions and incursions.

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

**Outcomes from 2012–2014**

- 100% of teachers utilising SMART data and learning support materials to inform their teaching practices in 2014.
- 100% of Administration staff are transitioned to implement the next phase of the staged implementation of LMBR in 2014.

**Evidence of achievement of outcomes in 2014:**

- 100% of staff are familiar with and can access SMART data, however, 50% are utilising the materials to inform teaching practices. This will need to be a focus for 2015.
- 100% of Administration staff, particularly School Administration Manager (SAM) and Officers (SAO), have received ongoing support and all available training to implement LMBR.

**Strategies to achieve these outcomes in 2014:**

- Whole school analysis of NAPLAN data to set priorities in teaching/learning programs.
- Continued professional learning focussing on NAPLAN item analysis and learning support materials to benefit and improve teaching programs.
- Employment of School Administration Officer as Paraprofessional (3 days overtime p/wk) to:
  - Plan and coordinate events (whole school)
  - Coordinate data collection and collate surveys.
  - Liaise with the community as part of Community team.
  - Assist with updating technology, publishing notes etc

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

As we were about to begin the 2015-2017 school Plan, we took the opportunity to survey students, staff and the community about the quality of our school, the programs and resources and what their hopes for the future would be.

As the questions posed were seeking answers rather than ratings, therefore samples of their responses are presented below.

**Students**

Our students used words like ‘good, happy, great, fun, exciting’ when asked how they felt about school. Many said they felt safe, that they enjoyed friendships and they had great teachers.

When asked what they like about our school, the students appreciate the many opportunities provided through sport, music, technology, excursions and curriculum. The students say that they have kind, caring teachers that help them to learn new things.

**Staff**

Many believed their opinions are valued and enjoy the consultative and collaborative working environment that exists at Lansvale Public School.

Staff appreciate the varied opportunities for professional learning and open and transparent processes and culture of inclusion in decision making. They feel supported to engage students in purposeful, relevant, differentiated learning.
Parents/Community
Many parents stated that our school has a ‘good’ reputation and appreciated the feeling of inclusion as a multicultural school. They feel there is a strong sense of community and value the professionalism of our teachers. Many believe the staff are caring and appreciate the range of programs and learning opportunities that are offered to their children.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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

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Melanie Macmillan Deputy Principal
Alexandra Gruar Assistant Principal
Esther Bastoli Assistant Principal
Carole Smith Assistant Principal
Vanessa Genova Assistant Principal
Lieu Phan P&C President
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: