Introduction

The Annual report for 2015 is provided to the school community of Lansvale Public School as an account of the school’s operations and achievements throughout the year. It is the result of rigorous school self-assessment practices undertaken collaboratively with staff, parent/caregivers and student leaders.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for each and every child set out in the school plan. It outlines the findings from self-assessment that reflect on the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources including equity funding.


Mark Diamond
Principal

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Message from the Principal

It is wonderful to be back in this outstandingly comprehensive and successful public school. I am so proud to be the principal of Lansvale Public School where our focus on personal best student learning drives our desire to improve and progress as an exemplary school learning community.

During 2015 Dianne Donatiello transitioned from the position of Relieving Principal – Lansvale Public School to the position of substantive Principal St Johns Park Public School. Dianne led Lansvale PS for 2014/2015 with the excellent support of Melanie Macmillan and Glenn Hidson as Deputy Principals. This period saw the school continue to flourish and grow in many important areas. Diane led the Lansvale Public School team with poise and expertise during a period of important growth and high expectation from government, our local community and stakeholders.

Lansvale Public School enjoys unprecedented support from our Parents’ and Citizens’ Association and our parent community in general. The teaching and administrative staff are extraordinary. They harness a range of expertise and passion for all that they do on behalf of our students. Our students are motivated to learn and participate in a wide range of educational opportunities provided for them at the school.

The school’s success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate.
Our annual self-assessment and annual milestone monitoring processes involving, staff, the executive of the Parents’ and Citizens’ Association and student leaders, analysed evidence and identified the following key features of our achievements for Lansvale Public School in 2015: In 2015, our Years 3 and 5 students sat for the NAPLAN. Our school results were outstanding with students achieving above average growth in both Literacy and Numeracy. Our Year 5 results in Reading were excellent, with Lansvale Public School receiving amongst our best reading results since the introduction of NAPLAN testing in 2008. This indicates that our strategies to improve student learning in literacy and numeracy in our school are having a great impact.

- The school has invested significant and ongoing resources in 21st Century Learning for all. All relevant teachers have been trained in pedagogies such as Self-Organised Learning Environments (SOLE), Bring Your Own Device (BYOD), Flipped Learning and Robotics. These intensive approaches ensure all that we do is building a learning culture that is underpinned by the 4Cs: creativity, communication, collaboration and critical thinking. Lansvale Public School is becoming recognised as a school where innovation and student centred investigation and problem solving are central to all learning. The school is piloting a highly exciting formative assessment tool known as the See-Saw app. This ICT (Information and Communication Technology) tool is building a sound basis for sharing student learning progress amongst classes, between teaching colleagues and with parents and caregivers.

- All staff participated in rigorous and ongoing training in Focus on Reading (FOR). This important work was carried out under the leadership of our Deputy Principal Melanie Macmillan and our FOR Facilitator Jenny Opacic. This rich, exemplary professional learning for staff has allowed teachers to improve their knowledge of the NSW Literacy Continuum and National Syllabus materials. It has led to teachers developing detailed units of work in Comprehension that meet the specific needs of their individual students. The school will continue to invest in this training in Years 3-6 by undertaking Module 2 in 2016.

- The Positive Behaviour for Learning (PBL) program was further developed to improve school-wide processes for student wellbeing and quality learning in all classrooms. This promoted student enthusiasm in the program and encouraged a vibrant school learning culture.

- School leaders collaborated to apply for NSW Department of Education - Systems Leadership Grants. Lansvale Public School is one of very few schools state-wide participating in two of these important leadership endeavours. One is iShare’Cos in partnership with a diverse range of school communities who are exploring best practice in 21st Century Learning/Information and Communication Technology. The other is BCQ’Cos, a more localised Community of Schools and is based around improving and refining Reflective Teaching Practice. We are supporting each school in developing collegial processes for evidenced based improvement in classroom teaching practice.

- The school continues to broaden the horizons of our students with an absolute dedication to teach each child as a “whole person.” We continue to explore and deliver programs that enhance our students’ capacity to live and grow well. Excellent programs in music, sport, the arts, self-defence and leadership/citizenship combine to deliver for all.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school’s achievements and areas for development.

Mark Diamond
Principal
Parents and Citizens Association Report

2015 was another busy and fulfilling year for the P & C Association of LPS, which, with enthusiastic support from parents and teachers, continue to work hard for the benefit of our children. The following is an overview of the P & C activities in 2015.

The Annual General Meeting was held on the Monday 2nd of March 2015 where the following executive positions for the committee were filled.
Lieu Phan (president), Judith Wilkins (vice-president), Sonya Zuraigat (treasurer) and Vyja Menghi (secretary).

We have over 80 members in our P & C, a support network that we are all very proud of. The P & C and parent volunteers have worked closely together on fundraising efforts in 2015, include the Mother’s Day Stall, Father’s Day Stall, June and November “Halloween” discos, Christmas raffle and our ongoing Friday Gelato stalls. Also with the help of parents Dave and Chin MyGlynn, Bing Lee donated a Palsonic freezer for P & C to store gelato and Zouper Doupers for the Friday stalls.

From all the fundraising events we had done for 2014/2015 we have raised a profit of $55 000.00 where $32 130.00 was contributed to the school. (Shown in table below)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive TV for library</td>
<td>$15400.00</td>
</tr>
<tr>
<td>Home readers for K – year 6 $1000.00 per year</td>
<td>$7000.00</td>
</tr>
<tr>
<td>Tables for guided reading $325.00 per table (infants only K-2)</td>
<td>$5250.00</td>
</tr>
<tr>
<td>Drying racks for art @ $139.00 each</td>
<td>$2780.00</td>
</tr>
<tr>
<td>Sports equipment</td>
<td>$500.00</td>
</tr>
<tr>
<td>Year 6 formal</td>
<td>$500.00</td>
</tr>
<tr>
<td>Dancing and props</td>
<td>$700.00</td>
</tr>
</tbody>
</table>

All of which are invaluable resources/assets for the school.

Fun Day was an event that was held on an extremely hot and sweaty day, P and C contributed by providing free chilled water, fresh fruit, sunscreen and hats for any students who forgot their hats. This set up was highly successful where many students and parents benefited from the free water and fruit station.

Lots of hard work from the parents who have volunteered their time and the funds raised allow us to ensure that each and every child at Lansvale Public School receives the best educational support possible. I would like to give a special thank you to all the parents for their time and dedication in helping in all P and C events /stalls.

We are looking forward to another productive and profitable year in 2016. As always, we encourage parents to provide new ideas, thoughts, suggestions and opinions.

Upcoming contributions to the school include $10 000.00 towards the Preschool, $15 000.00 for air conditioning installation as well as more shade for the school which we hope our new and exciting events in 2016 will help work towards our new fundraising goal.

Increasing parental participation will be a major goal for 2016 with many more opportunities for parents and caregivers to contribute via Resource Making Days, Parent Forums and PaTCH a TAFE Credentialed Parent Classroom Helper project due for implementation are welcomed by the parents.

P&C Executive
Student Leaders

2015 will be a year that I will never forget. Meeting new friends and hanging out with you guys have made my year more exciting and fun. Being one of the school leaders have been a great opportunity. We went to different ceremonies, hosted assemblies and were put in charge of the office during recess on Friday.

Looking back at 2015 makes me feel happy and sad. All the funny and embarrassing moments gone but remembered. 😊 Hopefully, everyone will enjoy their next six years in high school! I encourage you guys to enjoy Year Six up to the most! To everyone else, thanks for making Lansvale a school that we leaders can be so proud of. Just cross your fingers and hope for the best! 😊

Kelly To
2015 was by far the best year of my life. Making new friends has made my last year of primary school even more exhilarating. Achieving the role of being a school leader really opened a new pathway to my future and boosted my confidence. I enjoyed hosting special assemblies, representing our school at different events and being an office person every Friday on recess.

Leaving primary school will make me feel really sad. Most of my friends will be going to a different high school but I will try my best to keep in contact with them. Overall, 2015 was very interesting and fun and I will cherish it for the rest of my life.

Jacob Hong
This year in 2015, there have been many memorable moments and events that have occurred. Throughout the year, the honour of being a school leader and the responsibilities I undertook was worth it. Becoming a school leader gave me the confidence to speak freely and to stand up for what is right. I was also given the honour to become a role model to the younger grades. Through the year, I have achieved many awards, including, athletics, swimming carnival and cross country. By representing the school in various ways, I believe I have both honoured and repaid the school. I thank the teachers for their incredible help they have given me throughout my entire childhood life.

I thank the Principal and Deputy Principals, the teachers and students for giving me a wonderful time here at Lansvale Public School.

Hayden Chau
2015 was a very memorable year and I’ll never forget it. I experienced happy and sad times, but honestly, I would never turn back on those decisions. Because of those who supported me along the way, I am the person I am today. I loved being school leader. Ever since I was in year 3, I always dreamed to be one. I love representing the school inside and outside our gates. I enjoy going on out of school excursions and doing office duty. I love the opportunities I have had to represent such a great school as Lansvale. I wish I could do a whole replay of being school leader.

Rachel Huynh
School background

School vision statement

Lansvale Public School encourages and facilitates a collaborative and inclusive community where we are challenged to be critical thinkers and creative, confident citizens.

School context

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. The current enrolment is 688 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 program in 7 classes. 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. Our students are provided 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, Safety Club and Student Representative Council. The school has an active Parents and Citizens Association and numerous significant programs with strong links to the community, through community liaison officers and a schools as communities coordinator.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

The results of this process indicated that:

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff, school leaders and parents reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The school is excelling through its strong performance in delivering an integrated approach to quality teaching, curriculum planning and delivery, and assessment promoting learning excellence. A more focussed approach to link our Wellbeing framework with measurable improvement for our students is an important future direction. We also aim for our students to build overall self awareness, positive relationship with and actively contribute to the school and our broader community. We acknowledge that our learning culture is strong with all stakeholders agreeing that we perform outstandingly here. Our students take responsibility for their learning and our staff and
community hold collaboratively high expectations and aspirations for all. We see opportunities for all students to increasingly contribute authentically by reflecting explicitly on their performance both in the classroom and during formal and informal conversations about their learning achievements and goals. Our school performances in NAPLAN support high-level value added results with our students consistently out performing “like schools”. We do, however, reflect our parent community expectation that 85%-90% of all students will meet NSW literacy and numeracy benchmarks and that we will increase student performance in the highest two bands of NAPLAN performance over the next three years.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing evidence-based practice through their reflections and evaluations of our collective work. We are investing significantly in Instructional Leadership throughout our fine school. We will strive to ensure that our school leaders build the collective capacity of the staff and school community to use student learning data to inform strategic school improvement efforts. The school is developing and embedding explicit systems to ensure excellent curriculum delivery, including strategies for differentiation and consistent teacher judgement. Strong processes are being designed to support this goal via collaboration, classroom observation and modelling of best teaching practice.

In the domain of Leading, our priorities have been to administer and lead this school towards excellence in an era of great change. With the additional resources that are currently available to the school, through careful financial management and appropriate funding on complexity, we have an enormous responsibility to all in leading well! Our 2015-17 School Plan is currently being refined through considered and detailed milestoning and improvement measures thereby robustly providing a strong framework of measurable expectations. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. There are streamlined, flexible processes in place to deliver services and information and strengthen parental engagement. We have as an important aspiration that the school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

### Strategic Direction 1

#### Student Learning - Inspire, challenge and empower students.

**Purpose**

To provide student learning experiences that result in development of students’ abilities to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware.

**Overall summary of progress**

Student learning and well-being 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 has seen a school wide consistent approach adopted. We have offered a wide variety of new experiences for our students. Our successful iShare’Cos system grant has enabled all staff to engage with the ICT Capabilities Framework and complete a unit of work and significant TPL in this area. Lansvale PS continues to lead the way in this initiative hosting sharing days in 2015. SOLE (Self Organised Learning Environment) and BYOD (Bring Your Own Device) were built upon in Stage 2 and Stage 3. Focus on
Reading professional Learning was available to all staff.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Improved outcomes in student achievement against syllabus outcomes and literacy and numeracy continuums. | School Report Grades show **78.71%** of students Sound or Above in Reading and Viewing  
School Report Grades show **80.57%** of students Sound or Above in Number and Algebra  
A number of TPL sessions were held to assist in consistency of teacher judgment around accurate placement of students against the continuum.  
Through in-depth analysis of class programs 100% of staff had evidence of SOLE lessons. (Y2-6)  
Through in-depth analysis of class programs 100% of staff had evidence of Focus on Reading strategies were evident in planned lessons and Lesson Study professional learning. (P-6) | Literacy $30 000  
Numeracy $10 000  
EALD AP $40 000  
ICT Paraprofessional and Resources $124 000 |
| All students to make significant gains on the ICT capability learning continuum. | Through in-depth analysis of class programs 100% of staff have an awareness of the ICT capability framework  
iShare’Cos community of Schools grant enabled a P-6 ICT project (including community languages) being incorporated and shared across all involved schools. | Targetted TPL  
L3, FOR and Maths $30 000  
iShare’Cos TPL $5 000 |

**Next steps**

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented?

Lansvale PS will:

- **Employ an instructional leader (DP level)** to model and design quality teaching practices – literacy to build teacher capacity to identify the literacy and numeracy learning needs of students, identify teacher professional learning needs and provide high quality professional learning and in-class support. Ensure teachers gain expertise and knowledge in differentiating instruction to improve student Literacy

- **Continue Focus on Reading** for years 3-6

- Engage an **L3 trainer** Literacy (as part of a community of schools initiative) to support the identification of students at risk & those needing enrichment/acceleration through tracking of data (L3 Data, PLAN, Reading levels, L&ST database) & in consultation with literacy & team leaders

- **TEN mentor** sourced from school resources to model best practice numeracy K-2.

- **Numeracy coach** sourced (X2 days) for whole school numeracy planning & strategy.

- **Technology Room (Creation Station)** functioning for use by all students and local members of our community.

- Continued involvement in **iShare’Cos** creating a suite of across curriculum units for sharing in all schools.
Strategic Direction 2

Staff and Leader Learning – Excellence in leadership, teaching and learning.

Purpose

To provide a professional culture where we strive for continuous improvement in leadership, teaching and learning.

Overall summary of progress

Lansvale PS has been able to strengthen teacher and school leader capacity to target teaching and track student progress: 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 set high expectations over collection and use of data to target teaching and track progress, showcase good practices, and monitor what happens in quality classrooms.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide a professional culture where we strive for continuous improvement in leadership, teaching and learning.</td>
<td>Teacher Mentor successfully completed 7 teachers through the accreditation process. TPL calendar strategically linked to PDP goals a staff need. 80% of teachers accessed Partnership in Professional Learning Technology mentor employed 1X day per week BCQ’Cos systems Leadership grant gained for Instructional Rounds PBL implemented across P-6 with a decrease in critical incidents as shown by SET data and local school-based incidents</td>
<td>Teacher Mentor $25 000 Technology Mentor $20 000 BCQ’Cos Grant $5 000 Targetted TPL P-6 $70 000 PBL Funding $7 500</td>
</tr>
<tr>
<td>All teachers actively utilising the national standards for self-improvement.</td>
<td>90% of all goals set were achieved. 100% of PDP’s link to National Standards.</td>
<td>Targetted TPL P-6 $20 000</td>
</tr>
<tr>
<td>A whole school consistent approach to supervision, programming and planning.</td>
<td>School wide supervision calendar in place. Templates created for consistency of supervision Professional learning for executive</td>
<td>Targetted TPL P-6 $20 000</td>
</tr>
</tbody>
</table>

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented?

Lansvale PS will:

Employ an instructional leader (DP level) to model and design quality teaching practices – literacy to build
teacher capacity to identify the literacy and numeracy learning needs of students, identify teacher professional learning needs and provide high quality professional learning and in-class support. Ensure teachers gain expertise and knowledge in differentiating instruction to improve student Literacy.

Engage the whole staff in data collection and tracking systems to enhance our focus on impact and to better strategise ongoing student improvement.

Aspiring Leaders sourced through EOI process delegated significant MILESTONES linked to school plan

Teacher Accreditation Mentor sourced for all beginning teachers and teachers maintaining accreditation.

TEN mentor sourced from school resources to model best practice numeracy K-2.

Curiosity For Powerful Learning implemented

PBL continued

Focus on Reading for 3-6
## Strategic Direction 3

**School and Community Learning – Authentic and inclusive partnerships for learning**

### Purpose

To build strong relationships and an educational community by leading and inspiring a culture of authentic collaboration, substantive communication, empowered leadership and organisational practices.

### Overall summary of progress

The building and sustaining of partnerships within our community has been a positive and rewarding experience. We have reduced the formality of several school events and celebrated a wider variety of occasions utilising our community languages teachers and interpreters. This has led to a significant increase in parent attendance at school and community events and parents and the wider community are speaking positively about our school and our students. We continue to promote our school, including creating promotional material and upgrading our physical environment, taking pride in our school appearance.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents are actively engaged in student learning.</strong></td>
<td>Increased number of parents and carers attending school activities and developing an understanding of student learning and school practices. SaCC and CLO coordinate a range of on-site parenting programs to encourage parent participation. Scheduled school events such as: Meet the teacher, Education Week afternoon and Local Police visits all of which were highly successful, built positive relationships and increased parent participation.</td>
<td><strong>$161 000</strong></td>
</tr>
</tbody>
</table>
| **Strong links with a variety of external educators.** | Nielsen Buddy Program / Fun Day providing opportunities for over 90 students to be involved in buddy writing and social activities outside of the school setting. Major grounds improvements included school mural and garden. Whole school involvement for Nielsen Fun Day activities. Speech Pathologist employed 2X days per week seeing 46 individual students. Occupational Therapist employed 2X days per week seeing 37 individual students. Daystar (Breakfast Club) cater for over 20+ students each morning Camp Australia (Before and After School Care) Expert musician hired to hold music groups 1X day per week (over 50 students accessed this program) Kung Fu employed to support local culture catering for 30 students. Play group (SACC) | **Speech Therapist $24 000**  
**Occupational Therapist $24 000**  
**Musician $8 000**  
**Community Funds $10 000** |
Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented?
Lansvale PS will:

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?
- Include any adjustments to be made to the School plan as a result of reflection and self-assessment
- Include key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan.

School appearance will focus on upgrading classrooms and playground areas, upgrading buildings and gardens and our street appeal, to be an attractive, well-resourced school.

PATCH – Parents as Teachers and Classroom Helpers initiated
Key initiatives and other school focus areas

This section includes:
- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal education funding</td>
<td>All students have a Personalised Learning Pathway (PLP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the PLPs. Aboriginal students are demonstrating higher average levels of progress. Cultural significance is included in all PLPs in consultation with agencies and our community.</td>
<td>$11 814</td>
</tr>
<tr>
<td>English language proficiency funding</td>
<td>FOR reading strategies and explicit targeted literacy learning was the focus in this area under the guidance of experienced practitioners. Additional leadership and SLSO resources were leveraged for small group and individual tuition to support the EALD progression of each Phase One or Newly Arrived Learner.</td>
<td>$205 200</td>
</tr>
<tr>
<td>Targeted students support for refugees and new arrivals</td>
<td>Refugee and newly arrived students are identified and assessed for immediate support to ease their transition into school. Specialist teachers focus on English language and social skills for all students. They also provide in class and mentor support for classroom teachers.</td>
<td>$1 700</td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td>Funds were also allocated for professional learning in L3 and Reading Recovery to support student outcomes. The school also leveraged additional leadership resources with specific skills as Specialists EALD AP and a Middle Schools AP. The school took a structured 21st Century Learning approach in Stage Two by creating four BYOD classes.</td>
<td>$205 200</td>
</tr>
<tr>
<td>Low level adjustment for disability funding</td>
<td>Our excellent Multidisciplinary Learning supports many of our students. All students requiring adjustments and accommodations are catered for within the school. 45 students were referred for learning support this year, in addition to students on recurring monitoring. 99 students required adjustments to cater for a specific learning challenge. 9 students identified with substantial disabilities.</td>
<td>$19 409</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>The school benefitted from the central appointment of an experienced Teacher Mentor for beginning teachers. During this academic year seven teachers gained or maintained their accreditation at Proficient.</td>
<td>$25 000</td>
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</table>
Student information

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

Student enrolment profile

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<tr>
<th>Year</th>
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<th>Female</th>
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<td>305</td>
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<tr>
<td>2010</td>
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<td>2011</td>
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<tr>
<td>2015</td>
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Student Enrolment

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Student attendance profile

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<td>95.5</td>
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<td>94.9</td>
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<td>95.3</td>
<td>93.7</td>
<td>94.4</td>
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</tr>
</tbody>
</table>

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>26</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.5</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Lansvale Public School we have one Aboriginal member of staff.

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>Undergraduate degree or diploma</td>
<td>75%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>25%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>40%</td>
</tr>
</tbody>
</table>

Pre-service Teachers

A pre-service teacher is a student from a tertiary institution who has not completed their teaching qualifications and is completing the teaching practice requirements of the pre-service education course. The pre service professional component must include at least 30 days of supervised school teaching practice. Each university has different requirements. This year we have had pre-service teachers from Notre Dame University and Western Sydney University. Many classes have benefitted this year from having a pre-service teacher in their classroom. Communicating with different people, being exposed to different styles of teaching and having two teachers in a classroom can have numerous advantages for students. This is an important program which all staff support either directly or indirectly. The mentoring and development of our future teachers ensures that we will have well trained practitioners now and in the future.

Professional Learning and Teacher Accreditation

To support the school’s strategic directions, all teachers, Learning Support Officers and
Administration staff participated in an extensive range of professional learning projects, programs and workshops in 2015. The school committed a large amount of money towards the professional learning, both tied and through RAM. School based professional learning (PL) occurs for two hours every fortnight and focuses on improved pedagogy, compliance training and whole school monitoring of milestones related to the implementation of the school plan.

Significant ongoing PL was facilitated for staff on Focus on Reading, L3 (Language, Literacy for Learning), Information Communication Technology, LMBR (Learning Management and Business Reform) and PBL (Positive Behaviour and Management). This important investment was made through slabs of deep learning plus intensive support “at the elbow” in the classroom/office.

*Executive members attended numerous workshops in the Critical Conversations Series to build leadership density and confidence

*Our DP/LST coordinator attended a workshop on the Collection of Disability Data

*5 members of staff, including the teacher librarian attended a workshop on Google Apps

*5 members of staff have been involved in Professional Learning in L3 that include school visits and off site group workshops and classroom observations in L3 classrooms

*Our school counsellor attended a number of professional workshops and professional learning sessions to support students requiring learning adjustments and wellbeing intervention.

*In Term 3 staff were involved in major professional learning activity that involved our community of schools looking at ‘Building the Future.’

*School Principal attended Principal network meetings to enhance her leadership and management skills.
Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>2015 Actual ($)</th>
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<tbody>
<tr>
<td>Opening Balance</td>
<td>650,927</td>
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<tr>
<td><strong>Revenue</strong></td>
<td>6,701,750</td>
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<tr>
<td>Appropriation</td>
<td>6,453,075</td>
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<tr>
<td>Sale of Goods and Services</td>
<td>28,352</td>
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<tr>
<td>Grants and Contributions</td>
<td>208,602</td>
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<tr>
<td>Investment Income</td>
<td>11,721</td>
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<tr>
<td>Gain and loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>(6,248,606)</td>
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<tr>
<td>Recurrent Expenses</td>
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<tr>
<td>Employee Related</td>
<td>(5,526,749)</td>
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<tr>
<td>Operating Expenses</td>
<td>(721,858)</td>
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<tr>
<td>Capital Expenses</td>
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<tr>
<td>Employee Related</td>
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</tr>
<tr>
<td>Operating Expenses</td>
<td></td>
</tr>
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<td><strong>Surplus/Deficit for the Year</strong></td>
<td>453,143</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>1,104,070</td>
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Funds received through the Resource Allocation Model (Lansvale Public School)

<table>
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<tr>
<th>Component</th>
<th>RAM</th>
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<tbody>
<tr>
<td>Base</td>
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<tr>
<td>Location</td>
<td>-</td>
</tr>
<tr>
<td>Other Base</td>
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<tr>
<td><strong>Equity</strong></td>
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<tr>
<td>Aboriginal</td>
<td>6,278</td>
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<tr>
<td>Socio-Economic</td>
<td>719,868</td>
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<tr>
<td>Language</td>
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</tr>
<tr>
<td>Disability</td>
<td>239,927</td>
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<tr>
<td>Equity Transition</td>
<td>-</td>
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<tr>
<td><strong>Targeted Total</strong></td>
<td>29,217</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>915,352</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,165,262</td>
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</tbody>
</table>

RAM Funds

- Education (81%)
- Aboriginal (0.1%)
- Socio-Economic (11.7%)
- Language (3.3%)
- Disability (3.9%)
- Equity Transition (0%)
School performance

School-based assessment

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Lansvale’s school learning community recognises and values shared visions by building strong partnerships and relationships between parents/caregivers, students and teachers. We have a number of opportunities for all to connect, succeed, evaluate and plan for school initiatives, programs, resources and educational priorities to best meet the needs of the modern learner. This approach is strongly supported through regular online feedback from school based survey analysis using Survey Monkey, transcripts from interviews completed and collated by the school leaders and CLOs plus regular formal and informal meetings, and results from the NSW Tell them from me survey.

Key findings from the surveys include:

Parents

92% of parents state that teachers provide class activities that are interesting and appropriate to my child’s needs and abilities

87% of parents indicate that their child’s teachers know what their child can do and what they need to learn

95% of parents believe that the school provides clear information about school achievement through the schools reporting process

Parents rate highly:- our academic programs, the effectiveness of our P&C, the schools extra curricular activities (including the Homework Centre) and our committed teachers.

Parents want us to work on:- pushing our higher and lower students to get better overall results, improving our canteen and grounds, improvements in science and mathematics in preparation for high school, more translation services in the office and creating more links with our strong community – family friendly and citizenship programs.

Students

Nearly 70% of students surveyed expect to go to university

88% of students in our school had a high sense of belonging when the NSW norm is 81%

100% of student valued School Outcomes far exceeding statewide expectations

91% had positive perceptions of their behavior and of behavior expectations in the school.
77% of girls and 75% of boys in our school had positive attitudes towards homework compared with 82% for girls and 65% for boys statewide.

97% of our students tried hard to succeed, far outstripping statewide expectations of effort at around 84%.

**Teachers**

As a result of exhaustive qualitative and quantitative analysis:-

100% of teaching staff believe the school is **Sustaining and Growing** in terms of establishing exemplary student wellbeing.

100% of teachers judged that we are **Excelling** in its Management Practices and Processes

100% of teachers identified that we were **Sustaining and Growing** in our adherence to and utilisation of of the AITSL Professional Standards.

100% of teaching staff believe the school is **Sustaining and Growing** in our Data Skills and Use.

The findings from these surveys are used by the school to determine future action for parent participation and learning opportunities to enable active participation in our school. They are also used to measure the effectiveness of student wellbeing policies and procedures. Teacher survey findings are used to determine Professional Learning priorities in 2016.

**Policy Requirements**

**Aboriginal Education**

Lansvale Public School has a small but important number of indigenous students. All students have active and explicit Personalised Learning Pathway plans that are co-written, included in teacher programs and reviewed with parents and caregivers. We are committed to bridging the performance gap for Aboriginal Students and weave Aboriginal histories across all aspects of the curriculum.

**Multicultural Education and Anti-Racism**

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO for Lansvale Public School in 2015 was Alex Gruar with three reported incidents of racism by individual students. After investigation each incident was established and resulted in detentions for those involved in being racist, impacting on their behaviour levels. All students were sorry for their actions and apologised to those they had offended.

The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help to support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony.

**Other School Programs**

**LaST (Learning and Support Team)**

Lansvale PS provided strategic and highly effective learning and support for students identified through a range of school and external processes. Students were able to access a total of 110 hours 35 minutes of support per week, including targeted individual support of 35 hours 35 mins per week. 99 (15%) NCCD students (National Consistent Collection of Data) were identified with specific learning challenges with 9 students identified with substantial classifications.

The Learning and Support Team also accessed 2 days per week of Speech and Occupational Therapy using school funds. 46 students accessed in school speech support and 37 students worked with the Occupational Therapist. 4 students were successful in gaining a placement into a specific educational support setting through close liaising between home, school and the Learning and Support Team.

**Focus On Reading**

Implementation of a whole school reading program, Focus on Reading, has been a strong focus on Teacher Professional Learning. This program is a research based program that is structured around three phases of professional learning. In 2015, teachers completed phase one of learning with a particular focus on comprehension and the explicit teaching of the Super Six metacognitive comprehension strategies.

Teachers were involved in fortnightly stage based training to develop a deep understanding of how to explicitly teach comprehension in integrated ways and monitor the progress of the students against the comprehension learning sequence. The strategies and metalanguage have been embedded and used across all Key Learning Areas.

**Language Learning Literacy (L3)**

In 2015, Early Stage One teachers at Lansvale Public School commenced the Language, Learning Literacy (L3) program. L3 is a classroom-based, early intervention for students in their first year of school, which targets text reading and writing. Its aim, to
reduce the risk of students not achieving expected literacy levels at the end of their first year of school. Early Stage One teachers participated in ongoing professional learning both inside and outside the classroom. We joined as a community of learners to develop our theories and rationales related to the L3 implementation, coached and supported by our L3 regional trainer, Kellie Stone. Classroom observations and training, as well as professional workshops with our community of schools, developed a collaborative network of professional dialogue amongst teachers and enabled us to share ideas, resources and experiences to support our implementation of L3.

During the L3 program, students received detailed and personalised instruction in reading and writing, in small groups of three select students. L3 students who were not receiving personalised instruction, engaged in independent tasks, specifically related to literacy, to practise and consolidate their learning, take responsibility for aspects of their learning and work with their peers as responsible learners.

One of the most valuable strategies of the L3 course was the implementation of students working in flexible groups limited to three for guided reading and writing. The recommendation from our regional trainer Kellie Stone regarding the use of P.M. Readers to facilitate the effective implementation of L3, encouraged us to purchase these targeted texts. Our successful use of these readers was enhanced by the study of skill development at the different levels, coupled with appropriate teaching strategies and understanding of teacher expectations. Kellie Stone's mentoring, with her emphasis on explicit teaching, student prompting and observation of students' learning proved invaluable to us all. Supplementary whiteboards and supplies of magnetic letters were also quickly obtained in order to implement effective word work which became a vital teaching component of each lesson.

As a team, we are very pleased with our results this year, and are keen to continue adding to our effective teaching strategies and upgrading our resources. We look forward to implementing L3 strategies in 2016 through the effective skills and resources acquired this year. Thank you to Kellie Stone for your guidance, time and effort throughout the duration of the course.

Community Languages Program
In 2015, the Community Language Other Than English (CLOTE) program continued at Lansvale PS. Vietnamese, Chinese and Khmer students receive 2 hours each week of specific targeted language programs. We have an allocation of two full time teachers for Vietnamese, taught by Mrs Diep Nguyen, Mrs An Ngo and Mrs Kim Nguyen. We have one full time Chinese teacher, Mrs Yanxia Zheng and we have Mrs Sally Tan teaching Khmer two days each week.

Our students have the opportunity of acquiring, maintaining and developing their own community language in the course of our normal school day. Our Community Language teachers focus on developing their students' communicative competence. Students are encouraged to communicate effectively through the development of skills in listening, speaking, reading and writing in their community language.

Some of the highlights for our Community Language program throughout 2015 include the inclusion of technology to the classrooms. Mrs Zheng’s Stage 3 students created electronic storybooks about the Moon Festival. Students included written and spoken transcripts in both Chinese and English. Mrs Nguyen’s Year 2 students were studying occupations and developed their own posters using the iPad apps ‘Explain Everything’ or ‘iDraw’ to show the occupations they would like when they grow up.

Mrs Zheng’s Chinese Choir also performed at Sydney Town Hall at the 2015 Sydney Chinese Language Spectacular. This event brought together talented students from 50 schools and universities to showcase the fruits of their studies in Chinese culture, fostering greater understanding between Australia and China.

Sport
It was another fantastic year of sporting success at Lansvale this year. The sporting coordinators Sam Bray, Tony Maggs, Kyrie Odell and Shane Costello worked incredibly hard to give all students a diverse range of sporting experiences. Our school’s success was recognised at our annual school sporting assembly where our many achievements were celebrated.
Carnivals
The Water Carnival was held in Term 1 at the Fairfield Leisure Centre. We had a great turn out with over 350 students attending and competing in various water activities with many staff members braving the cold water to act as lifesavers. The day was a huge success with Hayden Chau, Jeremy Lam, Brendyn Lam, Hannah Chau, Sophie Le, Vivian Le, Kevin Le, Lockyer Pickering-Ratu, Sally Huynh, Lachlan Nguyen, Jacob Hong, Blaze McGuinness, Kelly To, Martina Nguyen, Ryan Chau and Vanessa Nguyen all making it to zone. One of our highest numbers of zone swimming attendees on record!

The cross country was held in Term 2 at Hartley’s Oval. All students from years 3 to 6 participated in the event with exciting rotational activities in-between to keep the blood flowing. We had another huge success with close to 80 students qualifying to run at the zone carnival.

The athletics carnival was held in Term 3 at Makepea Oval. All students from years 3-6 attended with infants students having their own mini carnival held at Hartley’s Oval. 52 talented athletes qualified to enter the zone carnival.

Peter Wynn 7’s
Lansvale entered a team in to the Peter Wynn 7’s rugby league competition run by the Parramatta Eels. The team played exceptionally well during the day making the area finals. This meant that we were invited to the Peter Wynn 7’s finals day in Parramatta. The whole team showed great spirit all day and showed they were PROUD Lansvale citizens.

A Big thank you to Jono and Natalie for your help on both days.

Primary School Sporting Association (PSSA)
Lansvale had another successful year of PSSA with the boys’ touch football and senior netball sides winning joint premierships and the girls’ T-ball team winning the grand final! A special mention goes to the rugby league team and boys’ T-ball team who also made it to the grand final. Students also proudly represented their zone in such sports as rugby league, rugby union, soccer, netball and touch football. Blaze McGuinness and Vanessa Nguyen received a zone blue award for their commitment to representing the Lansdowne zone in a multitude of sports.

Backyard league
We were very lucky to have representatives from the Parramatta Eels come to our school and involve all students from years 1-6 in a backyard league program. The students had a great time learning the skills necessary to play rugby league and playing some modified games. All primary students received a free football to practice at home and infants received a certificate.

Sports in Schools Program
In 2015 Lansvale offered a variety of after school sporting programs that catered to over 200 students from years 1 to 6. The programs ran on a Monday and Thursday afternoons for 7 weeks each term. Students could engage in sports such as softball, netball rugby league, dance, athletics and kung fu!

Middle Schools Initiative
Lansvale Public School has a proactive approach to establishing a sound Middle Years philosophy and establishing links with our main local high school, Canley Vale High School. Our school successfully applied for two DoE grants in 2015, relating to History and Mathematics.

The History grant allowed the teachers at Lansvale Public School to access the expertise of the History department at the high school, who provided programming support and Teacher Professional Learning to help our school instigate the new History Syllabus. Resources were purchased and links established to ensure a continuity of skills and experiences as students move from Stage 3 to Stage 4.

The Mathematics grant is a joint initiative with the Canley Vale High School, Lansvale, Lansvale East and Canley Vale Public schools, aimed at increasing student engagement, ICT and problem solving skills in Mathematics. Funding was sourced in Term 4, 2015 and a working committee have met to establish the direction that this initiative will take throughout 2016.
Creative Arts
2015 saw a number of opportunities for the students at Lansvale Public School to express their skills, talents and potential in the performing arts. Students rehearsed after school once week to actively participate in 3 performing arts festivals including the Community of Schools at Canley Vale High School, Gillawarna at Bankstown Sports Club and the Parks Festival at Club Marconi. Lansvale had 3 dance groups, midi dance (stage 1 with Lili Gonzales), junior dance (stage 2 with Amanda Paulic) and senior dance (stage 3 with Simone Douglas). In addition, they also had a primary choir (with Lauri Wilson and Sharon Geadah) who attended the Community of Schools and Gillawarna Festivals and an infant’s choir (with Jenny To and Mymy Tankhounthavong) who performed at numerous school events. Students, parents and teachers reflected on the wonderful opportunities that Lansvale Public School provided for the students in the area of performing arts.

Music Groups
In 2015, over 50 students participated in a number of music group programs within the school. Dylan Hartas, a professional musician and teacher, was hired to teach a number of students various musical skills. He was employed once a week and took 6 groups - 2 guitar groups, 2 music/ensemble groups and 2 vocal groups. In term 4 Lansvale Public School was a ClubGRANT from Fairfield RSL and this allowed students to receive lessons at a subsidised cost. A teacher, Tony Maggs, also took primary guitar and ukulele groups during school hours, teaching a number of interested students various musical skills. At the end of each semester, students performed in front of their teachers, peers and parents at an afternoon performance. They were provided with an opportunity to learn and practise a skill in music that they were interested in and demonstrated their dedication and understanding of music in a supportive setting. Lydia Tauvi-Leota from 5/6C has been participating in vocal group for 2 years. ‘I like how we meet others from other classes, we work together and have fun! Mr Hartas gets two thumbs up.’ In addition, Tracey Krestovky taught infants students how to read music and play the recorder as part of a lunchtime program. All music programs will continue in 2016.

Student Leadership
In 2015, the Student Representative Council of Lansvale Public School consisted of 14 students from years 3-6, including 4 school leaders - Kelly To, Rachel Huynh, Jacob Hong and Hayden Chau. The four leaders attended the Halogen Foundation Leadership Day at the Entertainment Centre, joining other young leaders from across the state. Throughout the day a variety of guest speakers spoke about leadership opportunities and their experiences. Jacob and Hayden also participated in a 2 day leadership camp at Narrabeen and were praised by other school for their interaction and behaviour.

Students met weekly to discuss issues in and outside of the school community. The SRC representatives initiated a response to rubbish in the playground by introducing mini wheelie bins that had lids to protect the playground from rubbish. They led the 100th anniversary commemoration of ANZAC by hosting a whole school assembly and reflecting on the lives of 100 ANZACs in a memorial displayed on the school grounds. The SRC raised $800 for childhood brain cancer in a whole school fundraising event called ‘Pirate Day Friday’. Students also led a trash and treasure stall at the school Fun Day, raising $320 for the school. They regularly led and assisted at whole school assemblies, broadening their profile in the school.

As well as SRC leadership, the Stage 3 students were exposed to a variety of leadership experiences through a team building/leadership day at Wooglemai Education Centre, training for Peer Support and leading groups of students from Kindergarten to Year 4 during the Peer Support program.
**Positive Behaviour for Learning**
PBL is an evidence-based whole school process to improve learning outcomes for all students. The program aims to make Lansvale Public School safe with effective teaching and learning environments that enable students to be healthy, happy, successful and productive. PBL was introduced to Lansvale Public School in 2015 through collaborative planning between staff, students and the community. Together we redesigned school expectations, playground processes and behaviour management systems. In addition, staff have been trained to use Sentral as a tracking tool for all incidents and use this data when planning classes. In early 2016, students were introduced to PROUD, the school’s PBL motto, which represents the proud, respectful, organised, understanding and determined students that Lansvale consists of. They have received green tokens and actively participated in a PBL launch day assembly to recognise their positive behaviour learning.

**Uni of NSW Exams**
This was the first year that we have included Science, Writing, Spelling as well as Maths and English exams.

**In science** we received 1 high distinction, 5 distinctions and 6 credits.
Distinctions in Year 2 were Jolene Vuong and Justin Lui.
Year 3 distinctions Namson Le and Celine Chen.
Year 4 high distinction Kirsten McGlynn and distinction Nhan Huynh

**Writing 3 distinctions and 5 credits**
Year 4 distinction Nhan Huynh
Year 5 distinction Katherine Vu
Year 6 distinction Hayden Chau

**Spelling 1 distinction and 6 credits**
Year 4 distinction Kirsten McGlynn

**English 1 distinction and 16 credits**
Year 4 distinction Kirsten McGlynn

**Maths 2 high distinctions, 5 distinctions and 24 credits**
Year 3 high distinction Namson Le
Year 4 high distinction Kirsten McGlynn
Year 3 distinction Daniel Peng
Year 5 distinction Sophia Nguyen and Raymond Chau
Year 6 distinction Jessica Dinh and Lachlan Nguyen

**Public Speaking**
Angela Gonzales – 1st Place Greater Southern Sydney Fairfield Network competition and was one of the finalist in the Grand Final Competition and also won Sydney South West District competition and was one of the finalist in the Grand Final competition.
Jolene Vuong - received Highly Commended in Greater Southern Sydney Fairfield Network competition (Stage 1)

Ella Dee Lim - received Highly Commended in Greater Southern Sydney Fairfield Network competition (ES1 Stage)

**Premier’s Spelling Bee**
Angela Gonzales - Runner-up in Premier’s Spelling Bee South Western Sydney Regional Final

**Contributors**
Mark Diamond: Principal
Glenn Hidson: Deputy Principal
Melanie Macmillan: Deputy Principal
Alex Gruar: Assistant Principal
Carole Smith: Assistant Principal
Jenny Opacic: Classroom Teacher
Kerrianne Fallon: Classroom Teacher
Tony Maggs: Classroom Teacher
Vyja Menghi: Community Member
Lieu Phan: P&C President

**School contact information**
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