2010 Annual School Report
Lennox Head Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Lennox Head Public School is an innovative and caring learning community. It is a member of the From the Plateau to the Sea learning community: a group of sixteen remarkable schools. The positive, safe and happy learning environment enables all students to strive for excellence in all areas of academic, sporting and arts endeavours, fostering a healthy and balanced lifestyle.

Values based programs build social skills and citizenship through the three Key Values of Respect, Responsibility and Integrity.

The friendly, approachable and dedicated staff provides quality teaching programs for all students with a strong focus on literacy and numeracy.

The extensive arts program includes weekly music and dance lessons for all students, bands, guitar ensemble, choirs and dance groups which regularly perform at school, community and state events.

The whole school focus on public speaking develops confidence and higher order communication skills.

Modern computers with internet access and interactive classrooms link the school with the world, engaging students in the learning process.

Physical education and sporting activities concentrate on fun, development of the fundamental movement skills and a healthy lifestyle resulting in high levels of participation and achievement.

The spacious playground and surrounding lake and beach areas provide opportunities for students to learn sustainable environmental values.

The school is strongly supported by parents and the community.

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.

Ron Ritchie

P & C message

The P&C at Lennox Head Public School had a very active and busy twelve months in 2010.

We welcomed new Principal Ron Ritchie who replaced John Bryen, and saw the completion of the new hall which was funded by the Federal Government.

In 2010 the P&C donated approximately $20,000 to Lennox Head Public School. The majority of that money went to completing our long-running project of installing interactive whiteboards and projectors in the classrooms.

Other projects we funded this year included:

- The installation of air-conditioning in the music room next to the canteen to make things more comfortable for teachers and students.
- The purchase of new reading resources for Stage 1 students.
- A uniform shop selling school shirts.

In 2010 the P&C organized:

- An Easter raffle
- Mothers Day and Fathers Day stalls
- A Spring Fair
- A recipe book
- One disco
- A welcome BBQ for new families
- An Election Day BBQ

Our canteen again operated full-time for the students and staff of Lennox Head Public School.

The commitment of the volunteers on the Lennox Head Public School P&C is outstanding and I thank them for their continued involvement over many years. The support of the community should also be acknowledged. Small businesses in the town continually donate money, prizes and services to the school. Without them our fund raising efforts would be substantially curtailed.

Annie Lewis
**Student Representative’s message**

The four Student Leaders formed the executive of the Student Representative Council (SRC). The SRC also included four Year 6 students and one class representative elected from Years 2 to 6. Six Year 6 leaders attended the Young Leaders workshop in Brisbane. Year 6, with the help of the SRC, held a number of fund raising activities including a Fun Day, cake stalls, Cancer Council morning tea, Wacky Wednesday, tornado appeal and footy mufti day. Funds were used to continue the support of our sponsored World Vision boy in India. Any remaining funds were used to purchase the Year 6 gift to the school. Members of the SRC had important leadership roles during the Easter hat parade, Grandparents/Seniors visit, ANZAC service, Education and Book Week and World Teachers Day, Thank You to Helpers’ morning tea and lunch activities. We express our appreciation to all the boys and girls and staff supporting our activities. On behalf of Year 6 we thank everyone for all that has been done for us during our time as students in the school.

Noah, Ruby, Emily and Henry

**Student information**

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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>189</td>
<td>207</td>
<td>203</td>
<td>196</td>
<td>189</td>
</tr>
<tr>
<td>Female</td>
<td>139</td>
<td>157</td>
<td>161</td>
<td>165</td>
<td>173</td>
</tr>
<tr>
<td>Total</td>
<td>328</td>
<td>364</td>
<td>364</td>
<td>361</td>
<td>362</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

When a student is absent from school for more than three days without explanation, the parent or caregiver is contacted. Teachers monitor explanations for absences and attendance patterns. Concerns are discussed with the supervisor. A referral may be made to the Learning Support team. The Home School Liaison Officer may be involved if the team is unable to resolve the attendance issue.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday, 17 March, 2010.
Structure of classes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Friday 26 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KL</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
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<td>21</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>24</td>
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</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>29</td>
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</tr>
<tr>
<td>3E</td>
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<tr>
<td>4H</td>
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<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5F</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>5/6L</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12.188</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.122</td>
</tr>
<tr>
<td>Total</td>
<td>21.73</td>
</tr>
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</table>

Financial summary

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

<table>
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<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>233026.95</td>
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<tr>
<td>Tied funds</td>
<td>174885.04</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>136335.92</td>
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<tr>
<td>Interest</td>
<td>7531.19</td>
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<td>Trust receipts</td>
<td>67025.55</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2175459.68</td>
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</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance

2010 Achievements

Arts

A choir of thirty Stage 3 students successfully auditioned for the 10th year to participate in the NSW Primary School Choral Concert at the Sydney Opera House.

Twenty-two students attended the week long North Coast Creative Arts Camp at Lake Ainsworth Sport and Recreation Centre.

Band members performed at the Lismore Performing Arts Festival, Lennox Head Spring Fair, Teven-Tintenbar School Fete and Lennox Head and Southern Cross Presentation Day Assemblies.

Band and choir members performed at the Ballina District Coastal Kids Concert and the Lennox Head Community Carols.

Lennox Head Line Dancers have thirty-two members which have performed at the Riding for the Disabled, Alstonville Show, Carols in the Park, Lennox Head Spring Fair and Lismore Show. They have also competed at the North Coast Dance Festival in Byron Bay receiving a highly commended for the team’s category. Twelve members of this group competed at the national titles in January at Tamworth.

Sport

All students participated in the Premier’s Sporting Challenge receiving gold level certificates.

Twelve students from Year 5 attended the first workshop as part of the Premier’s Sporting Challenge ‘Learning to Lead’ program. Students can continue in this leadership in sport program for four years.

The twilight swimming carnival was won by Ainsworth house. Ainsworth house won the athletics carnival points score with sixteen new records set.

Students had the opportunity to participate in a variety of sports as part of the PSSA selection trials. Sports included cricket, soccer, hockey, netball, rugby league, touch football and rugby union. One student in rugby union, one student in soccer and one each in touch football and AFL were selected in North Coast teams to play in the state competitions.

Sport Representation

<table>
<thead>
<tr>
<th></th>
<th>Swimming</th>
<th>Cross Country</th>
<th>Athletics</th>
<th>Touch Football</th>
<th>Rugby Union</th>
<th>Rugby League</th>
<th>Netball</th>
<th>AFL</th>
<th>Basketball</th>
<th>Football</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>39</td>
<td>69</td>
<td>73</td>
<td>6</td>
<td>6</td>
<td>16</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Zone</td>
<td>34</td>
<td>24</td>
<td>32</td>
<td>4</td>
<td>6</td>
<td>14</td>
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<td>7</td>
<td>5</td>
<td>7</td>
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<td>Regional</td>
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<td>13</td>
<td>1</td>
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<td>4</td>
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<td>4</td>
<td>3</td>
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<tr>
<td>State</td>
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<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

District Champions in Swimming and Cross Country.

All students in Years 5 and 6 completed the two day surf awareness program held at Lennox Head Alstonville Surf Life Saving Club. A number of High School students helped present the program.

In Term 4 all students in Kindergarten and Year 1 participated in a ten day learn to swim program held at Lennox Head Aquatic Centre. Non-swimmers in Years 2 to 5 completed a ten day intensive swimming program held at Lake Ainsworth Sport and Recreation Centre.

The Active After School Communities program continued two afternoons a week promoting active and healthy lifestyles through a multi-skilled sports program and line dancing.

Competitions

Students in Years 3 to 6 had the opportunity to participate in the University of NSW competitions in English, Mathematics, Computing, Science and Spelling. Three high distinctions, twelve distinctions and forty two credits were awarded.
In the Primary Research Project for Years 5 and 6 our school average was eighty-one percent with the national average being sixty-three percent. Four Lennox Head Public School students scored full marks.

Students in Years 5 and 6 completed a set of six experiments as part of the CSIRO Science Challenge. Results were entered on line with high distinction, distinctions, credits and merit certificates awarded.

Year 5 and 6 students were involved in creating a newspaper. This was part of the Newspapers in Education program sponsored by the Northern Star. Lennox Head Public School won the Newspaper of the Year Award. The school’s winning entry featured excellent coverage of the Lennox Head tornado. One student was awarded highly commended for best photograph.

All students in Year 1 to 6 participated in public speaking with the three representatives from each class competing in the Paul Bryant Public Speaking Competition.

Students from Year 1 to 6 strongly supported the Country Women’s Association colouring and poster competition based on a study of Scotland. Representatives of the CWA presented trophies and certificates to the winners of each section.

Students from Years 5 and 6 entered the Lions Peace Poster competition with the winner receiving a cheque from the Lions Club.

Four students competed in the regional Spelling Bee Championships. One student went through to compete in Sydney.

Excursions
Students from Stage 2 participated in a three day excursion to Midginbil Hill
Stage 3 students attended a six day excursion to Lake Keepit
Stage 2 and 3 students attended a workshop with two authors as part of the Byron Bay Writers Festival.
Stage 2 students went on an excursion to study local rock pools and participated in Land Care activities at Flat Rock.
A group of Stage 2 and 3 students participated in planting littoral rainforest trees at the Lennox Point as part of World Environment Day.

Kindergarten to Year 2 visited Sea World on the Gold Coast.

All students participated in various walking excursions in the village, lake and beach areas.

Other Programs and Initiatives
One hundred and thirty students completed the NSW Premier’s Reading Challenge with twenty-two students receiving Gold certificates.
Stage 2 and 3 students participated in the Premier’s Spelling Challenge.

During Term 1 all Kindergarten students were individually assessed in literacy and numeracy as part of the state wide Best Start program.

Over two hundred people attended the Grandparents/Senior Citizens Day, visiting classrooms, attending the Performing Arts concert and enjoying morning tea. An appreciation certificate was given to each visitor acknowledging their contribution as a member of the school community. Book Week celebrations included a character parade and Book Fair. In Peer Support groups all students attempted a fifty question quiz.

More than sixty students and staff represented the school at the Ballina ANZAC march and service.

The school participated in the National Ride2 School Day and Walk Safely to School Day.

Students in Years 5 and 6 attended the sexuality workshops presented by the Interrelate Family Centre.

Students were involved in Clean Up Australia and Planet Ark tree planting activities.

L3
This year our Kindergarten teachers have been involved in an intensive literacy training program known as L3. This stands for language, literacy and learning. It involved our Kindergarten teachers Mrs Nolland and Mrs Langfield being inserviced every second Wednesday at a group meeting with other teachers from the North Coast.

The teachers were instructed on various explicit quality teaching methods to improve the level of literacy in our Kindergarten rooms. If you happen to walk past a Kindergarten room in the morning...
session you will notice how busy and productive the classrooms are!

All of the training has paid off! All of our Kindergarten children have excelled with all reading at a higher than expected level for the end of Kindergarten. In addition we have created some very clever writers. Thank you parents for your patience during the training. A special thanks to our clever Kindergarten pupils. We are proud of you!

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

**Literacy – NAPLAN Year 3**

Fifty-five students participated with the school’s results above the state average in reading and writing. For reading the school had fifty-nine per cent in the top two bands compared to forty-four per cent for the state. For writing the school had fifty-six per cent compared to fifty-one per cent for the state.

For grammar and punctuation the school had fifty per cent compared to fifty-one per cent for the state. Spelling continues to be an area of concern with thirty-three per cent in the top two bands compared to forty-three per cent for the state.
Numeracy – NAPLAN Year 3

Fifty-five students participated with the school’s results equal to the state average. Compared to the state average the school had slightly less in the top two bands, a larger percent in Band 4 and less in the bottom two bands.

Literacy – NAPLAN Year 5

Fifty-two students participated with the school’s results slightly above the state average. Students were best represented in the top two bands in reading.
Numeracy – NAPLAN Year 5

Fifty-two students participated with results below the state average. For the top two bands the state had thirty percent compared with twenty-five percent for the school.
Progress in literacy
Average progress in reading for matched students*

<table>
<thead>
<tr>
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<tr>
<td>School</td>
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<td>100.0</td>
<td>85.5</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>79.1</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
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</table>

Average progress in writing for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>62.9</td>
<td>57.9</td>
<td>61.3</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>65.1</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
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Average progress in grammar & punctuation for matched students*

<table>
<thead>
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<th></th>
<th>2008 - 2010</th>
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</thead>
<tbody>
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<td>99.3</td>
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<tr>
<td>SSG</td>
<td>94.1</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
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</tbody>
</table>

Average progress in spelling for matched students*

<table>
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<th>2008 - 2010</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>89.8</td>
</tr>
<tr>
<td>SSG</td>
<td>87.8</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Note: State growth scores are for students in DET schools only.

Growth data for Spelling and Grammar & Punctuation and comparison data for the newly created SSG categories is only available for the period 2008-10.

Average progress in numeracy for matched students*

<table>
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<tr>
<th></th>
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<th></th>
<th></th>
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<td>73.3</td>
<td>87.3</td>
<td>71.5</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>87.8</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy for Years 3, 5, 7 and 9.

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>87</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal Education

Each Connected Outcomes Groups (COGS) unit included teaching and learning activities about Aboriginal history, culture and contemporary issues.

Personal Learning Plans for literacy and numeracy were developed for Aboriginal students.

NAIDOC activities included a visit by Aboriginal dancers from Ballina High School.

The majority of students attended a workshop presented by Bama Balas on aspects of traditional Aboriginal and Islander culture.

Multicultural Education

Following a school competition two students from Stage 2 and two students from Stage 3 were selected to participate in the Multicultural Perspectives Public Speaking Competition.

Teaching and learning programs in the COGS units assisted students in their understanding of cultural and religious differences, racism and discrimination. Each unit has a multicultural perspective.

A trained Anti-racism Contact Officer (ARCO) is available to respond to any issues involving racism.
Respect and responsibility

The three Key Values of Respect, Responsibility and Integrity continued as the basis for the school’s wellbeing programs. Behaviour expectations for each of the three Key Values for different areas and activities were explicitly taught. Posters with the expectations and photographs were displayed in classrooms and around the school to support the implementation. Dolphin slips were issued to students demonstrating the Values in the playground with weekly assembly draws for canteen vouchers used as motivation.

The Green Card Award system acknowledges positive behaviours and participation. Students were recognised as Honour students (100 Green Cards), as Merit students (200 Green Cards) and as Distinction students (300 Green Cards).

All students participated in the twenty week explicitly taught units from the Friendly Schools Friendly Families resource. The program fosters positive relationships and communication to enhance student wellbeing. The emphasis is on ensuring school is a happy, safe and friendly environment where everyone is learning and achieving to their capacity. The issue of bullying is also addressed in this program.

The peer support program continues to be an important component of student leadership development. All Year 6 participate in leadership development workshops. Peer Support groups (twelve students from Kindergarten to Year 5) are co-ordinated by a Year 6 student. Many activities are undertaken in Peer Support groups such as the activity day. Year 6 are actively involved as Buddies in the Kindergarten orientation program.

At the weekly assembly the Bear Award is presented to the class demonstrating quality listening and participation skills.

One student from each class receives an Achievement Award at the weekly assembly with a group photograph in the newsletter.

The Bucket of Books Award is presented monthly to a student demonstrating citizenship and achievement.

A student of the week award.

The Rainbow Award is presented at the end of each term to acknowledge students who consistently demonstrate positive behaviours in the classroom and playground. Between fifty and sixty percent of students receive the award each term.

Progress on 2010 targets

Targets were part of the School Plan 2010-2011

Target 1

*Increase the percentage of students in the top two bands in Year 5 Writing by five percent compared to 2009*

Our achievements include:

An increase of ten percent of students in the top two bands for NAPLAN. NAPLAN writing outcomes are above state results. Standardised test results indicate an increasing number of students scoring at or above their chronological age. Audit of current practices indicate teachers are more aware of writing conventions and national requirements.

Target 2

*Increase the percentage of students in the top two bands in Year 5 Numeracy by five percent compared to 2009*

Our achievements include:

Interactive whiteboard technology has been purchased for all classrooms. All staff are using the North Coast Numeracy Scope and Sequence. Five percent more students scored in band 7 in the NAPLAN assessments. Co-operative learning strategies are evident in numeracy lessons.

Target 3

*Improve assessment and reporting practices so that every student has a detailed record of their academic achievement*

Our achievements include:

Assessment schedule have been developed at stage and classroom

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school evaluated Assessment and Reporting and Writing.
Educational and management practice

Assessment and Reporting

Background

A survey on assessment and reporting was carried out. Parents, staff and students were surveyed.

Findings and conclusions

Eighty-four percent of students understood what their report tells them about how they are going in school. Seventy-eight percent of students said their teacher explained how they were assessed in Literacy. Eighty percent understood how they were assessed in COGS. Only forty-five percent understood how they were assessed in Mathematics. Seventy-eight percent of students said they were marked A-E for their assessment tasks in Literacy, eighty-two percent were marked A-E in COGS and only forty-five percent could recall being marked on an A-E scale in Mathematics.

Forty-eight percent of parents reported their child brought home completed assessment tasks, fifty percent said they did not and two percent were unsure. Forty-two percent of parents understood how their child was assessed. Fifty-eight did not understand the process. Eighty-three percent said they looked at and discussed examples of their child’s work at parent/teacher interviews. One hundred percent of parents said that they would like to know more about how their child’s teacher assessed their learning. When asked whether the reporting process provided them with the information parents need about their child’s progress thirty-one percent said yes, sixty-nine percent said to some extent.

Teachers listed a wide range of strategies used to assess their students. Eighty percent of teachers in Literacy, seventy percent in COGS and sixty percent in Mathematics said assessment tasks allowed students to demonstrate the full depth of their knowledge and understanding. Fifty percent of teachers said students engage in a range of peer and self assessment activities in Literacy and Mathematics. In other key learning areas thirty percent of teachers responded that they used peer assessment. Eighty percent said students were involved in selecting work samples for discussion at parent/teacher interviews. All teachers in literacy and ninety percent in other key learning areas explained to students how their learning will be assessed. Fifty percent of teachers thought the reporting system provided parents with the information they need, forty percent disagreed with this statement and ten percent said to some extent. All teachers said their stage worked collaboratively to moderate assessment tasks and had a shared understanding of what constitutes achievement of an outcome. Seventy percent of teachers answered that performance data is successfully tracked across the school over time. Eighty percent of teachers feel adequately supported in analyzing student data but felt the entering of data on the report format caused problems.

Future directions

All parents surveyed said they would like to know more about how their child’s teacher assessed their learning. This could be included in initial class meetings with parents. Students believed that assessment in mathematics was in numerical form. In the future A-E assessment scales need to be clearly articulated to students so that they understand their grading. In written comments and survey answers, teachers indicated the report format sometimes caused technical problems. Teachers need to be shown how to avoid difficulties when keyboarding the report.

Curriculum

Writing

Background

Parents, students and teachers were surveyed on the area of writing.

Findings and conclusions

Eighty-five percent of parents strongly agreed that their child had improved in reading and writing skills. Ninety-one percent of parents strongly agree they were confident to assist their child with spelling, reading and writing at home. Parents commented that they would like homework to be more closely linked to daily writing tasks and homework sheets more connected to real writing tasks. Seventy-two percent strongly agree their child enjoys reading and writing.

Ninety-two percent of students strongly agree writing is an important subject. Thirty-three percent of students strongly agreed they know about text types, twenty-three percent tend to agree they know about text types. Fifty-three
percent were unsure whether they know about text types. Eighty-one percent strongly agree their writing has improved this year. Seventy-five percent strongly agree they enjoy writing.

All teachers agreed they used information about students writing experiences from the previous year to inform their teaching/learning program. All teachers regularly assess students writing. Ninety percent of teachers used recorded observations of students working individually or in groups to assess students. Ninety percent also use formal assessment tasks. Sixty percent of teachers know where writing resources are stored. Most teachers use their own resources.

Future directions
Students need more explicit articulation of the different text types and their uses. Homework needs to be more connected to classroom tasks and real writing tasks. Teachers need exposure to a wider range of writing resources that can be used on their classroom interactive white boards.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The survey responses for all groups were overwhelmingly positive. Ninety-two percent of parents, one hundred percent of teachers and eighty-nine percent of students agree the school provides a wide range of extracurricular programs. Ninety-three percent of parents, one hundred percent of teachers and ninety percent of students agree the school teaches and promotes core values. One hundred percent of parents, all teachers and ninety percent of students agree the school maintains a focus on literacy and numeracy. Sixteen percent of parents, twenty percent of teachers and twenty-five percent of students somewhat disagreed that Lennox Head Public School is an attractive and well resourced school.

Professional learning
The focus areas for the five school development days included: Term 1 - organisation and management; autism; Term 2 - Restorative Practice and managing conflict and tensions by repairing harm and strengthening relationships as a way of creating safe and inclusive school communities. Term 3 - child protection, CPR training and focusing on the quality teaching framework. Term 4 - Using interactive whiteboards, meeting the needs of gifted and talented students.

School development 2009 – 2011

Targets for 2011

Target 1
*Increase the percentage of students in the top 2 bands in Year 5 Writing by five percent compared to 2009.*

Strategies to achieve this target include:
- An audit of current practices
- Analysis of data so that teaching and learning activities match student needs.
- Professional learning for teachers from the Literacy consultant.
- Teachers trained in the marking of NAPLAN Writing

Our success will be measured by:
- An increase in the number of students in the top two bands for NAPLAN
- NAPLAN writing outcomes are equal to state results
- Standardised test results indicate an increasing number of students scoring at or above chronological age
- Teachers more aware of writing conventions and national requirements

Target 2
*Increase the percentage of students in the top 2 bands in Year 5 Numeracy by five percent compared to 2009.*

Strategies to achieve this target include:
- Using the Quality Teaching framework to ensure teaching and learning activities are appropriate for all students.
- Professional learning for teaching staff to increase their awareness of syllabus support
documents including links to NAPLAN support material support

- Stage planning to support colleagues in shifting away from using commercial text books
- Use of interactive technologies to assist with concept development and increased student engagement.

Our success will be measured by:

- Interactive technologies are part of daily lessons
- All staff using the North Coast Numeracy Scope and Sequence.
- An increasing number of students for numeracy are in the top two bands in the NAPLAN assessments
- Co-operative learning strategies are evident in numeracy lessons.

**Target 3**

*Improve Assessment and Reporting practices so that every student has a detailed record of their academic achievement.*

Strategies to achieve this target include:

- Audit of current practices
- Develop whole school Policy for Assessment and Reporting
- Including schedule of assessment events at: class level in programs and school level by year
- Induction of staff in the school policy
- Communication of policy to staff and parents

Our success will be measured by:

- assessment schedules at school and classroom level;
- Clear allocation of roles associated with the management of the assessment process;
- detailed record keeping, access and confidentiality; and
- Reporting to parents well informed and appropriately detailed.

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