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.

A hall, covered learning area and extended car park will be completed in mid 2010 as part of the Commonwealth Government’s Building the Education Revolution. National School Pride funding ($150 000) was used to install play equipment, upgrade the electrical system, improve the paved areas, install blinds in every room, internally paint and upgrade furniture for the administration area and purchase additional furniture.

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.

John Bryen

P&C President’s message

Parents and community members continued to be actively involved in the school giving generously of their time, expertise and resources.

The Parents and Citizens Association (P and C) commenced the year with over one hundred and fifty parents, students and staff attending the Welcome to New Families barbeque.

The P and C set a target of $18 000 to purchase interactive whiteboards and data projectors for classrooms. The sixth Spring Fair was the major fund raising event, receiving strong support from parents and the wider community. Other fund raising events included Easter raffle, Mothers’ and Fathers’ Day stalls and two discos.

The P and C operated canteen continued to provide a service five days a week, thanks to the dedication of the supervisor and volunteers. The canteen provided a balanced menu based on the Healthy Canteen strategy as well as funds for the school. A number of special days were held such as Pancake Day (900 pancakes) and catering for sporting carnivals.

Following extensive consultation with families and research a change was made to the school uniform. The grey and white polo shirt will be replaced with a single polo shirt. The new design of blue and bottle green will be phased in over an extended period of time from the commencement of the 2010 school year.

A number of working bees enhanced the appearance of the grounds and gardens.

Class Parents provided a practical link between teacher and parents supporting class and P and C activities.

P and C members continued to be part of the decision making processes, working with the principal and staff as part of a collaborative team.

Ann 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. Mrs Langfield co-ordinated the SRC.

The eight 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, crazy sock and hair day and footy mufti day. As well a mufti day was held for the bushfire appeal in Victoria and a tin collection (350 cans) for the drought affected farmers Christmas hamper appeal.
Funds were used to continue the support our sponsored World Vision boy in India, Stewart House, the local surf life saving club, helicopter rescue service and the Cancer Council.

The remaining funds ($1500) purchased the Year 6 gift to the school- a large, framed aerial photograph of Lennox Head and folding tables.

Members of the SRC had important leadership roles during the Easter hat parade, Grandparents/Seniors visit, ANZAC service, Education and Book Week, World Teachers Day, Thank You to Helpers morning tea and lunch activities.

We express our appreciation to all the boys and girls, parents and staff for 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.

Abby, Jervis, Channah, Samantha

Three members of the school community were recognised and presented with certificates as part of the Public Education Awards for the Far North Coast / Southern Cross networks.

Nigel Rough (Community member and former parent) for his many years of dedicated service as a canteen volunteer.

Lyn Cerff (Non teaching staff) for her outstanding contribution in her role as senior administrative manager.

Bryan Lyndon (Teaching staff) for his outstanding contribution to student sporting outcomes in management and administration of PSSA and overall development of sport.

**School context**

**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td><strong>Male</strong></td>
<td>191</td>
<td>189</td>
<td>207</td>
<td>203</td>
<td>196</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>126</td>
<td>139</td>
<td>157</td>
<td>161</td>
<td>165</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>317</td>
<td>328</td>
<td>364</td>
<td>364</td>
<td>361</td>
</tr>
</tbody>
</table>

**Student attendance profile**

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2C</td>
<td>1</td>
<td>6</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>20</td>
<td>26</td>
<td></td>
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<tr>
<td>1H</td>
<td>1</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2/3E</td>
<td>2</td>
<td>7</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>2/3E</td>
<td>3</td>
<td>21</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>8</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
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<td>28</td>
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<tr>
<td>3C</td>
<td>3</td>
<td>28</td>
<td>28</td>
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<tr>
<td>4H</td>
<td>4</td>
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<td>5/6W</td>
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<td>5L</td>
<td>5</td>
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<td>30</td>
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<td>6J</td>
<td>6</td>
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<td>28</td>
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<td>KD</td>
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<tr>
<td>KN</td>
<td>K</td>
<td>18</td>
<td>18</td>
<td></td>
</tr>
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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>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Part time teacher</td>
<td>0.6</td>
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<tr>
<td>Teacher RFF</td>
<td>0.588</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor-base school</td>
<td>0.6</td>
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<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td>18.408</td>
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<tr>
<td><strong>School Administrative &amp; Support Staff</strong> (SASS)</td>
<td>2.922</td>
</tr>
<tr>
<td><strong>Total Non Teacher Entitlement</strong></td>
<td>2.922</td>
</tr>
</tbody>
</table>

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>84</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>16</td>
</tr>
</tbody>
</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>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>161,045.92</td>
</tr>
<tr>
<td>Global funds</td>
<td>207,142.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>147,304.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>146,259.62</td>
</tr>
<tr>
<td>Interest</td>
<td>5,867.73</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>46,178.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>713,799.25</td>
</tr>
</tbody>
</table>

| **Expenditure**             | $          |
| Teaching & learning        | 30,859.43  |
| Key learning areas         | 30,859.43  |
| Excursions                 | 68,671.04  |
| Extracurricular dissections| 46,480.63  |
| Library                    | 6,332.21   |
| Training & development     | 7,703.36   |
| Tied funds                 | 186,131.47 |
| Casual relief teachers     | 84,223.39  |
| Administration & office    | 49,416.37  |
| School-operated canteen    | 0.00       |
| Utilities                  | 26,564.69  |
| Maintenance                | 27,525.58  |
| Trust accounts             | 40,564.51  |
| Capital programs           | 30,117.00  |
| **Total expenditure**      | 604,589.68 |
| **Balance carried forward**| 109,209.57 |

The voluntary school contribution was $35 per student or $60 per family.

Total received was $6,078.

A full copy of the school's 2009 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 2009

Achievements

Arts

Over one thousand people attended the two school concerts at the Ballina RSL Club. All students were involved. Each class presented an item. School bands, instrumental groups and choirs also performed. Over sixty individuals and small groups auditioned for the ten performing slots at the concerts.

A choir of twenty two Stage 3 students successfully auditioned for the ninth year to participate in the NSW Primary Schools Choral concert at the Sydney Opera House.

Seventeen students attended the week long Creative Arts camp at Lake Ainsworth Sport and Recreation Centre.

Band members performed at the Lismore Performing Arts Festival.

Band and choir members performed at the Coastal Kids Concert in Ballina.

Sport

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

A Year 6 boy won the Premier’s Sporting Challenge rugby league grand final competition receiving flight and entry tickets.

Twelve students from Years 5 and 6 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. Gibbon was the winning house for cross country. Ainsworth house won the athletics carnival points score with sixteen new records set.

Following the school’s swimming, cross country and athletics carnivals one hundred and seventy six students represented the school at the District level, eighty three at the Far North Coast level and thirty five at the Regional level. At the state level there were ten representatives in swimming, two in cross country and one in athletics. In swimming the school came second at the District level, equal first at the Far North Coast level and second at the Regional level. A student was Junior Girl Champion at the Far North Coast and North Coast carnivals. In athletics the school came second at the Far North Coast carnival with a student awarded the 12 years Boy champion.

A Year 6 student was second in the fifty metre girls’ breaststroke at the All Schools State Swimming carnival. She competed as part of the state team at the Interstate Championships in Perth making the finals in this event. The student received a North Coast Sports Award and was the school’s Sportsperson of the Year.

A year 5 boy won the net event at the North Coast PSSA Golf Classic.

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. Three students in rugby union, two students in soccer and one each in rugby league and AFL were selected in North Coast teams to play in the state competitions.

All students in Years 5 and 6 completed the two day surf awareness program.

Forty students participated in the eight week skilled based Auskick (AFL) program.

In Term 4 all students in Kindergarten and Year 1 participated in a ten day learn to swim program. Twenty nine non swimmers in Years 2 to 5 completed a ten day learn to swim program.

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.

Other

A School Award for Excellence was received as part of the Life Education program.

Class 4H used their French knitting skills to make beanies to send to Marysville Public School in Victoria.

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. Two high distinctions, fifteen distinctions and forty eight credits were awarded.

In the Primary Research Project for Years 5 and 6 one high distinction, three distinctions, six credits and five merit certificates were received.

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 one high distinction, fifteen distinctions, nine credits and nine merit certificates awarded.

Three Year 1 students received first place as part of the Fruit ‘n’ Veg competition. The artwork was used by Australia Post to produce a stamp.
The competition was part of the state wide LiveLifeWell project promoting healthy lifestyles.

Twelve Year 5 students were awarded runner up prize as the Newspaper of the Year with their entry Lennox Point News. Three members also were awarded runners up in the Best Environmental story. This was part of the Newspapers in Education program sponsored by the Northern Star.

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 Egypt. Representatives of the CWA presented trophies and certificates to the winners of each section.

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

Six students successfully competed in the Byron Bay High School’s maths Olympiad.

Class 2/3E received an award for their poetry entry in the World Environment Day competition.

A Year 1 student won the Infants section of the community Easter colouring competition.

A Stage 1 student was awarded an achievement certificate in the Life Ed Education colouring competition.

**Excursions**

Students from Stage 2 participated in a three day excursion to the Tenterfield and Glen Innes area.

Eighty-seven Stage 3 students attended a six day excursion to Canberra and Sydney.

Stage 2 and 3 students attended a workshop with two authors as part of the Byron Bay Writers Festival.

Stage 3 students visited Rocky Creek dam and Dorroughby Field Study Centre.

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 attended the Kids Alive presentation at Southern Cross School K-12.

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

**Other Programs and Initiatives**

One hundred and fifty-five students completed the NSW Premier’s Reading Challenge with twenty-four 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 one hundred and thirty 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.

All students participated in the National Reading Day and Reach for the Stars data collection as part of Literacy and Numeracy Week. Ballina Council sponsored certificates for oral communication. Five students from each class received literacy certificates for use of writing conventions and spelling and numeracy certificates for working mathematically.

Book Week celebrations with the theme, Book Safari, included a character parade and Book Fair. In Peer Support Groups all students attempted a fifty question quiz.

Fifty-five students represented the school at the Ballina ANZAC march and service.

The school participated in the National Ride2School Day and Walk Safely to School Day.

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

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

**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 the 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, especially in reading and writing. For reading the school had sixty-two per cent in the top two bands compared to forty-eight per cent for the state. For writing the school had sixty-two per cent compared to fifty-two per cent for the state.
For grammar and punctuation the school had fifty-eight per cent compared to fifty-three per cent for the state. Spelling continues to be an area of concern with thirty-nine per cent in the top two bands compared to fifty-one 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 per cent in Band 4 and less in the bottom two bands.
Literacy – NAPLAN Year 5

Sixty-eight students participated with the school’s results slightly below the state average. For the state thirty-four per cent were in the top two bands compared with thirty per cent for the school. The school had a larger number in the next two bands.
Numeracy – NAPLAN Year 5
Sixty-eight students participated with results below the state average. For the top two bands the state had thirty-five per cent compared with twenty-two per cent for the school.

Progress in literacy
Average progress in reading for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>96.9</td>
<td>90.6</td>
<td>100.0</td>
</tr>
<tr>
<td>LSG</td>
<td>83.5</td>
<td>88.3</td>
<td>90.3</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
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</table>

Average progress in writing for matched students*

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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
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<tr>
<td>School</td>
<td>63.1</td>
<td>62.9</td>
<td>57.9</td>
</tr>
<tr>
<td>LSG</td>
<td>71.3</td>
<td>68.4</td>
<td>56.9</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Progress in numeracy
Average progress in numeracy for matched students*

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<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>66.1</td>
<td>73.3</td>
<td>87.3</td>
</tr>
<tr>
<td>LSG</td>
<td>77.7</td>
<td>73.3</td>
<td>90.9</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</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 achieving at and above minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</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>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at and above minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99</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 Gindaga focusing 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. One Stage 2 student won the first heat and participated in the regional heat. The other Stage 2 student came second and received a Highly Commended certificate.

Stage 3 students participated in weekly Japanese lessons as part of the Languages Other Than English (LOTE) program.

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.

The visiting performance *The Human Race* raised awareness to issues relating to cultural diversity.

**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. Forty-nine students were recognised as Honour students (100 Green Cards), twenty-two as Merit students (200 Green Cards) and two 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.

A team of staff and parents regularly meet as part of the Positive Behaviour Leadership program, monitoring implementation of all the wellbeing and behaviour programs.

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 maths 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.

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 per cent of students receive the award each term.

**Performing Arts**

A teacher with skills in music and performing arts was released four days a week to provide weekly lessons in music and drama for all classes.

A junior choir and senior choir (sixty-six students) practiced regularly each week. Twenty-two students from the senior choir had the opportunity to perform at the Opera House.

Forty-six students from Lennox Head Public School were part of the LSTT band. The band also included students from Teven Tintenbar and Southern Cross schools. Students attended small group instrumental lessons and band practice during the week. Rehearsals for the LSTT band were held after school each Friday.
Combined schools band workshops were held each term at Goonellabah Public School. Students had the opportunity to be part of an extension band with high school students.

Twenty two students from Year 2 attend weekly recorder lessons.

Eighteen students from Years 3 to 6 attended weekly small group guitar lessons.

All groups performed at various school and community events including the school concert, Coastal Kids concert, Lismore Performing Arts Festival, Carols by Candlelight and VIEW Club Christmas party.

Progress on 2009 targets

Targets were part of the School Plan 2009-2011.

Target 1

To improve spelling outcomes and correct use of writing conventions for all students.

This will continue to be a major focus in 2010. Lower Naplan results for spelling compared to other literacy domains had a negative impact on overall literacy results.

Our achievements include:

Maintaining the school’s average spelling score in the Naplan test at the average level for all schools.

Improving the school’s Year 3 average score for grammar and punctuation by twenty five points, thirteen points above the average for all schools.

Completion of an audit of current practices.

Target 2

To increase student capacity to demonstrate their understanding of maths concepts in the Working Mathematically strand.

Our achievements include:

Increased levels of student engagement and mastery of maths concepts resulting from an increased focus on explicit teaching using interactive technologies.

Increased levels of confidence evident when students work co-operatively and talk about what they are learning.

Increasing number of students in the Student Self Assessment reports indicate a positive attitude towards maths, especially in Stage 3.

Increased focus by teachers on literacy as part of maths lessons.

Target 3

To enhance school communication.

See Key evaluations. Educational and management practice for further details.

Our achievements include:

Participation by all school staff in professional development activities to enhance communication.

Completion of an audit of school facilities.

Development of a two year action plan.

Use of National School Pride funds to address issues in the plan.

Positive school promotion in the community.

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 2009 our school carried out evaluations of communication and mathematics.

Educational and management practice

Communication

Background

A team of staff and parents, supported by the Department’s school promotion unit, was formed to review the effectiveness of school communication and promotion. An audit of school facilities was completed. A survey was completed by staff (15), parents (75) and students (155) to gain their perceptions of different aspects of school communication and programs.

Findings and conclusions

All three groups strongly agree that:

- The school newsletter is an effective form of communication.
- School notes and written communication are clear and informative.
- The school is successful in teaching literacy and numeracy.
- The school is a safe and happy learning environment.
- The school helps to develop good values in students.
Staff and parents strongly agree that-
Teachers and executive staff are responsive to parent enquiries (fifteen per cent of students disagree).

Teachers are friendly and approachable (thirty two per cent of students disagree).

The school is well organised and orderly (twenty four per cent of students disagree).

The wearing of school uniform promotes a positive image (twenty eight per cent of students disagree)

Students strongly agree that-

The school provides a courteous welcome to visitors and enquiries (twenty on percent of staff and twelve per cent of parents disagree).

The school is strongly supported by parents and the community (staff and parents agree).

Teaching programs provide opportunities for all students (staff and parents agree).

All three groups agree that-

The school has a positive reputation in the community.

There are positive programs to assist each child’s social development.

Students are motivated to strive for excellence.

All three groups identified the following areas for positive change and development-

The entrance to the school.

The physical attractiveness and maintenance of the school.

Resourcing the school.

Staff and parents also identified the following areas for development-

School promotion.

Areas that create a positive first impression.

Future directions
Available funds be used to address the physical appearance and facilities, including resources.

Form a team to effectively communicate the positive aspects of the school.

Develop an action plan to address the areas for further development and improvement.

Curriculum

Mathematics

Background
Surveys were completed by parents (88), students in Years 4 to 6 (153) and teachers (15). The results from the mid year Student Self Assessment reports (Years 1 to 6) were also used as part of the evaluation.

Findings and conclusions
All teachers ensure students understand the relevance of what is being taught. Sixty four per cent of parents strongly agree. (thirteen per cent don’t know) Eighty four per cent of students believe they learn best when they understand the reasons for learning new things.

Teachers strongly indicate they have high expectations for all students. This is strongly supported by sixty per cent of parents. (fourteen per cent don’t know) Eighty two per cent of students report teachers expect and encourage them to do their best at all times.

Sixty seven per cent of teachers regularly use resources in maths lessons. A similar response was received from parents (twenty one per cent don’t know) and students.

Forty per cent of teachers and sixty four per cent of parents (twenty one per cent don’t know) believe a maths text book is an effective resource. Sixty two per cent of students indicated a text book greatly helps with their learning.

All teachers indicated they cater for the learning needs of all students. Fifty nine per cent of parents agree. (fourteen per cent don’t know) with ten per cent indicating this rarely occurred. Eighty seven per cent of students indicated teacher provide activities so all students can learn.

All teachers provide regular feedback to students. Only half the parents (fifteen per cent don’t know) and sixty per cent of students agree.

Teachers strongly indicated they use different strategies to assess student learning. Only half the parents agreed (thirty three per cent don’t know). Sixty nine per cent of students agree.

Eighty per cent of teachers believe the semester reports provide appropriate feedback to parents. Seventy three per cent of parents indicated the report helps them understand progress in relation to outcomes taught. Sixty nine per cent of students agree. Twelve per cent of students don’t know if the report does this.

All teachers indicated they are confident in teaching the mathematics syllabus. Eighty per of parents are confident in helping with maths homework.
Sixty four per cent of students report their parent was always able to help them with homework when needed.

In the Self Assessment reports fifty one per cent of students consider they work very well, forty three per cent consider they work at a satisfactory level with six per cent believing they could do better. Twelve per cent indicated they have a negative attitude towards mathematics.

**Future directions**

Review the use of a maths text book.

Complete an audit of the appropriateness and availability of maths resources.

Provision for teachers to provide regular feedback to students.

More effective communication to parents in relation to teaching and learning processes, assessment strategies and how the learning needs of all students are catered for in mathematics lessons.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

As part of the mathematics survey the three groups were requested to rate their level of satisfaction with the overall standard of teaching and learning.

Ninety three per cent of teachers, sixty nine per cent of parents and seventy four per cent of students indicated a high level of satisfaction.

Seven per cent of teachers, twenty four per cent of parents and nineteen per cent of students gave a satisfactory rating.

**Professional learning**

The focus areas for the five school development days included: Term 1- organisation and management; autism; Term 2, Day 1- Communication and school promotion; Day 2- Using interactive whiteboards, meeting the needs of gifted and talented students; Term 3- combined day with Southern Cross K-6 school focussing on the quality teaching framework and units of work and Term 4- child protection, CPR training and numeracy.

A professional learning component was included in most weekly staff meetings.

The average expenditure per teacher on professional learning was $993. Funds were allocated to the following areas:

- 31 per cent- information and communication technologies;
- 16 per cent- quality teaching;
- 23 per cent- literacy and numeracy;
- 13 per cent- syllabus implementation;
- 6 per cent- leadership and career development and
- 11 per cent- welfare and equity.

Teachers participated in workshops in information technologies (7), Best Start (5), data analysis (3), visual arts (2), drug education (2), literacy (2), numeracy (4), leadership (2), quality teaching (1) and curriculum differentiation (1).

**School development 2009 – 2011**

**Targets for 2010**

**Target 1**

*Increase the percentage of students in the top 2 bands in Year 5 writing by 5% 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 5% 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;
• details 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: