2008 Annual School Report
Lennox Head Public School

NSW Public Schools – Leading the way
Messages

Principal's message
A positive environment extensive, academic, sporting and cultural opportunities make Lennox Head Public School a vibrant and safe school for all students.
Our dedicated and highly qualified teachers deliver quality programs, with a strong focus on literacy and numeracy. We challenge and inspire our students. Consistently high results in Australia wide testing is evidence of our success.
We pride ourselves on our comprehensive sport program which concentrates on fun, physical activity and a healthy lifestyle. Our extensive arts program includes our band, choir and dance group that perform at community and state events.
Students build social skills through our three key values of respect, responsibility and integrity using our unique peer support and leadership initiatives. Our Student Representative Council gives every child the opportunity to participate in school decision making while fostering lasting friendships across year groups. Our public speaking program develops confidence and communication skills.
Our school is an acknowledged leader in technology, interactive classrooms, modern computers with internet access linking us to the world. Our Technology Centre enhances student learning.
Students learn sustainable and environmental values through targeted programs within the school’s spacious green surroundings, the neighbouring pristine beach and lake area.
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 message
It was another very successful year for the Parent and Citizens Association (P & C). The year commenced with a Welcome to New Families barbeque evening with over one hundred and sixty parents, children and staff attending.

The P & C contributed $27 000 to purchase interactive whiteboards and data projectors for five classrooms, an integrated sound system as well as payment for the Year 6 farewell disco.

The Spring Fair was the best for many years with strong support from the community. Other fund raising events included the Easter raffle as part of the school's Easter hat parade, Mothers’ and Fathers’ Day stalls, a disco and election day food stall.

The school canteen also had a very successful year providing a daily high quality service as well as raising funds. An industrial stove and fridge were installed in the new demountable canteen providing an enhanced food preparation area.

Two projects were completed as part of the Federal Government’s Investing In Our Schools Program - installation of bag racks and the extension of the shelter area.

The Class Parent contacts provided a practical link between the teacher and parents, supporting class and P & C activities.

The email contact list was an effective communication tool especially for co-ordinating activities such as working bees.

The P & C organised the re-introduction of school banking with the Southern Cross Credit Union.

A P & C member was successfully nominated and recognised for his outstanding contribution as a community member at the Far North Coast/Southern Cross Networks Public Education awards.

Mr Bruce Fishburn with his Public Education Award certificate and Henry Newton – second place in the state finals for the Multicultural Perspectives Public Speaking competition

Parents and community members were actively involved in the school on a daily basis giving generously of their time, expertise and resources to ensure a quality education for all students.

Kaylene Henry - P & C President

Student representatives’ message
The Four Student Leaders formed the executive of the Student Representative’s Council (SRC) with four Year 6 students and one class representative elected from Years 2 to 6. The SRC promotes leadership skills and creates a sense of ownership and empowerment.
The four leaders attended the Young Leaders Workshop in Brisbane.

Members of the SRC played an important role in the Easter hat parade, Grandparents/Seniors visit, ANZAC service, Book Week, Education Week, Thank You to Helpers morning tea, World Teachers Day and lunch activities.

Fund raising activities included a Fun Day, multi days, cake stalls, Stewart House dolphins, Red and Yellow day and Australia’s Biggest Morning Tea ($445). We raised $2670. Some of the money was used to support our World Vision boy in India, Stewart House, the local surf life saving association, Westpac Helicopter Service and the Cancer Council. A presentation was made to retiring cleaner Mrs Garrett. We also sent $330 to support the China earthquake and Burma cyclone victims. Year 6 presented $950 as their Year 6 gift to the school to be used toward the refurbishment of the foyer.

We would like to thank all the boys and girls, their parents and staff for supporting our activities and thank everyone for all the things that have been done for Year 6 during our time as students in the school.

Evan McGarrity, Artelia Brown, Sasha Brown and Dominic Brown

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>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>197</td>
<td>140</td>
<td>337</td>
</tr>
<tr>
<td>2005</td>
<td>191</td>
<td>126</td>
<td>317</td>
</tr>
<tr>
<td>2006</td>
<td>189</td>
<td>139</td>
<td>328</td>
</tr>
<tr>
<td>2007</td>
<td>207</td>
<td>157</td>
<td>364</td>
</tr>
<tr>
<td>2008</td>
<td>203</td>
<td>161</td>
<td>364</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>94.0</td>
<td>93.8</td>
</tr>
<tr>
<td>2006</td>
<td>94.4</td>
<td>94.0</td>
</tr>
<tr>
<td>2007</td>
<td>94.5</td>
<td>94.0</td>
</tr>
<tr>
<td>2008</td>
<td>94.1</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1J</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2E</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3-4B</td>
<td>4</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>3-4B</td>
<td>3</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>3E</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4L</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5-6W</td>
<td>6</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>5-6W</td>
<td>5</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>K-1C</td>
<td>K</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>K-1C</td>
<td>1</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>20</td>
<td>20</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>
</tr>
</thead>
<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>12</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.63</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor-base school allocation</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>19.555</td>
</tr>
</tbody>
</table>

Staff retention

An additional teacher was appointed for 4 days a week. All existing staff were retained. The school cleaner retired mid year.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.4 %. This compares with 95 % in 2007.

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>100</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></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>114 221.99</td>
</tr>
<tr>
<td>Global funds</td>
<td>206 110.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>174 192.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>133 016.60</td>
</tr>
<tr>
<td>Interest</td>
<td>9 589.48</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>43 125.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>680 257.43</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>36 289.20</td>
</tr>
<tr>
<td>Excursions</td>
<td>43 603.02</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>34 558.77</td>
</tr>
<tr>
<td>Library</td>
<td>6 294.02</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 899.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>169 212.29</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>80 839.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>48 249.08</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>25 581.75</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17 556.76</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>41 761.05</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10 366.73</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>519 211.51</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>161 045.92</strong></td>
</tr>
</tbody>
</table>

The voluntary school contribution was $35 per student or $60 per family. Total received was $4980.

A full copy of the school's 2008 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 2008

Achievements

Arts

Three students successfully auditioned to be part of the North Coast Talent Identification for singers.

Twenty students attended the week long Junior Creative Arts Camp at Lake Ainsworth Sport and Recreation Centre.

A choir of twenty students successfully auditioned to participate in the NSW Primary Schools Choral concert series at the Sydney Opera House. This was the eighth year of participation.

Forty-six members of the choir performed at school and community events as well as the Coastal Kids Concert.

Thirty-two students were part of the combined school’s LSTT band. Students attended weekly lessons with the band practising twice weekly. Students attended combined band days each term. The band performed at school functions, the Lismore Performing Arts Festival and the Coastal Kids Concert. They also performed at a number of community events such as the Carols by Candlelight and for the Lennox Head VIEW Club.

A Year 2 recorder group of twenty students was commenced this year.

A contemporary dance group and a line dancing group participated in the Far North Coast Dance Festival as well as school events.

The Lennox line dancers competed at the National Championships in Tamworth, winning twenty-three medals.

Sport

The school received a $5000 grant as part of the Baker’s Delight Top Sports Program to promote healthy and active lifestyles. A parent placed the entry in the Australia wide competition.

The Active After School Communities Program was implemented three days a week each term promoting active and healthy lifestyle through a multi-skilled sports program and line dancing.

Students had the opportunity to participate in a variety of sports as part of the PSSA selection trials. Sports included soccer, hockey, netball, rugby league, touch football, rugby union and golf. One boy was part of the North Coast AFL team.

All Kindergarten and Year 1 students participated in the ten day learn to swim program. Non-swimmers from Years 2-6 attended the ten day intensive learn to swim program.

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

Forty students completed the eight week Auskick (AFL) program.

The twilight swimming carnival was again won by Ross House. Four new records were set. In athletics, Ainsworth was the winning house with sixteen new records.

Following the school’s swimming, cross country and athletics carnivals one hundred and seventy two students represented the school at the District level, sixty-seven at the Far North Coast level and twenty-six at the Regional level. At the state level there were six representatives in swimming, one in cross country and two in athletics.
Competitions

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

In the University of NSW competitions in English, mathematics, computing, science and spelling, one high distinction, fifteen distinctions and twenty nine credits were awarded.

Six students successfully competed in the Byron Bay Maths Olympiad.

A large number of students from Kindergarten to Year 6 entered the Country Women’s Association colouring and poster competition based on a study of Mexico. Members 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.

A Year 4 students won the essay competition as part of the Rivafest festival in Ballina. Two students received prizes in the colouring competition.

Fifty-two students completed the five categories as part of the CSIRO Science Challenge.

Visiting performances

Students thoroughly enjoyed the performance of The Happy Prince in Lismore.

Murray Martin helped Stage 3 students gain an appreciation of bush poetry.

The Science of Spin helped students understand basic scientific concepts involved in using a yoyo.

Mathematical concepts were developed during the visit of the World Of Maths.

The Safe Pets Out There (SPOT) presentation was both informative and enjoyable for Stage 1 students.

Other programs and initiatives

The school was host to two band groups - South West Queensland Concert Band and String Orchestra and the Northern Beaches Band from Sydney.

Groups of Stage 3 students attended weekly workshops in film making at Southern Cross K-12 School.

Two hundred and twenty four students completed the Premier’s Reading Challenge with twenty-four receiving Gold Awards.

Stage 2 and 3 students participated in the Premier’s Spelling Challenge.

Other programs and initiatives

The school was host to two band groups - South West Queensland Concert Band and String Orchestra and the Northern Beaches Band from Sydney.

Groups of Stage 3 students attended weekly workshops in film making at Southern Cross K-12 School.

Two hundred and twenty four students completed the Premier’s Reading Challenge with twenty-four receiving Gold Awards.

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 statewide Best Start program.

The Olympics-Athon fund raising activity raised $7640 with sixty-five per cent of students gaining sponsorship. Each Peer Support Group represented a country competing in fifteen events associated with the Olympic Games.

The Grandparents/Senior Citizens Day was again well supported with one hundred and fifty people visiting classrooms and being entertained while enjoying morning tea. The student hosts presented each with a certificate.

Students were involved in tree planting as part of World Environment Day and Planet Ark Tree planting.

Years 5 and 6 participated in sexuality workshops presented by Interrelate Family Centres.

Literacy and Numeracy Week was celebrated with a variety of activities. Certificates were awarded to students in each class displaying a positive attitude in literacy and numeracy and oral communication. All students participated in the National Reading Day as well as Reach For the Stars data collecting experiments.

Book Week celebrations with the theme, Fuel Your Mind, included a character parade, Book Fair and guessing competition. In Peer Support...
Groups all students attempted the one hundred question quiz.

Many parents and community members visited the school for Education Week with visits to classrooms. Following a family barbeque the students, in their Peer Support Groups, launched the Premier’s Sporting Challenge.

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

Forty-eight students participated with the school’s results slightly below the state average. Boys performed well above the state average. The school had two per cent more in the top two bands. Reading and writing were areas of strength with ten per cent more in the top two bands for reading and six per cent more in the top two bands for writing.
Numeracy – NAPLAN Year 3
Forty-eight students participated with the school's results equal to the state average. Boys performed better than girls. Compared to the state average the school had less students in the top two bands but twenty one per cent more in Band 4.

Literacy – NAPLAN Year 5
Forty-seven students participated with the school's results slightly below the state average. Boys performed better than girls. Performance in each band was similar to the state level. Reading was an area of strength. Fifty-eight per cent made progress of one skill band or more between Years 3 and 5.
Numeracy – NAPLAN Year 5

Forty-seven students participated with the school’s results below the state average. Girls performed better than boys. Forty-five per cent of students made progress of one skill band or more between Years 3 and 5.

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 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></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.

The Student Representative Council co-ordinated NAIDOC activities. Aboriginal elders visited the school, participating in class activities using traditional indigenous art to paint boomerangs. After attending morning tea the Elders spoke at an assembly and played the didgeridoo. *Salt Water Women* from the Bunjum Cooperative spoke about their art and craft work, demonstrating some of the skills involved. They presented a painting to the school.

Multicultural education

Two students from Stage 2 and two students from Stage 3 were selected to participate in the Multicultural Perspective Public Speaking Competition. One Stage 2 student won both regional heats and then came equal second in the state finals held in Sydney. One Stage 3 student won heat 1 and was highly commended in heat 2.

Year 5 and 6 students participated in an introduction to French as part of Languages Other Than English (LOTE) program. Forty minute lessons were held weekly.

Teaching and learning programs in the COGS units assisted students in their understanding of cultural and religious differences, racism and discrimination. A trained Anti-racism Contact Officer (ARCO) is available to respond to racial issues.

Respect and responsibility

All students participated in the twenty week explicitly taught units from the *Friendly Schools Friendly Families* resource. This program fosters positive relationships and communication to enhance student wellbeing as well as addressing the issue of bullying.

A team of staff and parents attended training as part of the Positive Behaviours Leadership program.

The peer support program continues to be an important component of student leadership development. All Year 6 participated in leadership workshops. Each student led a group of twelve students from Kindergarten to Year 5. Many school activities were undertaken in peer support groups. Year 6 were actively involved in the Kindergarten orientation program.

Between sixty and seventy per cent of students received Rainbow Awards each term for consistently demonstrating positive behaviours in the classroom and the playground.

Recommendations from the review of the positive acknowledgement - *Green Cards Award* were implemented.

The Three Key Values of Respect, Responsibility and Integrity continued as the basis for the school's welfare and behaviour programs. Behaviour expectations for the playground were explicitly taught and re-inforced through the *Dolphin Slips* with six draws for canteen vouchers at the weekly assembly.

Progress on 2008 targets

Target 1

*To increase student understanding of mathematical concepts, especially in patterns and algebra.*

Our achievements include:

Compared to the state the school had four per cent more in the top band for Year 3 for numeracy, patterns and algebra.

A twenty-three per cent increase in the growth between Years 3 and 5 in numeracy over the past three years.

Ninety per cent of students reported that they enjoy mathematics. Fifty per cent consider they work at a high level and thirty five per cent consider they work at a satisfactory level or better.

New resources were used to support co-operative learning.
Target 2
To better equip students to demonstrate an improved understanding of what they have read.

Our achievements include:

Compared to the state almost double the number of students for both Years 3 and 5 were in the top band for reading.

An increasing entry level for reading intervention programs such as Reading Recovery.

Ninety-four per cent of students in Years 3 to 6 report that they enjoy reading.

Teaching programs reflect an increasing emphasis on higher order comprehension skills.

Target 3
To encourage students to be more active, more often; to focus on healthy eating habits and be more informed decision makers in relation to fitness and health.

Our achievements include:

The participation of all students in the Premier’s Sporting Challenge, encouraging sporting and physical activities on a daily basis, resulting in the school reaching the second highest level of Gold with eleven classes reaching the top level of Diamond. A grant of $2000 was received to purchase sporting equipment to support the challenge.

A Sip and Crunch break during the mid morning session is being increasingly adopted by classes and supported by parents.

Participation by staff in the Live Life Well professional development project has led to the incorporation in physical activities of the twelve fundamental movement skills.

In the Student Self Assessment survey for sport and Physical Education, seventy-six per cent consider they perform at a high standard with a the remainder indicating they do so at a satisfactory level. Ninety per cent report they enjoy their involvement.

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 2008 our school carried out evaluations of leadership and technology

Educational and management practice

Leadership

Background

The School Map survey was modified to evaluate leadership. Students in Years 4-6 (144), one hundred families and twenty teachers responded to the survey.

Findings and conclusions

Ninety-five per cent of teachers, eighty two per cent of parents and seventy two per cent of students believe school leaders understand the school and gain the best from staff and students.

The great majority across the three groups strongly agree that school leaders build relationships based on trust, collegiality and mutual respect.

Ninety per cent of teachers report that school leaders accept responsibility for the quality of student learning outcomes. This belief is supported by seventy-four per cent of parents. Only half the students indicated school leaders talk to them about their learning and ways to improve their learning.

All groups strongly report school leaders ensure all members of the school community are treated fairly.

Seventy-one per cent of parents consider school leaders effectively implement change processes, resulting in improved student learning outcomes. Twenty-one per cent of parents did not know. Teachers strongly support this statement with sixty per cent of students in agreement.

Ninety-one percent of parents, ninety-five per cent of teachers and seventy per cent of students consider the school is always looking for ways to improve what it does with groups within the school actively involved in this process.

Teachers and parents strongly acknowledge that school leaders motivate and inspire learners to strive for improvement. Sixty three per cent of students agree.

Ninety per cent of teachers and sixty per cent of students report school leaders are open to new ideas and support informed changes. Parents are not as strong in their agreement.

Up to twenty per cent of parents responded with “Don’t Know” to many of the statements.
Future directions
Roles and responsibilities of school leaders and outcomes achieved need to be clearly communicated within the school community.

School leaders need to be actively involved with student learning especially in motivation for improved student outcomes.

Curriculum
Technology and computer education

Background
The review included the use of technology and the integration of technology across the Key Learning Areas. It included computer hardware and software as well as other forms of information and communication technologies. Surveys were completed by teachers (20), parents (100) and students from Years 4-6 (144)

Findings and conclusions
Seventy-eight per cent of both students and parents believe computers make school work more interesting. Half the teachers report that the use of computers helps make teaching more interesting.

Seventy per cent of parents and fifty per cent of teachers consider the school effectively integrates technology as part of teaching and learning. A large majority of students regularly use computers for research, word process, powerpoint presentations, email and educational games.

Sixty-two percent of both parents and students and eighty per cent of teachers consider computers help students learn more effectively.

Fifty-one per cent of parents rate their child’s computer ability above average with the remainder being average. Sixty per cent of teachers rate their ability above average with the remainder being average. Only forty per cent of teachers rate their ability as average or better.

Over ninety per cent of students use a computer at home. This is supported by parents. Over eighty per cent regularly use computers for homework, research and educational games. Ninety-five per cent of students have internet access. Few students use their school email address at home. Students use a wide range of technologies at home.

Sixty per cent of parents indicated they would attend workshops to help better support their child’s use of technology.

Seventy per cent of teachers are confident in integrating technology in their learning.

Sixty per cent of teachers consider maintenance of the network and computers is effective with thirty per cent reporting this being rarely the case.

Half the teachers consider the model for allocating computers in the school is effective.

Future directions
An increasing emphasis on professional development for teachers and parents, especially in interactive classroom technologies.

A review of the allocation and maintenance of computers and other technologies.

An increasing emphasis on the integration of technologies across all Key Learning Areas as an effective tool for teaching and learning.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

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

Ninety per cent of teachers, eighty-three per cent of parents and fifty-three per cent of students indicated a high level of satisfaction.

Ten per cent of teachers, fourteen per cent of parents and thirty five per cent of students gave a satisfactory rating.

Professional learning
All teachers participated in professional learning.

Teachers participated in workshops in information and communication technologies, quality teaching including assessment, health and physical education, positive behaviours, syllabus implementation and career development.

The average expenditure per teacher on professional learning was $744.

Focus areas for the three school development days included - organisation and management (Term 1); workshops across five school in stage groups including literacy, numeracy, technology and leadership (Term 2) and quality teaching, behaviour and assessment (Term 3).

A professional development component was included in most weekly staff meetings.
School development 2009 – 2011

Targets for 2009

Target 1
To improve spelling outcomes and correct use of writing conventions for all students.

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 with consultancy support.
- Motivating students to recognise the importance of spelling and conventions for effective communication.

Our success will be measured by:
- An increase in the number of students in the top two bands for Naplan.
- Naplan spelling and language outcomes equal to state results.
- Standardised test results indicate an increasing number of students scoring at or above chronological age.
- Students demonstrating an increased skill in proof reading and editing.

Target 2
To increase student capacity to demonstrate their understanding of maths concepts in the Working Mathematically strand.

Strategies to achieve this target include:
- Using the Quality teaching framework to ensure teaching and learning activities are appropriate for all students.
- An increased emphasis on co-operative learning and Working Mathematically strand.
- Participation in the Community of School Middle Years Numeracy project.
- Using interactive technologies to assist with concept development and increased student engagement.

Our success will be measured by:
- The level of interactive technologies being used in daily lessons.
- An increase in the number of students in the in the top two bands for Naplan.
- Evidence of co-operative learning strategies in lessons.

Target 3
To enhance school communication.

Strategies to achieve this target include:
- Developing a communication plan at two day workshop.
- Determining perceptions about our school through a survey and focus groups.
- Review newsletter, photographs and other written forms of communication.
- Audit of school facilities.
- Developing a two year action plan for school improvement.

Our success will be measured by:
- Implementation of the action plan.
- The level of positive feedback through survey and focus groups.
- The school’s capacity to develop a resilient image.

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.

John Bryen - Principal
Deborah Jones, Michelle Slee and Michele Nolland - Staff Representatives
Corey Whitney and Kerran Kernaghan - Parent Representatives

School contact information
Lennox Head Public School
25 Byron St (PO Box 387) Lennox Head 2478
Ph: 02 6687 7230
Fax: 02 6687 7082
Email: lennoxhead-p.school@det.nsw.edu.au
School Code: 4184

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: