School Context Statement

Lennox Head Public School provides a positive learning environment for our students. Our highly qualified and caring teachers provide innovative programs that have led to great success with students excelling in all areas of academic, sporting and arts endeavours leading to a healthy and balanced lifestyle.

Students build social skills through our Three Key Values of Respect, Responsibility and Integrity - our unique leadership initiatives and our successful buddy system. The Student Representative Council gives students the opportunity to participate in school decision making, fostering lasting friendships. Our public speaking program develops student confidence and communication skills.

All students access technology as part of their learning programs. The ICT labs allow students access to individual desk top computers and ipads. Interactive whiteboards and ipad banks are incorporated in all classrooms to enhance student engagement in 21st century learning.

Our extensive art programs include band, choir and dancing groups. The band includes students from three schools who regularly perform at school and community events. Members of the choir successfully auditioned to perform at the Opera House. The school has a high level of participation in sports with the opportunity for student to advance as far as State representative level.

The Active After School Program provides students with a wide range of physical activities. Dynamic, collaborative partnerships with our parents and the broader community also enhance each student’s educational experience.

Principal’s Message

Lennox Head Public School (LHPS) is a dynamic and caring learning community. It is a member of the ‘From the Plateau to the Sea’ learning community – a group of 16 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.

The 2014 school year has seen many changes to the Education system and its organisation. The impact of these has of course flowed onto the school environment. Lennox Head Public School has continued to progress and embrace the changing educational environment. The staff has remained committed and our priorities have not wavered. I would like to thank the whole school community for their continued support.

The values based program ‘Positive Behaviours for Learning’ builds social skills and citizenship through the Three Key Values of Respect, Responsibility and Integrity.

At Lennox Head Public School the friendly, approachable and dedicated staff provides quality teaching programs for all students, with a strong focus on literacy and numeracy. We also recognise the importance of developing students’ skills and knowledge in the arts, personal development and sporting areas. Through a collaborative effort by staff and parents we can be proud of the wide range of extra-curricular opportunities provided for students each year.

The extensive arts program included weekly music and movement lessons for all students, band, guitar ensembles and choirs which regularly performed at school, community and state events.

The whole school focus on public speaking develops confidence and higher order communication skills culminating in the annual Paul Bryant Public Speaking competition and the Multicultural Public Speaking competition.

Access to information technology within each classrooms links our students with the world and actively engages them in 21st century learning opportunities.

Physical education and sporting activities concentrated on developing fundamental
movement skills and a healthy lifestyle, resulting in high levels of participation and achievement.

The school places a very high priority on professional learning and growth. This priority strengthens our determination to reach the highest possible standards in teaching and learning. Change has brought with it reflection, conversation and strengthening of our vision and focus for the future.

The continuing success of Lennox Head Public School can be attributed not only to our very dedicated and talented staff, but to an active and encouraging P&C President - Kerren Kernaghan, supportive parents, an appreciative local community and a wonderful dynamic group of students who are always willing to accept new challenges. I wish to formally acknowledge the unique contribution of each staff member and of the parent community. Without this ongoing support we would not be able to provide the quality education that we currently do.

2015 is set to be another exciting no doubt busy year as we will continue to do what we do well and continue to further develop new programs and introduce new curriculums. I look forward to your continued support.

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.

Deborah Langfield
Relieving Principal

P & C Message

During 2014 the P&C held meetings in February, March, May, August, September, October, November and December. The main objective of the P&C is to raise funds to be used for the benefit of providing resources and equipment for Lennox Head Public School. Income into the P&C account has come mainly from fundraising efforts including:

- Canteen
- Mother’s Day & Father’s Day
- Easter Raffle
- Pancake Day
- Gingerbread House

Please remember that by supporting any fundraising endeavours you are contributing to providing resources and equipment that benefits your children during their school life at LHPS. School fees and voluntary contributions greatly assist the value and volume of resources that can be purchased by the school. Payments can be made by the following methods at the front office:- EFTPOS, direct deposit, cash or cheque.

For events to be successful and to continue to provide our children with unforgettable memories of their primary school years at Lennox Head Public School (such as our yearly Spring Fair) it requires the enthusiasm, dedication and giving of their time from parents and caregivers.

The P&C meet on the 2nd Tuesday of the month at 6.30pm at Lennox Sports Club and everyone is welcome to attend. We have some very dedicated volunteers and a lot of support throughout our community who continually donate to our school. The P&C is always looking for new members with fresh ideas so please come along to our meetings in 2015.

Michelle Gilmore
Secretary LHPS P&C Association

Student Representative’s Message

The Student Representative Council consists of students from Year 2 to Year 6 who have been elected by their respective class to represent them in some of the decision making within the
school and to support various fundraising activities. The SRC executive of Mia Schirmer, Georgia Langfield, Danny See and Dana Marshall did a fantastic job in their allocated roles. At the beginning of the year the SRC discussed possible charities that would benefit from support with their class and then at the initial SRC meeting a vote was taken to democratically decide on the type of fundraising that would be conducted throughout the year.

This year in Term 1 the students dressed up in red for our Red Day to support the Heartkids Foundation. It was wonderful to see a 'sea of red' and $360.50 was raised to help families with children who have various heart conditions.

In Term 2 the SRC organised a Crazy Glasses/Coloured Hair day to support the wonderful work the Fred Hollows Foundation conducts overseas and in Australia with the Aboriginal communities in the Northern Territory. The students raised $260.00 and also developed an awareness of the amazing work carried out by the foundation. In addition, students on the SRC gave up their lunch times to sell second-hand books resulting in $49.10 being raised with the left over books being donated to the Salvation Army. The money raised went to support World Vision.

In Term 3 the Westpac Helicopter service benefitted from the students raising $351.00. All the students dressed up in red and yellow in support of our fantastic rescue service.

The final fundraiser conducted in Term 4 was our Colour Clash Day. This was a very ‘bright’ day in the year as the students at Lennox Head Public School were able to raise $480.00 towards the education of our World Vision sponsored child, Dy. Dy is from Cambodia and the students at the school have been sponsoring his education for nearly five years.

The Student Representative Council and all the students and families at Lennox Head Public School should be congratulated for having such an egalitarian attitude to the world and truly caring about others.

**Angela McGill**  
Learning and Support Teacher  
SRC Co-ordinator

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**Student Information**

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

**Student Enrolment Profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>203</td>
<td>196</td>
<td>189</td>
<td>191</td>
<td>178</td>
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<td>165</td>
<td>173</td>
<td>165</td>
<td>150</td>
<td>141</td>
<td>139</td>
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**Student Attendance Profile**

<table>
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<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>K</td>
<td>91.6</td>
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<td>92.9</td>
<td>95.5</td>
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<td>93.9</td>
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<tr>
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<td>93.4</td>
<td>92.3</td>
<td>93.9</td>
<td>94.3</td>
<td>93.9</td>
<td>93.9</td>
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</tr>
<tr>
<td>2</td>
<td>93.9</td>
<td>95.3</td>
<td>91.0</td>
<td>94.1</td>
<td>94.0</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.8</td>
<td>93.9</td>
<td>92.9</td>
<td>93.9</td>
<td>94.3</td>
<td>94.1</td>
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<td>4</td>
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<td>94.8</td>
<td>92.4</td>
<td>92.6</td>
<td>92.5</td>
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<td>94.4</td>
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<tr>
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<td>96.0</td>
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<td>93.8</td>
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<td>93.7</td>
<td>94.1</td>
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**Workforce Information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</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 Teacher(s)</td>
<td>11.846</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.022</td>
</tr>
<tr>
<td>Total</td>
<td>21.488</td>
</tr>
</tbody>
</table>

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

No staff members identify as Aboriginal or Torres Strait Islander.
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>18</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>17</td>
</tr>
</tbody>
</table>

Professional Learning and Teacher Accreditation

Beginning Teachers

There were no beginning teachers in 2014.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>100 500.14</td>
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<tr>
<td>Global funds</td>
<td>260 982.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>138 405.91</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>163 506.14</td>
</tr>
<tr>
<td>Interest</td>
<td>4 314.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>58 183.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>726 891.72</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 27 519.38  |
| Excursions                | 75 759.71  |
| Extracurricular dissections| 50 064.99  |
| Library                   | 5 104.86   |
| Training & development    | 1 588.29   |
| Tied funds                | 126 741.52 |
| Casual relief teachers    | 121 313.45 |
| Administration & office   | 50 185.76  |
| School-operated canteen   | 0.00       |
| Utilities                 | 42 286.76  |
| Maintenance               | 33 455.30  |
| Trust accounts            | 52 347.54  |
| Capital programs          | 16 798.65  |
| **Total expenditure**     | 603 166.21 |
| **Balance carried forward**| 123 725.51 |

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

School Performance 2014

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN)

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Academic Achievements

Arts

All classes from K-6 had one hour of music per week. During these classes the students participated in the following activities: singing, playing percussion, movement activities, written notation, drama activities and musical games.

Coastal Kids Concert

The Coastal Kids Concert was co-ordinated by Fiona Clarke and Mark Whitney this year as an amalgamation of schools in the Plateau to the Sea region. The school senior choir and Lennox Head, Southern Cross and Teven Tintenbar (LSTT) Bands performed at this event.

Performing Arts Camp

Selected students from the instrumental program were invited to attend the Performing Arts Camp in Term 3. Also students had opportunities in dance, visual arts and drama.

LSTT Band

The LSTT Combined Bands Program continued to grow from strength to strength under the direction of Fiona Clarke and Mark Whitney. Rehearsals were held on Mondays after school and the band had the opportunity to perform at many community events during the year.

Senior Choir

Over 30 students are members of the Lennox Head Public School Senior Choir which practised weekly in the music room. The choir used the 2014 Opera House Choral program as the basis for their repertoire, and much of these works are complex, using two or three part singing. The choir performed at assemblies, Education Week Open Day, Coastal Kids, Carols by Candlelight and Presentation Day. The senior members were selected to go to the Opera House performance.
Opera House Choir

Fiona Clarke and Mark Whitney took 17 members of the choir to sing at the Opera House Choral Festival in Sydney. This was an amazing event as the students had the experience of singing with 700 other primary school children from across the state. Many family members travelled to Sydney to watch their children perform at this prestigious event.

Instrumental Program

Approximately 80 students had the opportunity to learn an instrument of their choice under the Instrumental Music Program KIDZ MUSIC run by Fiona Clarke at LHPS. Students have either group or individual lessons during school hours. Piano and guitar lessons are also offered to students from Kindergarten to Year 6 by Music Teachers Anna Honey-Church and Michael Ward.

Junior Choir

Children from Year 1 and 2 can volunteer to join this choir. They practise once a week and they have performed on a number of occasions throughout the year at school and community events. They are always keen to sing and always receive lots of praise and compliments whenever we perform.

Other achievements

2014 Sport Report

During 2014 Lennox Head students have been involved in a wide variety of sporting activities. The school entered the PSSA Knockout in Boys Football (Round 1), Girls Football (Round 1), Netball (RS), Boys Cricket (R4) and Rugby League (R4). Lennox Head students participated in Representative Trials in Football, AFL, Hockey, Cricket, Rugby League, Touch Football, Swimming, Cross Country, Athletics, Netball, and Rugby Union.

Student Representation in Sport - 2014

<table>
<thead>
<tr>
<th>Sport</th>
<th>District</th>
<th>FNC Zone</th>
<th>NC Regional</th>
<th>NSW State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>38</td>
<td>15</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Cross Country</td>
<td>70</td>
<td>19</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Athletics</td>
<td>59</td>
<td>23</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Rugby League</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Rugby Union</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Football – Boys</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Football – Girls</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netball</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hockey - Boys</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cricket</td>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch – Boys</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Touch – Girls</td>
<td>2</td>
<td>1</td>
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</tr>
<tr>
<td>AFL</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Congratulations to Nathan Mackenzie, Flynn Whitney and Max Clarke (Swimming), Bodhi Minahan (Cross Country) and Flynn Whitney (Touch), Josh Young and Tate Spencer (Athletics) and Flynn Bosselmann (Rugby Union) for being selected to represent at the NSW PSSA Championships.

In-school sport was held on Friday afternoon – Stage 2 and Stage 3 combined for sport. Students participated in a variety of activities including...
Golf, Soft Hockey, Basketball, T-ball, Newcomb Ball, Table Tennis, Continuous Cricket and Tennis.

This year Lennox Head Public School once again participated in the Premier’s Sporting Challenge. Students received a certificate rewarding them for the amount of physical activity undertaken over a 10 week period. Lennox Head Public School also hosted the Ballina District Premier Sports Leadership Day, held at Williams Reserve. Students were involved in Cricket, Basketball, Football, AFL, Hockey and Touch Football. It was an excellent opportunity to socialise and learn leadership skills passed on by Southern Cross K-12 Year 10 students. Other schools participating were Ballina, Southern Cross K-12, Wardell and Teven Tintenbar Public School.

Congratulations to Flynn Whitney for being awarded Lennox Head Public School Sportsperson of the Year and Shane Lennon for receiving the Premier Sports Leadership Medal. These students were worthy recipients of these awards.

Students in Stage 3 were involved in a Surf Awareness program held over 1 day in December. Students learnt the steps involved in performing CPR and discussed the dangers associated with our proximity to the coast. Students then spent time at the beach involving themselves in team building activities, and some activities associated with Surf Lifesaving – Flags, Sprints, Relays, Wade Race, Wade Relay and Sand Modelling. This is the 7th year Lennox Head Public School has held this activity.

2014 has been a very exciting and successful year in sport at Lennox Head Public School.

**Significant Programs and Initiatives – Policy**

**L3**

In 2014 we began with 47 eager kindergarten students ready to begin their educational journey.

Kindergarten students received explicit learning experiences in both reading and writing as part of the L3 (Language, Learning and Literacy) program.

Out of these students, 85% achieved a reading benchmark of above 9 at the end of Kindergarten. 13% still reached the expected benchmark, between 5 and 8, as per the Best Start guidelines with only 2% still to achieve these expectations. These are fantastic results.

Students are expected to have a sound knowledge of common sight words and to write word families and extend these words, into more complex words. During assessments students are given 10 minutes to write as many words as they know. 90% of Lennox Head Public School Kindergarten student exceeded the benchmark of writing more than 20 words. 10% are still to achieve this benchmark.

The L3 program continues to ensure that Kindergarten students are achieving the best possible start in both reading and writing. The majority have outstanding reading and writing skills that we would not traditionally see until later in Year One.

It has been a great year with some fantastic results. A huge thank you once again must go to the Kindergarten team for their devotion and dedication to the program. Also a huge vote of thanks to all of the School Learning Support Officers, parents and grandparent volunteers who come into the rooms on a daily basis to help ensure the program is a success. We greatly appreciate your support.

Writing in L3 groups

**Reading Recovery**

Reading Recovery has been very successful this year with 8 out of the 9 students reaching between reading level 16 and 22. Only one child was referred off the program. All the children who were discontinued in the first semester have maintained their levels.
Library

The theme for the 2014 Book Week was ‘Connect to Reading’.

Our annual school Book Parade was held to coincide with Book Week and was greatly supported by all students coming to school dressed up as their favourite book character. The children worked well later in the day in peer groups to complete a treasure hunt questionnaire on books.

The Museum in a Box provided by the Sydney Museum made an appearance each term and we had the opportunity to have a close up look at Life in Freshwater, Sharks, Spiders and Sea Creatures. The local community Pre-school also visits the library during this time to look at the displays from the museum.

The Premiers Reading Challenge was completed by 219 students across the school and we had six students receive the platinum award for completing the challenge seven times. We had another five students in Year six who completed it more than four times. The number of students who received a gold certificate was 28.

Lois Buckett continued to support our school providing a monthly ‘Buckett of Books’ award. Lois sponsors book prizes monthly for the nominated student and also provides additional books for the library.

Lois Buckett with an award recipient

School Learning Excursions

Sunshine Coast / Brisbane Excursion

During Term 2, our Year 4 students attended an education excursion to Brisbane and the Sunshine Coast. Our students spent three days visiting the Queensland Museum, The Science Centre, Underwater World, Australia Zoo, Osprey House Environmental Centre, The Police Museum, The Botanical Gardens, Mt Cootha and the Planetarium. A highlight for many students included a night spent sleeping in the tunnel at Underwater World with sharks, stingrays and fish swimming around in the tanks over their heads. It was an amazing experience and one that will be remembered by many students. This excursion proved to be a wonderful educational and social experience enjoyed by both teachers and students.

Midginbil Hill

In Term 1, Year 3 students participated in their first overnight learning excursion. Our Year 3 students attended a three day excursion to Midginbil Hill Outdoor Education Centre. The centre is located in the beautiful hinterland behind Murwillumbah. Students participated in team building exercises, environmental studies, rock wall climbing, life skills, campfire making with billy tea, problem solving activities, archery and exploring and analysing the creek life. As this was the students first overnight excursion many developed a greater understanding and appreciation of each other as individuals and how to work as a successful team.

Tallebudgera Outdoor Recreation Camp

36 Year 5 students travelled to Tallebudgera Outdoor Recreation Camp in Term 2 for a 4 day camp. Students participated in many team building activities and learnt many new skills. Activities included High Ropes, Low Ropes, Rock Wall Climbing, Initiative Games, Trivia Night, Orienteering, Canoeing, Giant Swing and Catapult Construction. Students also participated in early morning walks through Burleigh Heads National Park. Meals were great and the students had a great time, socially and educationally. The group was accompanied by Miss Haag, Mrs McIntyre and Mr Lyndon.

Early morning walk
Year 6 Canberra/Sydney Excursion

37 Year 6 students travelled to Canberra and Sydney in October. This excursion ties in with the unit on Democracy. In Canberra, students visited Old Parliament House, New Parliament House, The Mint, Questacon, CSIRO Discovery, Regatta Point, National Museum, National Art Gallery, National Screen Sound Archives and also went Ice Skating. In Sydney students visited the Sydney Aquarium, IMAX Theatre, Sydney Tower, North Head Quarantine Station (Q-Station) and Taronga Zoo. They had a ferry ride to Manly and a night tour of Sydney including a tour of The Rocks and Mrs Macquarie Chair as well as other attractions. This excursion was fantastic and rewarding for the students both educationally and socially. The students were accompanied by Mr Lennon, Miss Rollison and Mr Lyndon.

CampOut With Kids

Many of our Stage Two student participated in our first CampOut With Kids camp. The CampOut with Kids program offers one parent (or mentor) the opportunity to camp out overnight with their child on the school grounds.

In addition, the program offers parent and their children the opportunity to:

- share a fun and educational experience together,
- share stories, play games and have fun,
- spend rewarding one-on-one time together,
- build lifelong memories,
- learn the CampOut 8 Parenting Strategies to support their family,
- invest in the wellbeing of their child, and
- have the opportunity to acknowledge their child for their unique gifts and qualities.

This program proved to be very rewarding for students, parents and staff.

Extra curricula activities

Students in various stages were able to be involved this year in curricula extension activities, these included –

- NIE – Newspapers In Education
- Photography Workshop
- Premier’s Spelling Bee

- Art Smart – with Jamie Hoile. Stage 2 and 3 groups participated in this activity. The artwork that was produced was of a very high standard, and was displayed at the local library. Community members and visitors were very impressed with the quality of work and were astounded when told the age of the artists.

Parent /Community Volunteers

At Lennox Head Public School we have a dedicated band of parent and community volunteers who come into our school throughout the year to assist both teachers and students. There are a myriad of ways they contribute to enhance students learning. These areas include: coaching sporting teams, making and repairing resources, listening to students read, working in small groups, tending our school vegetable garden, sharing their areas of expertise and teaching scripture. The school, in a joint venture with the Health Department, trained parents in 2013 to help run Kids in the Kitchen in Stage 2 in 2014. This was very successful and we are planning to include other stages in 2015.

Aboriginal education

Lennox Head Public School, as per guidelines implements the Aboriginal Education and Training policy. The inclusion of Aboriginal
perspectives and content is done in several subject areas, such as HSIE, English and Art. Children have a very strong understanding regarding Aboriginal histories, cultures and perspectives through the content delivered within these lessons.

This year Lennox Head Public School students took part in recognising National Sorry Day. The theme was, ‘Let’s Walk The Talk’. In the days leading up to Sorry Day, all students decorated a photocopied handprint in the colours of the Aboriginal flag, and attached it to a paddle pop stick. The students then planted these hands during the morning to create ‘The Stolen Generation’s Track Home’ at the front of the school. This looked amazing and was a powerful symbol to begin the learning of reconciliation and the meaning of National Sorry Day for both indigenous and non-indigenous students.

The Stolen Generation’s Track Home

We also held a special assembly where the school leaders and Principal told the students about the Stolen Generation and why it is important for all Australians to recognise National Sorry Day. The whole school participated in singing the ‘Sorry Song’ (written by Kerry Fletcher for The Stolen Generations) which was taught to the children in music lessons.

Multicultural Education and Anti-racism

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 Connected Outcomes Groups (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 at Lennox Head Public School to respond to any issues involving racism.

Significant Programs and Initiatives – Equity Funding

Aboriginal background

The Aboriginal and Torres Strait Islander Education Action Plan was implemented during 2010-2014. Lennox Head Public School has 6 Aboriginal children enrolled, that is 1.8% of our total enrolment. To further strengthen partnerships and promote relationships with Aboriginal families the following was completed.

- PLP’s were produced with consultation between parents, teachers and Learning and Support Staff
- School Learning Support Officers were employed to work with students to strengthen and improve educational outcomes especially those going from Year 6 to 7.
- Additional support was provided in classrooms to further improve Aboriginal students’ literacy and numeracy skills. This involved some group work and one to one tuition. This has led to improved learning outcomes for Aboriginal students.

Socio-economic background

Lennox Head Public School continually works on making improvements to benefit all students. We are a Positive Behaviour For Learning (PBL) school and this has developed a positive and inclusive school culture. All children are treated respectfully in all school settings. Children are encouraged to follow our three key values of Respect, Responsibility and Integrity at all times.

Through the use of Learning and Support programs devised by our Learning and Support Teacher and delivered by our school learning support officers, ensures that the students’ participation and engagement in learning is maximized. Peer tutors are also used to assist younger students with skills they may not have
access to at home. This has ensured that all children are attaining improved learning outcomes. The school places a high value on all children achieving. The varied programs in place across the school, are ensuring that this occurs for all students.

**English language proficiency**

In 2014 LHPS had 3 children who accessed the ESL program. In order to strengthen and improve the students English proficiency needs, the following was achieved.

- An ESL teacher was employed for one day per week. This enabled individual tuition to be provided to each student.
- The ESL teacher worked on individual programs, plus provided support to the classroom teachers to implement activities within the classroom.
- All 3 students went from minimal reading levels, to beyond a reading level of 20 following this intervention. All 3 students significantly improved their comprehension skills and writing abilities.

**Learning and Support**

Lennox Head Public School has personalised learning and support programs in place for those receiving funding. This has enabled us to:

- Engage parents and students in a consultative and collaborative process, through review meetings to regularly ascertain learning needs and requirements. A solid communication system is in place to ensure and changes can be adequately addressed when necessary.
- Improve student learning outcomes through individualized programs that have been delivered by school Learning Support Officers. This has led to students having a greater ability to access the curriculum with support if required.
- The school Learning and Support teacher and School Counsellor play a crucial role in liaising with parents and teachers to ensure all learning needs of the students are being addressed. This includes accessing external support agencies when required.

**School planning and evaluation 2012—2014**

**School evaluation processes**

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

- Analysis of school SMART data
- Professional teacher judgement, and
- Observation and surveys of staff, parents and students

**School planning 2012-2014:**

Targets were part of the school plan 2012-2014

**Target 1**

*Increase the percentage of students in the two top bands in Year 5 Writing by 10% compared to 2011.*

**Outcomes from 2012–2014**

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

- Percentage of students who achieved bands 7 and 8 in 2014 was 2.4% compared to 2011 of 5.5%. This is an area that still requires additional resources and training to ensure children are moving from the middle bands.
- 42.5% of children in Year 3 were in the top 2 bands for writing in 2014.
- In Kindergarten 85% of children reached above level 9 for reading. 13% fell within PLAN recommendations of between levels 5 and 8. Only 2% of children were below this.
- 90% of Kindergarten children exceeded the benchmark of writing more than 20 words in 10 minutes as per L3 guidelines.

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

- L3 continued to operate in ES1. Children in Year 3 in 2014 were the first children in the school that started this program in Kindergarten. Their literacy results to date are above expectation. LHPS plans to begin expanding this into Stage One in 2016.
- Seven Steps to Writing Program introduced in Term 3 2014 – across the school. This will
continue in 2015, to further ensure children are increasing their writing skills and abilities.

- Classroom teachers received professional development in Seven Steps to Writing in stage groups.
- Classroom teachers continued to receive focused support to enhance knowledge of the new English syllabus. This has in turn led to greater understanding of Literacy continuum.

**Target 2**

*Increase the percentage of students in the top 3 bands in Year 5 Numeracy by 15% compared to 2011*

**Outcomes from 2012–2014**

In 2014, 40.9% achieved in the top 3 bands in Year 5. From 2011 this only a growth of 2%, which is not as high as anticipated. However over the last 3 years 49.9% have performed in the top 3 bands.

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

- 65% of Year 3 children performed in the top 3 bands in 2014
- The growth was not as high as anticipated in the school plan. However staff are certainly moving towards achieving this. It has taken time to embed new practices into teaching programs, but this is now well underway with a very supportive staff culture. Changing to a balanced numeracy approach has had its challenges across the school. Extra teaching resources and professional support are now assisting with this. This will be an ongoing target into the new school planning cycle.

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

- Math’s groups continued to operate in Stages 2 and 3 to ensure teaching was targeted to same ability groups.
- Continued to consolidate teacher’s knowledge of NSW North Coast Scope and Sequence, balanced numeracy sessions and NSW numeracy continuum.
- Workshops were conducted on balanced numeracy sessions. Teachers also received training in TEN to improve knowledge of early years learning in Mathematics.

**Target 3**

*Improve assessment and reporting practices so that 100% of students have a detailed record of their academic and social achievement*

**Outcomes from 2012–2014**

In 2014 all stages except for Stage 3, assessment data has been entered onto the literacy and numeracy continuums. Teachers are using this PLAN data to strengthen and inform their teaching practices.

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

- A whole school focus on accurate data assessment in literacy/numeracy using the continuums is operating across the school.
- A comprehensive electronic database of student welfare information (STARS) continues to be utilized by all staff.
- A new reporting format has been established to give parents/carers greater information about their child’s progress.

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

- Numerous professional development sessions on entering and using PLAN data. Use of PLAN data in teaching programs to inform teaching practice.
- Peer mentoring by ES1/S1 staff who were already familiar with the use of the PLAN software, to help guide teachers in other stages.
- Use of welfare data to inform decisions regarding student’s wellbeing. Excellent communication with home and school, has helped to minimize ongoing concerns.

**Target 4**

*Student and parent engagement and satisfaction increased as evidenced by surveys including Quality Of School Life*

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

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

Their responses are presented below.

We surveyed parents and children this year by using Survey Monkey, to hopefully encourage greater participation and accessibility. This year 45% of families completed the survey, which was
an increase on the previous year. Students in Years 2-6 were also surveyed.

The survey responses for both groups were overwhelmingly positive. 97% of parents feel that LHPS is an attractive and well-resourced school. 98% believed it was a friendly school tolerant of all students. Parents also overwhelmingly felt that if they had concerns they were listened to and that the school offered a wide range of extra curricula activities for students.

83% of children felt that their teacher always helped them to do their best and close to 70% felt they were happy with their learning progress. 90% of children feel safe and enjoy being in the school playground.

**Future Directions**

**2015-2017 School Plan**

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

Create a collaborative and innovative learning community that is leading teaching and learning and is future focussed.

- To deliver improved student learning experiences through the implementation of explicit quality teaching and learning programs designed to enhance student engagement and improve student outcomes.

Building leadership capacity across the school through high quality educational practices.

- To achieve exceptional standards and values driven through quality teaching and learning. Utilise knowledge among staff and the community of schools to up skill, train and share knowledge. This shared experience will empower staff with the skills and expertise to lead school programs with confidence and expertise.

Powerful partnerships creating a centre of educational excellence

- To enhance and further develop a culture of positive relationships and strong partnerships between parents, students, staff and community will ensure that opportunities are provided for students to reach their full potential in a nurturing environment with strong links to community expectations.

**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.

Deborah Langfield- Relieving Principal
Karen Armstrong – Assistant Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:


**Year 6 Fun Day Fundraising**