Messages

Principal’s message

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

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

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

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

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

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

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

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

The school is strongly supported by parents and the community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ron Ritchie

P & C message

The last twelve months have been very busy for the P and C at Lennox Head Public School. With the main activities focussed on raising funds to provide improved resources for the school, as well as specific items beyond the capacity of the school itself to fund.

Over the year, the P and C has:

- Completed the installation of interactive whiteboards into classrooms
- Provided funding for library resources
- Continued the operation of the uniform shop, selling school shirts and some second hand clothing
- Organised an Easter raffle
- Organised Mother’s and Father’s Day stalls
- Had a very successful Spring Fair
- Organised a school disco
- Held a welcome BBQ for new families
- Organised an Election Day BBQ

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

The P and C has a few large projects planned for 2012 and will continue to need support and volunteers. This is particularly significant with regard to the P & C committee, where attendance has been a little low this year. If you can find the time to attend meetings, this would be greatly appreciated by all. It provides an excellent opportunity to find out more about the school where your children attend, plus is a way to be involved in the strategic running of the school.

A huge mention must be made to highlight the commitment of the volunteers from the P and C and those that support the P and C in its activities. The support of the community is also vital, along with the small businesses within Lennox Head and surrounds that continually donate to the school.

A final big thank you to Bruce Fishburn who has been a stalwart running the BBQ for so many
years. It would be impossible to calculate the number of sausages that have crossed his BBQ plate in the name of fundraising for Lennox Head Public School.

Kel Langfield
President 2011

**Student representative’s message**

The SRC members were elected by all students from Years 1 to 6. Each class has their own class representative on the Council.

Throughout the year a number of important issues were brought to the SRC. These matters were discussed by the members, who voted on the decision. The results were reported back to the classes by the SRC representative. The results were also taken to the staff meeting for discussion by the staff or as general awareness raising of the issues which were of concern to the students.

The major fund-raising activities throughout 2011 by the SRC were to support the victims of the Queensland floods, to assist the victims of the Christchurch Earthquake, to provide another 12 months sponsorship for our World Vision child and to buy gifts for our retiring teaching staff.

It was a very busy year, and we have decided to hold SRC meetings fortnightly in 2012 so that we are able to achieve more. We will also be changing the SRC executive structure, so that the executive are separate from our School Captains positions.

Kynan, Jessie, Jeremy and Sage

**SRC Executive 2011**

**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.

### Gender 2007 - 2011

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>207</td>
<td>203</td>
<td>196</td>
<td>189</td>
<td>191</td>
</tr>
<tr>
<td>Female</td>
<td>157</td>
<td>161</td>
<td>165</td>
<td>173</td>
<td>165</td>
</tr>
</tbody>
</table>

Happy Kindergarten students at LHPS

**Student enrolment profile**

![Student enrolment profile graph](image)

**Student attendance profile**

![Student attendance profile graph](image)

**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/Structure

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes and structure as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>1CG</td>
<td>1</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>41</td>
<td>25</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>2/3CW</td>
<td>2</td>
<td>44</td>
<td>30</td>
</tr>
<tr>
<td>2/3CW</td>
<td>3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>3E</td>
<td>3</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>3/4F</td>
<td>3</td>
<td>52</td>
<td>26</td>
</tr>
<tr>
<td>3/4F</td>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>4/5B</td>
<td>4</td>
<td>58</td>
<td>29</td>
</tr>
<tr>
<td>4/5B</td>
<td>5</td>
<td>29</td>
<td></td>
</tr>
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<td>5L</td>
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<td>30</td>
<td></td>
</tr>
<tr>
<td>5/6LW</td>
<td>5</td>
<td>58</td>
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</tr>
<tr>
<td>5/6LW</td>
<td>6</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>54</td>
<td>30</td>
</tr>
</tbody>
</table>

Students display our Three Key Values

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

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

No staff members identify as Aboriginal or Torres Strait Islander.

Staff retention

Two staff members retired from full time employment and an Assistant Principal and classroom teacher were newly appointed during 2011.

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></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.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent
body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>175459.68</td>
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<tr>
<td>Global funds</td>
<td>230350.58</td>
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<tr>
<td>Tied funds</td>
<td>197982.38</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>160762.15</td>
</tr>
<tr>
<td>Interest</td>
<td>8302.59</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>50229.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>823086.48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

School performance 2011

**Achievements**

**Arts**

Specialist music classes continued this year. All classes from K-6 have one hour of music per week. During these classes the students have participated in the following activities:

1. Singing (SING 2011 Program)
2. Playing (Percussion, Ukulele lessons)
3. Movement activities
4. Written notation (all students were taught basic rhythmic notation and how to read treble clef music on the stave)
5. Drama activities
6. Musical games
7. Years 1 and 2 compulsory Recorder program

The students in Years 3-6 have also studied a unit on World Music and completed projects and learnt songs and dances from around the world.

School Productions

During Term 3, LHPS presented the Bi-Annual Junior and Senior School Concerts at the Ballina RSL. Both these concerts were of an extremely high standard and were watched by nearly 700 parents and friends. DVDs were professionally recorded and then purchased by the school community. Each class presented either a choreographed dance or drama item with full costumes. Many hours of rehearsal were put into each act and all students benefited enormously from their performance experience. Both concerts also included many items from the extensive instrumental and choral program here at LHPS.

**Talent Quest**

The inaugural LHPS Talent Quest was started during Term 1 and culminated in a grand final and fundraiser for the Music Department in the second week of Term 2. Over 90 students participated in the weekly event that was held in the school hall during Wednesday lunchtimes. This event proved to be very popular with students and some amazing talents were unearthed! The Talent Quest included everything from line dancing, singing, dancing, Lego building, and boys hip hop dancing. The finale raised over $1000 which was used to purchase 25 Ukuleles for the school. Many thanks to Mrs Ritchie and Mrs Drinkwater who gave up their time to be the Talent Quest judges.

**Ukulele Club**

All classes from Years 3-6 were given the opportunity to learn the ukulele during class music. From this, certain students elected to give up their lunchtimes to further their knowledge and form the Ukulele Club. They then performed at the School Concert in Term 3.

**Recorder Program 1-2**

Recorders were introduced as part of the one hour music sessions for classes 2M, 1/2M and 1CG. Over 70 students performed on their recorders at the concert at the RSL. Smaller groups also performed during assemblies throughout the year.

**Coastal Kids Concert**

The Coastal Kids Concert was run by Fiona Clarke this year as an amalgamation of schools in the Plateau to the Sea Region. The school choir and
Lennox Head, Southern Cross and Teven Tintenbar (LSTT) Band performed at this event.

Performing Arts Camp

Selected students from the instrumental program were invited to attend the Performing Arts Camp in Term 4.

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.

Rock Band

A Rock Band was formed as an opportunity for students learning guitar, bass guitar and drums to work together in an ensemble format. These students rehearsed before school every Tuesday morning and had the opportunity to perform regularly throughout the school year.

Senior Choir

Over 60 students are members of the Lennox Head Public School Senior Choir which was run every Monday afternoon in the music room. The choir used the 2011 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, Grandparents Day, Coastal Kids, School Concerts, Carols by Candlelight and Presentation Day. The senior members were selected to go to the Opera House performance.

Opera House Choir

Fiona Clarke and Rebecca Fogarty took 30 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 lessons also started in Term 3 run by Music Teacher Anna Sansom.

Sport

Lennox Head has had a very successful year in sport during 2011. This year the school entered 4 teams in the NSWPSA School Knockout Competition. Teams were entered in AFL, Boys and Girls Football and Rugby League. The Rugby League was the most successful, progressing through to the Far North Coast Final. Students also participated in selection trials for Swimming, Basketball (Girls & Boys), Cross Country, Athletics, Football (Boys & Girls), Netball, Touch Football (Girls & Boys), AFL, Rugby Union, Rugby League, Cricket and Hockey (Girls & Boys).

Our participation numbers were as follows:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Representation to District Trials</th>
<th>Representation to Zone Trials</th>
<th>Representation to Regional Championships</th>
<th>Representation to State Championships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Cricket</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td>37</td>
<td>24</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>AFL</td>
<td>14</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>Netball</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hockey Boys</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rugby League Open</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Rugby League 11’s</td>
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<td></td>
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</tr>
<tr>
<td>Football Boys</td>
<td>6</td>
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<tr>
<td>Football Girls</td>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>Touch Boys</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Rugby Union</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Cross Country</td>
<td>64</td>
<td>25</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Athletics</td>
<td>36</td>
<td>28</td>
<td>27</td>
<td>5</td>
</tr>
</tbody>
</table>

Lennox Head Public School representation at State Carnivals in 2011 totalled 25 students which is a fantastic effort. In addition one student, Tom McEvoy was selected to join the Tasmanian State Touch Football Team which competed at the School Sports Australia Touch Football Championships held in Coffs Harbour. What a fantastic opportunity. Rhys Riches represented
the school at NSW State Championships in two team sports - Rugby League and Rugby Union. This too was an excellent effort. 2011 was been an exciting year in sport for Lennox Head Public School.

**Other Competitions**

This year the Premiers Reading Challenge was completed by 228 children and of these 23 children received gold awards for completing the challenge four times.

The Book Parade was held in Term 3 and resulted in another terrific day, due to the efforts by children and parents, to dress up as a book character. Following the Book Parade, the children enjoyed the peer group activity which saw them moving around the school answering questions co-operatively. The Book Fair was also held in Term 3 and resulted in the school receiving new books for the library.

Students in Years 3 to 6 had the opportunity to participate in the University of NSW competitions in English, Mathematics, Computing, Science and Spelling.

Students in Years 5 and 6 completed a set of six experiments as part of the CSIRO Science Challenge.

Years 5 and 6 students were also involved in creating a news page as part of the Newspapers in Education (NIE) Program sponsored by the Northern Star. "The Lennox Wave" articles, written by the 17 selected students, covered school, local and global news.

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

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

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

**Excursions**

Students from Stage 2 participated in a three day excursion to Brisbane and the Sunshine Coast.

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

This Year 110 Stage 2 and 3 students participated in the Byron Bay Writers Festival. The visiting authors that presented this year were Alison Lester and Tony Wilson.

Stage 2 students went on an excursion to study local rock pools and participated in Land Care activities at Flat Rock.

A group of Stage 2 and 3 students participated in planting littoral rainforest trees at the Lennox Point as part of World Environment Day.

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

**Academic**

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

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

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

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

**Literacy – NAPLAN Year 3**

- 100% of Year 3 students, performed at or above the National Minimum Standard (NMS) in the aspects of reading and writing.
- In 2011 there has been a significant shift to bands 5 and 6 in all aspects of Literacy. Student performance in Reading and Grammar and Punctuation was marginally better than Writing and Spelling.
- The percentage of students achieving bands 5 and 6 ranged from 62.2% for Spelling to 77.3% in Writing. Reading was 59% above state average.
Numeracy – NAPLAN Year 3

- 100% of Year 3 students met the NMS.
- 54.8% of Year 3 students achieved bands 5 and 6 which is well above the state average of 36.4%.
- In 2011 there has been a significant shift to bands 5 and 6 in Data, Measurement and Space and a strong improvement in Number, Patterns and Algebra.
- 39% of the Year 3 cohort was able to successfully complete the more challenging and complex Stage 2 and Stage 3 questions.

Literacy – NAPLAN Year 5

- The Year 5 trend line for reading growth is flatter. However it remains above the state trend line.
- In Spelling for Year 5 the trend line has declined considerably indicating that this is
an area of concern for this cohort of students.

- There was a significant upward movement of the trend line in Grammar & Punctuation for Year 5. This resulted in a placement 6 scale points above the state average.
- The standard deviation for Year 5 closely matches the state in the aspects of Reading and Grammar and Punctuation. However, the standard deviation in Writing and Spelling indicates that the spread of results is over a narrower range than previously in these aspects.

Numeracy – NAPLAN Year 5

- In 2011, there has been a significant increase in the number of students achieving Band 5 in overall numeracy. This is the result of a shift up from Band 4 and some possible shift down from Band 6.
- Of the 51 matched students, 45% made at least 2 bands growth.
- 27.5% of the Year 5 students were in the bottom 25% of State students’ growth, 52.94% of the school students were in the middle 50% of State students’ growth and 19.61% of the Year 5 students were in the top 25% of State students’ growth.
- 20% of the cohort was able to successfully complete the more challenging and complex Stage 3 outcomes.
Progress in literacy

Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>85.5</td>
<td>63.1</td>
</tr>
<tr>
<td>SSG</td>
<td>80.8</td>
<td>77.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>89.8</td>
<td>88.5</td>
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<tr>
<td>SSG</td>
<td>83.5</td>
<td>71.8</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
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</tbody>
</table>

Average progress in Grammar & Punctuation between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>99.3</td>
<td>89.5</td>
</tr>
<tr>
<td>SSG</td>
<td>95.6</td>
<td>80.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>

Progress in numeracy

Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>71.5</td>
<td>79.2</td>
</tr>
<tr>
<td>SSG</td>
<td>87.9</td>
<td>93.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</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 or above minimum standard (exempt students excluded)

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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>100.0</td>
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<tr>
<td>Spelling</td>
<td>98.1</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.1</td>
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<tr>
<td>Numeracy</td>
<td>100.0</td>
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</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)

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<tbody>
<tr>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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As an indication, the no. of students exempt for Year 3 Reading are: 0

As an indication, the no. of students exempt for Year 5 Reading are: 2

Significant programs and initiatives

Aboriginal Education

This year Lennox Head Public School students took part in recognising National Sorry Day. The theme was, Sorry: Still Living on Borrowed Time. In the days leading up to Sorry Day, the students all decorated a photocopied footprint in the colours of either the Aboriginal Flag, or the Torres Strait Islander’s flag and attached it to a paddle pop stick. The students then planted these feet during the morning of the 26/5/11 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 had a special assembly where the school leaders and principal told the students a little bit about the Stolen Generation and why it is important for all Australians to recognise Sorry Day. The whole school participated in singing “Sorry Song” (written by Kerry Fletcher for The Stolen Generations) which was taught to the children in music lessons. Kalynda, a Year 6 student of Aboriginal heritage, also spoke to the assembly about what it means to her to be Aboriginal. It was a moving assembly which was heartfelt by all those who were present.

An Aboriginal Games Day was held during Term 3. Rob Roberts of the Department of Sport and Recreation organised and ran the day. The whole school participated in the event. The students were split up in peer support groups with students in Kindergarten to Year 6 in each group. The children rotated through a number of activities throughout the day in a tabloid fashion. It was a fantastic day enjoyed by all the children and helped them to see the origins of some of the games and sports we play today.

Multicultural Education

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

Teaching and learning programs in the 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 to respond to any issues involving racism.

Respect and Responsibility

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

All students participated in the 20 week explicitly taught units from the Friendly Schools Friendly Families resource. The program fosters positive relationships and communication to enhance student wellbeing. The emphasis is on ensuring school is a happy, safe and friendly environment where everyone is learning and achieving to their capacity. The issue of bullying is also addressed in this program.

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

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

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

The Buckett of Books Award (proudly sponsored by Lois Buckett) 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 seventy
and eighty percent of students receive the award each term.

Other programs

Language, Literacy, Learning (L3)

Mrs Langfield and Mrs Nolland graduated after two years intensive training and implementation in Kindergarten classrooms. Mrs Hoile has completed one year of L3 training and implementation in the classroom. All Year 1 and 2 classroom teachers have been introduced to follow up strategies for L3.

We have had another fantastic year in Kindergarten. For the first time in a while we had three classes this year. We have once again achieved some outstanding results. This is due to not only fantastic kindergarten teachers, but also the L3 (Language, Learning, Literacy) program which has been in operation at LHPS for the last two years. Our children are given explicit reading and writing lessons in groups of 3 throughout the year. This explicit and quality form of teaching has produced some outstanding readers and writers.

We now have very few children not meeting the expected benchmark of reading level 10 at the end of Kindergarten. Of our 52 Kindergarten pupils at the end of 2011, 91% of our children are reading at Level 10 and above! 34% of the group is reading at level 18 and above. Only 9%, that is 4 children, did not quite make the level 10 benchmark, these children will be the first to access Reading Recovery next year.

A fantastic effort from everyone! Special thanks must also go to parents who have assisted us in classrooms, to ensure your children have been given the best possible start. We have thoroughly enjoyed welcoming you all into the Lennox Head family. We look forward to working with you all again next year, when our fantastic Stage 1 team will continue to expand and develop upon your children’s great skills. Thanks for choosing us to be the educators of your children, they are a super bunch, you should all be very proud! We are!

Progress on 2011 targets

Targets were part of the School Plan 2010-2011

Target 1

Increase the percentage of students in the top 2 bands in Year 5 Writing by 5% compared to 2009

Our achievements include:

Average progress for Writing 2009-2011 is not available due to the change in the Writing scale from Narrative to Persuasive text. The standard deviation in Writing and Spelling indicates that the spread of results is over a narrower range than previous years in these aspects. An audit of current practices indicate teachers are more aware of writing conventions and national requirements.

Target 2

Increase the percentage of students in the top 2 bands in Year 5 Numeracy by 5% compared to 2009

Our achievements include:

Interactive whiteboard technology has been purchased for all classrooms. All staff are using the North Coast Numeracy Scope and Sequence. In 2011, there has been a significant increase in the number of students achieving Band 5 in overall numeracy. This is the result of a shift up from Band 4 and some possible shift down from Band 6.

Target 3

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

Our achievements include:

Assessment schedule have been developed at stage and classroom. Clear allocation of roles associated with the management of the assessment process. Reporting to parents well informed and appropriately detailed.

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 2011 our school carried out evaluations of Gifted and
Talented Education and Student Welfare and Discipline.

**Educational and management practice**

**Student Welfare and Discipline**

**Background**

During 2011 a detailed assessment of student discipline practices was undertaken.

**Findings and conclusions**

- There was a slight increase in the number of suspensions, with 10 short suspensions and 1 long suspension issued,
- Suspensions were based on continued disobedience, aggressive behaviour and persistent misbehaviour, and
- Using the PBL framework to analyse data from the school follow up room, 88% of the student population are able to consistently follow the universals. This data indicates that 6% of the cohort needed intensive individual intervention and 6% require targeted interventions.

As part of the evaluation staff were asked to complete the Effective Behaviour Support (EBS) Self Assessment Survey of School Wide Systems in early November to assist with the design of an action plan surrounding student welfare and behaviour within the school. The survey found that:

- 94% of staff identified that a small number of clearly stated rules are defined,
- 94% indicated that positive behaviours are regularly rewarded,
- 61% identified that procedures are in place to address emergency/dangerous situations, and
- 56% identified that a school team exists for behaviour support planning and problem solving.

The survey also indicated staff priorities for improvement relating to school wide systems to support student behaviour. The results identify that:

- 56% of staff would like to see patterns of behaviour reported for active decision making on a regular basis,
- 44% of staff indicated that booster activities need to be developed, modified and conducted for students based on school data,
- 39% of staff placed equal value on improving clear distinctions between classroom and office managed behaviours; data on problem behaviour is collected and summarised in an ongoing system; and the active participation of the principal as part of the behaviour support team, and

**Future Directions**

- PBL continues to be supported by staff,
- Support for explicit teaching of the three key values—Respect, Responsibility and Integrity,
- Development of annual PBL action plan,
- A student welfare team be established to monitor and develop resources as part of a PBL strategy,
- Purchase STARS data collection tool to collect, monitor and review behaviours,
- Booster lessons developed by the Student Welfare Team based on data collected,
- Roles and responsibilities allocated across the school to build capacity and distribute ownership,
- The school develops a process for monitoring and maintaining staff wellbeing, and
- Anti Bullying strategies for positive bystander behaviour and resilience provided to students are ongoing.

**Curriculum**

**Gifted and Talented Education (GaTS)**

**Background**

During 2011 the GaTS team developed a plan of action for assessing current and future needs for staff support and professional development in providing programs for targeted students and differentiation practices in teaching and learning. Furthermore, the school trialed a Kindergarten GaTS project that involved staff in professional learning, program implementation and evaluation.

**Findings and conclusions**

Teaching staff were surveyed to ascertain teachers’ current level of knowledge and understanding in the area of gifted and talented. The survey also sought to provide information to guide future teacher professional learning in this area. There was a 64% response rate from teaching staff. The results indicate that:
89% of respondents require more information on roles and responsibilities related to the DEC GaTS Policy; 78% would like information on the guidelines,

100% of respondents need information about implementation strategies,

78% of staff would like further information about Gagne’s model of GaTS,

67% of staff require further information about the characteristics, both cognitive and affective, of GaTS students,

78% of staff identified that they have a process in place to identify GaTS and use the LHPS parent/teacher nomination forms,

In response to curriculum differentiation, 89% of staff identified that they already differentiate the curriculum for GaTS but also want to know more about the models of curriculum differentiation,

78% of staff requested more information about differentiation strategies,

56% of respondents want to know more about quality teaching and curriculum planning, and

In response to additional needs of staff, further updates and time to work in stage teams developing differentiation activities/strategies for COGs units were identified.

Future directions

Professional learning around the DEC GaTS Policy to be undertaken including a focus on Gagne’s model; implementation strategies and roles and responsibilities,

Focused professional learning around differentiation models and implementation, and

Time provided for stage teams to work together on developing differentiation activities relating to the COGs unit each term.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. A random sample of 20% of the student body was invited to complete the survey. Of this sample, 50% returned completed surveys.

Their responses are summarized below.

100% of parents indicated that the school regularly or usually praises and rewards students when successful,

100% of parents responded that they feel welcome at the school, believe that the school takes their concerns seriously and they share in their child’s education,

95% of parents felt as though they could talk to their child’s teacher about his/her progress and that the school is a safe and secure environment,

100% of parents responded that students are the school’s main focus,

85% of parents responded that the school provides helpful information about their child’s progress,

100% of parents indicated that the school values their help and interests,

89% of students believe that the school expects them to do their best,

97% of students stated positively that they almost always or usually tried to do their best and took pride in their learning, and

71% of the students surveyed responded by saying almost always or usually they felt that their classroom was an interesting place to learn.

Professional learning

All teaching staff participated in professional learning activities which consisted of school organisation and management, mandatory training such as child protection, CPR and emergency care training and key school priorities addressed in the professional learning component of the school plan and the strategies to build the capacity of staff to achieve key targets and priorities.

School priorities for 2011 were focused on the quality teaching framework, using interactive whiteboards and technology within the classroom, meeting the needs of gifted and talented students, leadership and various aspects of literacy. A considerable amount of staff professional learning occurred on school development days.

The total school expenditure on teacher professional learning for 2011 was $22,377.
No permanent members of staff are new scheme teachers working towards accreditation. However, one teacher is maintaining accreditation at Professional Competence.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Literacy**

*Increase the percentage of students in the top 2 bands in Year 5 writing by 10% compared to 2011.*

Strategies to achieve this target include:

- Provide focused support to classroom teachers to enhance their syllabus knowledge and teaching practice so teachers are explicitly programming using the literacy continuum,
- Identify teaching and learning differentiation, enrichment and extension strategies that improve outcomes of higher/lower achieving students,
- Develop whole school programs including scope and sequence in these areas, and
- Professional learning about a balanced literacy session including modelled, guided and independent strategies.

Our success will be measured by:

- Evidence of Quality Teaching (QT) Frameworks in teaching programs and practices,
- Spelling results indicate an increasing number of students at or above chronological age,
- Teaching and Learning Programs documents reflect the use of the literacy continuum, and
- Increasing number of students reaching the benchmark target for Kindergarten, Yr 1 and Yr 2.
- An increase in NAPLAN results that reflect our target.

**School priority 2**

**Numeracy**

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

Strategies to achieve this target include:

- Provide focused support to classroom teachers to enhance their syllabus knowledge and teaching practice in Mathematics so teachers are explicitly programming for space and measurement,
- Provide opportunities for collaborative support within Stages. Provide professional mentors for teachers in Mathematics including close supervision of teaching programs,
- Consolidate teacher facility in using the North Coast Scope and Sequence and state numeracy continuum,
- Focus on a balanced numeracy approach, and
- Increase emphasis on concept development and co-operative learning strategies, including QT framework used to review teaching of Mathematics, especially GaTS strategies.

Our success will be measured by:

- Evaluations indicate increased teacher capacity to plan for and teach Mathematics,
- Sharing of professional practice is evident across the school and PTTS,
- Teaching and learning programs document the use of North Coast Scope and Sequence and numeracy continuum, and
- Balanced Numeracy weekly planner is used by all staff.

**School priority 3**

**Teaching and learning**

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

Strategies to achieve this target include:

- Support Executive and school staff in the use of SMART Data to develop effective whole
school literacy planning consistent with the literacy continuum,
- A whole school consistent approach to collect accurate assessment data in literacy/numeracy using the continuums,
- Complete review of school assessment and reporting practices,
- Use parent meetings for teachers to discuss student progress including providing work samples, and
- Involve students in the reporting process through self-evaluation and three way interviews.

Our success will be measured by:

- Development of revised assessment and reporting policy and procedure,
- Teachers assess and collect data about students and use it effectively to inform teaching, and
- Assessment schedules at school and classroom level reflect consistent teacher judgment.

School priority 4
Communication

Student and parent engagement and satisfaction increased as evidenced by surveys including Quality of School Life.

Strategies to achieve this target include:

- Implement strategies that provide opportunities for parents to attend school events and functions and provide sufficient notice,
- Acknowledge parents contributions to the school community and promote an open door policy in classrooms,
- Ensure that communication is multi-dimensional, uses different methods and is both formal and informal.
- Make reference to the school planning process and the whole school improvements when addressing parent groups and meetings,
- Review the layout and distribution of the school newsletter, and
- Promote participation in the P & C including an invite being issued separate to newsletter at beginning of the year.

Our success will be measured by:

- The development of a capacity for the school to have a resilient school image,
- School personnel understand and appreciate the importance of school image and reputation, and
- Student and parent needs are a focus of organization.

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.

Ron Ritchie – Principal
Deb Langfield, Bryan Lyndon, Alyson McIntyre, Lesley Warren. Staff representatives.

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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: