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 and/or School Council message

During 2012 the P&C held meetings in March, May, June, August, October and November. The main objective of the Parents and Citizens (P&C) is to raise funds to be used for the benefit of providing resources and equipment for Lennox Head Public School. This past year has been one of great expenditure for the P&C with the main expense being the purchase and installation of the junior playground which has given great delight to many children since its completion. The following list highlights some of the various decisions on expenditure made by the P&C in 2012:

- Junior playground ($20674)
- Soft fall for playground – artificial turf ($14600)
- Home readers - $2000 per stage including Kindergarten (total $8000)
- $200 per class to be spent on teachers individual classroom needs ($3200)
- Xylophone for music room ($3800)
- Library resources ($1660)

Income into the P&C account has come mainly from fundraising efforts including:

- Spring Fair
- Canteen
- Mother’s Day & Father’s Day
- Easter Raffle
- Pancake Day
- Talent Quest
- Gingerbread House
- T-towels
- Uniforms

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. A staff morning tea was provided as a thank you in appreciation of the hard working and dedicated staff we have here at Lennox. The P&C were also instrumental in implementing the new EFTPOS
machine for use at the front office which has proven to be a very convenient method of payment for school fees, excursions etc.

The P&C meet on the 2nd Tuesday of the month at 7pm in our library and everyone is welcome to attend. We have some very hardworking 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 2013.

Michelle Gilmore
Secretary LHPS P&C Association

Student representative’s message

We had a very enthusiastic and dedicated SRC committee in 2012. The 8 executives met every Tuesday, and the whole team met every second Tuesday. The children held fundraisers throughout the year for a range of causes that included ‘Shake it Up’ MS Foundation, The Biggest Morning Tea and Stewart House. Some of the fundraising activities included discos, crazy hair days, cake stalls and mufti days.

The team also welcomed a new sponsor child from the Phnom Prek Province in Cambodia. Dy Moern was born in 2003; he attends school and is in grade 1. His favourite subject is counting number.

The SRC team also supported the Australian defence force at Christmas time. Children went shopping and purchased much needed personal item for soldiers that working in Afghanistan. They provided 2 female parcels, 2 male parcels and 2 dog parcels for the explosive detection dogs. We thought that this year, 2013, we could do the same Australian Defence Force (ADF) packages, only this time ask for donations of items from students so that we don’t have to purchase them.

Overall we had a wonderful and very successful year. Thank you to all of the students who participated. We look forward to another successful year in 2013.

SRC President - Mobina Rowhani
SRC Vice President - William Rogers

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>207</td>
<td>203</td>
<td>196</td>
<td>189</td>
<td>191</td>
<td>178</td>
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<tr>
<td>Female</td>
<td>157</td>
<td>161</td>
<td>165</td>
<td>173</td>
<td>165</td>
<td>150</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.6</td>
<td>94.3</td>
<td>92.9</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.4</td>
<td>92.3</td>
<td>93.9</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.9</td>
<td>95.3</td>
<td>91.0</td>
<td>94.1</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></td>
</tr>
<tr>
<td>4</td>
<td>92.8</td>
<td>94.8</td>
<td>92.4</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.5</td>
<td>94.7</td>
<td>94.9</td>
<td>94.4</td>
<td></td>
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<tr>
<td>6</td>
<td>96.0</td>
<td>94.6</td>
<td>93.8</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>93.7</td>
<td>94.4</td>
<td>93.2</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

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

**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>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</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>21.93</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**

One staff member retired during 2012 and has not been replaced.

**Teacher qualifications**

All teaching staff comply with 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>22</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.

**Date of financial summary** 30/11/2012

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>138,165.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>250,820.35</td>
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<tr>
<td>Tied funds</td>
<td>184,946.37</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>168,537.74</td>
</tr>
<tr>
<td>Interest</td>
<td>6,234.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>61,550.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>810,254.75</td>
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</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>48,772.58</td>
</tr>
<tr>
<td>Excursions</td>
<td>43,789.93</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>36,043.14</td>
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<tr>
<td>Library</td>
<td>6,189.25</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7,624.66</td>
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<tr>
<td>Tied funds</td>
<td>168,219.06</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>70,909.11</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>67,056.84</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>40,183.91</td>
</tr>
<tr>
<td>Maintenance</td>
<td>38,383.37</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>63,186.20</td>
</tr>
<tr>
<td>Capital programs</td>
<td>67,134.83</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>657,492.88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance carried forward</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>152,761.87</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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.

**School performance 2012**

**Achievements**

**Arts**

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

Singing, playing percussion, movement activities, written notation, drama activities, musical games and 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.

**Talent Quest**

The LHPS Talent Quest was started during Term 3 and culminated in a grand final and fundraiser for the Music Department. 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, poetry, and boys hip hop dancing.

**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.

Ms Fiona Clark with keen young musicians.

**Dance**

Mr Whitney provided Years 5 and 6 students the opportunity to participate in weekly Hip Hop dance lessons which was well received by all.

**Senior Choir**

Over 60 students are members of the Lennox Head Public School Senior Choir which was run weekly in the music room. The choir used the 2012 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, 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 Mark Whitney 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 are also offered to students in Kindergarten to Year 6 by Music Teacher Anna Honey-Church.

**Sport**

During 2012 Lennox Head students have been involved in a wide variety of sporting activities. The school entered the Primary Schools Sports Association (PSSA) knockout in boy’s football (round 1), girl’s football (round 1), netball (far north coast finals) and rugby league (north coast finalists). Lennox Head students participated in representative trials in football, Australian football league (AFL), rugby league, touch football, swimming, cross country, athletics, netball and rugby union.

**Student Representation in Sport**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Student</th>
<th>District</th>
<th>FNC Zone</th>
<th>NC Regional</th>
<th>NSW State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>42</td>
<td>27</td>
<td>10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
<td>64</td>
<td>26</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td>61</td>
<td>29</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Rugby League</td>
<td>9</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Rugby Union 3 1 0 0
Football – Boys 4 1 0 0
Football – Girls 6 3 0 0
Netball 4 1 1 1
Cricket 5 3 1 0
Touch – Boys 3 1 0 0
Touch – Girls 3 1 0 0
AFL 9 2 1 1

2012 has been a very exciting and successful year in sport at Lennox Head Public School.

Other

Language, Literacy and Learning – L3

In 2012, we began with 50 kindergarten pupils by the end of the year we had 46 children who completed our L3 program (others left due to family work commitments). L3 stands for Language, Learning and Literacy, which was run daily in our Kindergarten classrooms. The children received explicit lessons in groups of 3 in both reading and writing daily. The children have achieved some outstanding results.

Of these children 40 out of 46 (87%) achieved well beyond the expected reading level of 9 at the end of kinder. 6 out of the 46 (13%) reached a level slightly below – but still within the reading level range of 5-8 as per the Best Start guidelines. That is a fantastic result.

Children were also expected to have a sound knowledge of common sight words and the ability to write word families and extend these words, into more complex words. During our assessments they were given 10 minutes to write as many words as they know. 94% of our Kindergarten children exceeded the benchmark of writing more than 15 words. Only 3 children, that is 6%, did not quite meet this benchmark.

The L3 program continues to ensure that our Kindergarten pupils are achieving the best possible start in both reading and writing abilities. The majority have outstanding reading and writing skills that we would not traditionally see until late Year One or during Year Two.

It has been a fantastic year with tremendous results. A huge thank you must go to the Kindergarten team for your devotion and dedication to the program. Also thank you to all of the parent/grandparent volunteers who come into our rooms on a daily basis to help ensure the program is a success. We greatly appreciate your support.

NSW Premiers Reading Challenge

This year 272 students completed the reading challenge with 24 students receiving the Gold Certificate for completing the challenge 4 times and 11 students receiving the Platinum Certificate for completing the challenge 7 times.

Budding sport stars of the future.

Congratulations to Ethan Clarke, Flynn Whitney, Nathan Mackenzie (swimming), Blake Kernaghan (Cross Country and athletics), Fyn Silvers (AFL) and Amba Gardnir (netball) for being selected to represent NSW PSSA championships.

In-school sport was held on Friday afternoon – Stage 2 and Stage 3. Students participated in a variety of activities including golf, dodge ball, basketball, lacrosse, T-ball, newcombe ball, oz tag, soft hockey and bucket ball.

This year Lennox Head once again participated in the Premier Sporting Challenge (PSC). Students received a certificate rewarding them for the amount of physical activity undertaken over a 10 week period.
50% of students in Year 6 completed the challenge four or more times throughout their primary schooling.

**National Simultaneous Reading**

The school participated in the National Simultaneous Reading Program held in May with ten classes taking part in the reading of The Very Cranky Bear. This is a national initiative to encourage and promote the importance of reading.

**Academic**

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.

**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 handprint 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 hands during the morning of the 25/5/12 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.

[Image 57x107 to 280x263]

Jharvis inspecting the Track Home trail.

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. Jharvis, a Year 6 student of Aboriginal heritage, also spoke to the assembly about what it means to him 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 2. 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. Chiara Wenban progressed to the NSW State Final in Sydney.

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.

**Other programs**

**Gifted and Talented (GaTS) Programs**

After being involved in the Kinder GTK (Gifted and Talented Kindergarten) program last year, Mrs Langfield was lucky enough to be involved this year as a regional presenter to other colleagues. The Kindergarten package is amazing and will be a valuable resource in all schools. It has already been utilised within our Kindergarten rooms to extend and enrich our learning
programs for those children identified in Best Start testing as already meeting the Early Stage 1 outcomes. It is wonderful that we have been able to utilise this new resource within the school.

Other activities that children in various stages were able to be involved in at our school this year at an extension level –

- **NIE** – Newspapers in Education
- 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.
- **CSIRO** – scientific experiments with our very own Dr Ely.
- Early Stage 1 and Stage 1 – extension Science Groups with Dr Ely. The children gained a wealth of knowledge from the practical experiments. Miss Ely was constantly astounded by the immense knowledge and language that some children used. Well done everyone.

**Museum in a Box**

The library organises the delivery of MUSEUM IN A BOX each term and this is always well received by the children. The local preschool classes also attend the school library for presentations by Mrs Blair about the Museum in a Box. This year the museum sent the topics of birds, echidnas, marine mammals and life on the seashore. This is a wonderful opportunity for the children to have a close up look at various animals.

**Library Visits**

We were lucky to have local author Bronwyn Thirkell visit our school library to present and launch her new books One Sunny Day in Lennox Head and One Sunny Day in Ballina to children in K-2. One hundred students in Years 3-6 attended the Byron Bay Writers Festival. The authors who presented on the day were Isobelle Carmody and Andy Griffiths. This is always a great experience for the children to be exposed to such highly acclaimed authors.

Students in Years 5 and 6 also attended a presentation in the library by the local Richmond Tweed Library. This highlighted many services that are available to them for free if they are a member of the local library, one of these being the MYTUTOR program.

**Book Week**

The Book Week theme for 2012 was ‘Champions Read’ as it was also an Olympic year. To celebrate book week this year Mrs Blair led us in a Book Parade as well as organising a whole school book hunt which the children completed in peer groups. The Book Fair was also held at this time and was a very successful event.

**Connected Classroom Library**

Virtual excursions were also held in the library using the connected classroom. Many classes have been involved in these excursions from Taronga Park Zoo presentations, Great Barrier Reef, Echidnas & Aussie Animals, Frogs and NASA to name a few.

**Country Women’s Association (CWA)**

Our school once again participated in the local CWA competition with Mrs Blair liaising with the CWA ladies. We had one Kindergarten entry moving on to the regional level.

**Progress on 2012 targets**

Targets were part of the School Plan 2012-2014

**Target 1**

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

Our achievements include:

- Percentage of students who achieved bands 7 and 8 in 2012 was 30.6% compared to 2011
of which only 5.5% of students were placed in the top two bands of Year 5 Writing,

- 40 out of 46 Kindergarten students (87%) achieved well beyond the expected reading level of 9 at the end of Kindergarten and 6 out of the 46 (13%) reached a level slightly below – but still within the reading level range of 5-8 as per the Best Start targets, and

- Classroom teachers were provided focused support to enhance syllabus knowledge and teaching practice so teachers learning program reflect the NSW literacy continuum.

Target 2

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

Our achievements include:

- Percentage of students who achieved bands 6, 7 and 8 in 2012 was 63.2% compared to 2011 of which 38.9% of students were placed in the top three Bands of Year 5 Numeracy,

- Consolidating teacher facility in using the North Coast Scope and Sequence and NSW numeracy continuum, and

- Providing multiple staff workshops on a balanced numeracy approach within the classroom.

Target 3

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

Our achievements include:

- A whole school consistent approach to collecting accurate assessment data in literacy/numeracy using the continuums has begun and will continue to be strengthened during 2013/14,

- A comprehensive electronic data base of student welfare information has been established which tracks and records detailed and comprehensive information for staff and executive to make informed decisions on students welfare, and

- An extensive evaluation of assessment and reporting processes was carried out during 2012 to provide future guidance.

Target 4

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

Our achievements include:

- Established a school promotions committee, and

- Collected base data to inform our planning.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Numeracy and Assessment and Reporting.

Mathematics

Background

Teaching staff were surveyed on their knowledge and skills in current Mathematics teaching pedagogies, planning and assessment.

Findings and conclusions

The majority of teachers identified themselves as developing their understanding of the learning frameworks. 62% have an emergent understanding of the Early Arithmetic Strategies (EAS), place value, multiplication and division, counting sequences and the patterns and number structure frameworks. In the fractions and decimals and measurement frameworks, 69% of staff identified as having an emerging
understanding. 77% of staff recognized that their understanding of the balanced numeracy session was emergent and 92% felt the same about assessment. Only 15% of staff considered themselves confident in producing notebook files in Numeracy, with 38% identifying as beginners. Furthermore, only 15% of teachers were confident to use ICT in the balanced numeracy session.

23% of teachers were confident using programming formats to record learning in their classroom. When addressing differentiation so that all students show growth, 8% of teachers identified as expert. 31% were confident to manage teaching groups and independent learning activities as well as using questioning to extend students thinking.

When considering assessment and reporting to students and parents, 61% of staff identified as developing their ability to implement assessment and give constructive feedback to students on what they can do, how they can improve and what they need to do to get to the next level. Only 15% of staff surveyed identified as experts when sharing student progress with parents.

When it came to collaboration and meeting to share lessons, 76% and 84% of teachers respectively identified themselves at a beginning or emergent level. These two factors were identified as the primary inhibitors to success.

**Future directions**

From the results and responses to this survey a number of steps have been identified for further development in 2013. Further professional learning in the balanced numeracy session, the range of frameworks, differentiation and questioning is a priority. Time to work together in stage teams with colleagues should also be allocated to assist teachers to develop a greater understanding and confidence of the pedagogy as well as collaboratively planning for learning experiences. Additional targeted professional learning in the use of Information and Communication Technology (ICT) during the balanced numeracy session and the notebook application would also be beneficial.

Consideration also needs to be given on how to equip staff to share student progress with students and parents and the implementation of assessment.

**Assessment and Reporting**

**Background**

A survey on assessment and reporting was carried out. This year parents were surveyed to ascertain their preferences and needs.

**Findings and conclusions**

When asked if parents were happy with the current report format 76% indicated that they were. 24% indicated that they were not. When asked if the current report provided enough information about their child’s progress, 37% said yes, 55% indicated to some extent and 8% said no. Most recipients who responded in the negative indicated that they would like more than just one general comment at the end of the report. Many would prefer more comments regarding specific subject areas.

74% of parents indicated that their child brought home, completed assessment tasks. 53% indicated that they understood how their child was assessed. However 74% were still interested in finding out more as to how their child was assessed. Many were keen for more teacher-based newsletters that explained what was being taught each term. Some parents were also keen for this information to be put onto the School’s website for them to access.

When asked if they looked at student work samples and assessments at Parent/Teacher interviews, 84% indicated that they did. However, a number of parents did indicate that they would like more than one Parent/Teacher interview per year.

**Future directions**

Most parents surveyed said they would like to know more about how their child’s teacher assessed their learning. This could be included in initial class meetings with parents or at Parent/Teacher information nights at the beginning of the year. Many parents are still unclear of the A-E assessment, this needs to be clearly articulated to students and parents so that they understand the ranking. This could be done in information sessions at the beginning of the year. Parents were also keen for reports to be distributed in an appropriate time frame that is not the last week of school, so that there was an opportunity to discuss any issues before the end of the year or the term. Teachers need to ensure that all report
comments are specific and clearly explain whether the child is meeting grade expectations, so that parents remain well informed.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents and students about the school. All families with students in the primary school were invited to complete the survey. Of this sample, 50% returned completed surveys.

The survey responses for both groups were overwhelmingly positive. It indicated that the students of Lennox Head Public School are proud of and enjoy coming to school. Students feel they do well at school and enjoy what they do in class with the help of supportive and encouraging teachers. Ninety eight percent of parents and ninety two percent of students agree the school is a place where children learn to get along. Eighty seven percent of parents and eighty three percent of students agree the school provides learning experiences that are fun. Ninety percent of parents and ninety four percent of students are proud to be a student of the school. Ninety one percent of parents and students agreed that the school has clear and fair rules where students feel safe in the playground.

We are very proud of the results and are looking at ways to improve in areas highlighted by the survey.

**Professional learning**

All teaching staff participated in professional learning activities which consisted of school organisation and management, mandatory training such as child protection, cardiopulmonary resuscitation (CPR), Anaphylaxis, 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 2012 were focused on the balanced numeracy approach, 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 2012 was $21,010.

No permanent members of staff are new scheme teachers working towards accreditation. However, three teachers are 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 modeled, 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 program documents reflect the use of the literacy continuum,
Increasing number of students reaching the benchmark target for Kindergarten, Year 1 and Year 2, and
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 program documents 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 organisation.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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