School Context

Lennox Head Public School provides a positive learning environment to 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 which lead 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 our children the opportunity to participate in school decision making, fostering lasting friendships. Our public speaking program develops student confidence and communication skills.

All students access the internet as part of their learning programs. Our computer room allows students to work individually on their own computer. Interactive whiteboards are used to enhance the quality of the student’s learning experience in a relaxed and fun atmosphere.

Our extensive arts program includes our band, our choir and our dancing groups. Our band has students from three schools regularly perform at school and community events. Members of the choir each year successfully audition to perform at the Opera House. Our line dancers successfully perform at the National Championships. Our school has a high level of participation in sports with children advancing to State representative level.

The Active After School Program provide students with a wide range of physical activities.

Dynamic, collaborative partnerships with our parents and the broader community also enhance each child’s educational experience.

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 and choirs 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, Ron Ritchie 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.

School Leaders for 2013
**P & C and/or School Council message**

During 2013 the P&C held meetings in March, April, August, September, October and November. 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. After a big year of spending in 2012 the P&C has concentrated on increasing their account balance in 2013 with the main expenditure being a contribution to the school towards the new computer room.

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

- Spring Fair
- School Concert
- Canteen
- Mother’s Day & Father’s Day
- Easter Raffle
- Pancake Day
- Talent Quest
- 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.

Also a reminder that for events to be successful and to be able 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 second Tuesday of the month at 6.30pm at Lennox Sports Club 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 2014.

Michelle Gilmore
Secretary LHPS P&C Association

**Student representative’s message**

The 2013 Student Representative Council has done an amazing job this year in raising over one thousand dollars for the various designated causes, that were democratically voted on, at the initial meeting at the beginning of the year. The first fundraiser was our Crazy Hair day, when the students were able to get creative and design and wear ‘crazy’ hair styles. This resulted in raising over three hundred and fifty dollars for the Australian Red Cross to help support the victims of the Queensland floods.

The second fundraiser was our Wacky Wednesday when the students and staff could dress up in some really wacky combinations. Over four hundred dollars was raised towards providing clean water wells in Africa.

The third fundraiser was to support our own students in representing the school at state sporting events and to contribute to the school choir’s costs when they attended the Sydney Opera House. The students enjoyed dressing up as their favourite sportsperson and thanks to some of the hard working parents, who organised a B.B.Q the school raised seven hundred and ten dollars!

The final fundraiser for the year was our Summer Daze Day to raise funds for the ongoing support of our World Vision sponsored child. Dy is a ten year boy living in Cambodia, and thanks to the generosity from the Lennox Head community, he has been able to attend school for the last four years. This year he was given a bike from World Vision so that he can get to school.

Through-out all the meetings, fund raiser planning and organisation, the S.R.C has worked continuously hard, with a wonderful dedicated attitude, to support very worthwhile causes. Thank you to the fantastic students and parents at Lennox Head Public School for their ongoing support.

President: Holly Mannion
Vice-President: Jarrah O’Maley
Secretary: Siena Seymour
Treasure: Sebastian Kelly

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

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<thead>
<tr>
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Student attendance profile

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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td></td>
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</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.

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>
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<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.122</td>
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<td>Total</td>
<td>21.93</td>
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The Australian Education Regulation, 2013 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 satisfy the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
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<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>114,011.45</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>138,388.94</td>
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<tr>
<td>Interest</td>
<td>4,074.64</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>694,220.56</td>
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Expenditure

Teaching & learning
A full copy of the school’s 2013 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 2013**

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 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.

In 2013 we held our bi-annual school concert in our school hall for the first time. It was an outstanding success. The children K-6 performed in two evening shows and a matinee. The audience was totally enthralled by all of the performances.

**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 Tien 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.

**Budding young musicians**

**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 2013 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 and guitar lessons are also offered to students in Kindergarten to Year 6 by Music Teacher Anna Honey-Church and Michael Ward.

Sport

During 2013 Lennox Head students have been involved in a wide variety of sporting activities. The school entered the PSSA Knockout in Boys Football (Round 3), Girls Football (Round 4), Netball (Round 1), Boys Cricket (Round 3) and Rugby League (Round 4). Lennox Head students participated in representative trials in Football, AFL, Rugby League, Touch Football, Swimming, Cross Country, Athletics, Netball and Rugby Union.

Student Representation in Sport - 2013

<table>
<thead>
<tr>
<th>Sport</th>
<th>District</th>
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<th>NC Regional</th>
<th>NSW State</th>
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<td>22</td>
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<tr>
<td>Cross Country</td>
<td>83</td>
<td>16</td>
<td>4</td>
<td>1</td>
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<td>0</td>
</tr>
<tr>
<td>Football – Boys</td>
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<td>Football – Girls</td>
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<tr>
<td>Touch – Boys</td>
<td>2</td>
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</tbody>
</table>

Congratulations to Nathan Mackenzie (Swimming), Blake Kernaghan (AFL and Cricket), Bodhi Minahan (Cross Country) and Karina Hartley (Football) for being selected to represent and 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, Dodge Ball, Basketball, Lacrosse, T-ball, Newcomb Ball, Table Tennis, Soft Hockey.

This year Lennox Head once again participated in the Premier Sporting Challenge. Students received a certificate rewarding them for the amount of physical activity undertaken over a 10 week period. Lennox Head 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, Wardell and Teven Tintenbar.

Congratulations to Blake Kernaghan for being awarded School Sportsperson and to Karina Hartley 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 6th year Lennox Head P.S. has held this activity. 2013 has been a very exciting and successful year in sport at Lennox Head Public School.
Significant programs and initiatives

Language, Literacy and Learning – L3

In 2013, we began with 50 kindergarten pupils who completed our L3 program. L3 stands for Language, Learning and Literacy, which is run daily in our Kindergarten classrooms. The children receive explicit lessons in groups of 3 in both reading and writing daily. The children have achieved some outstanding results.

Of these children 46 out of 50 – 93% achieved well beyond the expected reading level of 9 at the end of Kinder. 4 out of 50 – 8% reached a level slightly below – but still within the range of 5-8 as per the Best Start guidelines. That is a fantastic result.

Children are 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 are given 10 minutes to write as many words as they know. 92% of our Kinder children exceeded the benchmark of writing more than 20 words. Only 6 children, that is 8%, 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 Year Two.

It has been a fantastic year with tremendous results. A huge thank you must go to our kindergarten team for their 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.

Reading Recovery

Reading Recovery has been very successful this year with 7 out of the 8 students reaching between reading level 17 and 23. 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 this year’s Book Week activities was “Read across the Universe”. Again the school held its annual Book Parade and was greatly supported by all students seeing them dress up in some creative and fantastic characters. Following the parade the children also participated in peer group activities which saw the children moving around the school looking for clues to answer questions about books. A great day was had by all.

During library, the children also made use of the Museum in a Box from the Sydney Museum. The displays in the library for this year were: frogs, insects, platypus and snails, slugs and squid. The preschool also visited our school library while the Museum in a Box was on display.

Many classes were also involved in Virtual Excursions using the Connected Classroom in the library. This is a wonderful way to connect with others in Sydney and other locations.

This year 206 students completed the Premiers Reading Challenge. We also had 15 students receive the Gold Award and 10 students in year 6 received the Platinum Award for completing the challenge 7 years in a row.

School Learning Excursions

Sunshine Coast / Brisbane Excursion

Year 4 had an action packed 3 day excursion to Brisbane and the Sunshine Coast in Term 2. They visited the Qld 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, fish and swimming around
the tanks over their heads - it was mesmerising. Students and teachers spent time getting to know and understand each other better and thoroughly enjoyed this wonderful educational and social experience.

Midjinbil Hill

In Term 1, Year 3 students participated in a three day excursion to Midginbil Hill Outdoor Education Centre, located in the hinterland behind Murwillumbah. Students were encouraged to explore and appreciate safely the local area as well as develop a greater understanding and appreciation of each other as individuals. Many students were excited about learning how to be independent. Activities included Team building exercises, environmental studies, rock wall climbing, life skills, campfire making with billy tea, problem solving activities, social activities, archery and exploring and analysing the creek life. This was a very successful excursion.

Year 5 Tallebudgera Excursion

32 students travelled to Tallebudgera during August for a 2 night – 3 day excursion. Activities included canoeing, initiative games, evasive games, rock climbing, high ropes, trivia night and catapult construction. The students rose early and completed a return journey (walk) to Burleigh Heads. All students had a fantastic time and learnt much in both social and skills development.

Stage 3 Year 6 Canberra / Sydney Excursion

38 Year 6 students travelled to Canberra and Sydney in October for their annual excursion. The itinerary included:

- Sydney – Maritime Museum, Quarantine Centre, IMAX, Sydney Tower, Taronga Zoo and a ferry ride.

This was an excellent excursion, socially and educationally, and students were extremely well behaved.

Extra curricula activities

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

- 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.
- Early Stage 1 and Stage 1 – extension Science Groups with Mrs Thomas. The children gained a wealth of knowledge from the practical experiments. Mrs Thomas was constantly astounded by the immense knowledge and language that some children used. Well done everyone.

Planting trees on National Environment Day

- Parent / Community Volunteers

At Lennox Head 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. Our school in a joint venture with the Health Department recently trained a group of parents to run Kids in the Kitchen across the school in 2014.

- Science Fair
During Term 3 there were many excited young scientists in Stage 2 as we held our inaugural Science Fair. The students explored a scientific principle of their own choosing and presented their findings to their peers, friends and family members. The quality of the presentations was high and varied. There were rockets, volcanos, experiments measuring electrical current, waves, an intricate machine to move water, and lava lamps to name a few. A high number of students were engaged in this successful activity.

The Stolen Generation’s Track Home

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 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.

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. Ms Kim Loveday a school parent spoke to the children about what reconciliation and Sorry Day meant to her as a Bundjalung person. Kim also donated her afternoon to teach children from various classes traditional weaving and let students sample some lovely damper Kim had made. It was a lovely experience for all students involved and a huge thank you to Kim who has since passed on, for spending time with us, I’m sure we will all be richer from the experience.

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.

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 judgment, and
- observation and surveys of staff, parents and students.

School planning 2012—2014: progress in 2013

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 2013 was 5.6% compared to 2011 of
which only 5.5% of students were placed in the top two bands of Year 5 Writing,

- In Kindergarten 46 out of 50 – 93% achieved well beyond the expected reading level of 9 at the end of kinder. 4 out of 50 – 8% reached a level slightly below – but still within the range of 5-8 as per the Best Start guidelines, 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 2013 was 62.1% 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 2014,

- 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 which has provided 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.

**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 2013 were focused on the balanced numeracy approach, National English Syllabus, meeting the needs of gifted and talented students and leadership. A considerable amount of staff professional learning occurred on school development days.

The total school expenditure on teacher professional learning for 2013 was $16,840.

No permanent members of staff are new scheme teachers working towards accreditation. However, three teachers are maintaining accreditation at Professional Competence.

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

In 2013 the school sought the opinions of parents and students about the school. All parents with children in the school were invited to complete the survey. Of our parent body only 35% returned completed surveys. Only students in year 2-6 were asked to complete surveys, approximately 70% of these were returned to be collated.

The survey responses for both groups were overwhelmingly positive. 100% of parents indicated that their child was proud to be a student of Lennox Head Public School. 91% of students indicated they liked going to school and
were proud to be students at LHPS. Students feel that they do well at school, that learning was generally interesting and fun and that their teachers were great at assisting them, to ensure they were doing their best. Parents also overwhelmingly indicated, over 96%, felt that the teachers provided interesting lessons and that they were committed to ensuring that children were encouraged and supported to do their best. Interestingly though only 67% of students felt that learning was fun. 98% of parents and 96 percent of children agree the school is a place where children learn to get along. Over 90% of parents and children felt that the school rules were clear and fair and children were happy to play in the playground and they felt safe doing so.

We are very proud of the results, and will continue to look at ways to improve in areas highlighted from the survey. However the majority of concerns raised were from students and this was a small percentage. Ideally it would be great to have more parent surveys returned, so we are getting even greater feedback and or ideas from our parent body.

Program evaluations

Quality Teaching and Learning

Background

Staff were surveyed on their knowledge and understanding of Quality Teaching theories in relation to their classroom programming and practise.

Findings and Conclusions

The majority of teachers who undertook the survey were confident that they communicate with their students in respect to learning and lessons planned. They also believed students are given the opportunity to involve themselves in the learning through questioning and being able to demonstrate their understanding in a variety of means. 66% of those who completed the survey felt confident they used higher order thinking questions in their teaching and assessment. 33% occasionally or rarely used higher order thinking questions in their teaching and assessment. 83% of staff believe students don’t adjust their goals 66% only occasionally or rarely negotiate with the teacher, their learning projects or tasks.

100% of staff is confident that their planning integrates knowledge and skills across the KLAs and 100% also believe lessons are planned to integrate knowledge and skills within KLAs.

Sharing knowledge and resources is an important part of pedagogy and 83% of staff share this with all staff members of the school. The other 16% share occasionally.

66% of teachers feel they provide opportunities for students to share their knowledge with the wider community and 16% rarely do.

The majority of staff believes students come to school prepared and make contributions to lessons. 100 % of staff hold high expectations of the students, communicating with them and encourage them to take risks. 100% of staff believe they create an atmosphere that promotes mutual respect in the classroom.

100% of staff use a wide variety of resource including multimedia to engage their students and provide an environment in the classroom where students can interact, therefore enhancing learning.

100% of those surveyed find the majority of students are able to remain on task with minimal need for discipline. 33% are concerned that disruptive students are a problem in the classroom and affect the learning environment while the other 67% believe this is an occasional problem. Linked to this, 33% of staff believe that disruptive behaviour has a significant affect on many lessons with 50% deeming this disruptive behaviour occasionally affects lessons.

Future Directions

From the results and responses the staff is confident they have an understanding of the Quality Teaching Framework. Further professional development with the area of using higher order questioning techniques and higher order thinking skills is an area that may assist teachers. We need to provide more opportunities for students to share their knowledge and understanding in the wider community. Executive and staff may need to brainstorm avenues that will fill this void.
The major concern detailed by staff is disruptive students. We need to look closely at disruptive students and how they affect the learning in the classroom. We may need to review our Code of Conduct. Staff may need more support and strategies to deal with disruptive students.

Information Technology

Background

Teaching staff were surveyed on their knowledge and skills of Information Technology to determine future directions.

Findings and conclusions

Over 70% of staff were confident in the general uses of a computer and are developing a more comprehensive set of skills and understanding in Information Technology. More than 75% were confident to use and instruct students in word processing skills to create a document.

70% of staff teach students the ethics of using a computer which includes Digital Citizenship, understanding copyright, referencing, and safe behaviour. More than 70% of staff confidently send and receive emails with attachments as well as use the internet to search and download appropriate material for topic based lessons.

45% of staff were able to confidently create a multimedia presentation using its various functions and are able to scan, import and export graphics into a document.

55% of staff confidently teach ICT skills and extend students ICT knowledge.

30% are able to use mindmapping programmes with students.

30% of staff were able to record, edit, compose music and manipulate sound files.

30% are able to use Excel to produce a spreadsheet, make graphs and use input formulae to create data tables. 30% use blogs and create podcasts to enhance student learning.

From the results and responses to this survey a number of steps have been identified for further development in 2014. Further professional learning for staff is required in the:

- production of multimedia presentations,
- use of Excel and its functions, and
- ongoing up-skilling of teachers in IT.

The school policy of colleague mentoring will be strengthened. This will result in explicit teaching of information skills throughout the school.

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: