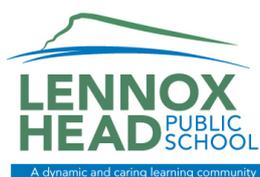


# Lennox Head Public School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 is provided to the community of Lennox Head Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Deborah Langfield

Principal

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### Message from the Principal

Lennox Head Public School (LHPS) is a dynamic and caring learning community. It is a member of the Plateau to the Sea learning community. 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. I am proud of the academic, sporting and cultural achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality and engaging learning experiences for all students.

Our school's continued success is underpinned by a number of elements that continue to promote quality teaching and learning programs that our students, staff and parents value and appreciate.

At Lennox Head Public School the friendly approachable and dedicated staff provides quality teaching/learning programs for all students with a strong focus on literacy and numeracy. We have been identified as a school which has a value-add measure of "performance improved" following our 2017 NAPLAN results. We continue to recognise the importance of developing students' skills and knowledge in the arts, personal development and sporting areas.

The extensive arts program includes a school band, keyboard and guitar lessons and junior and senior choirs which regularly perform at school, community and state events.

The whole school focus on public speaking develops confidence and higher order communication skills. In addition we also operate debating teams for our senior students.

Modern computers with Internet access, I pads, laptops and Wi-Fi access throughout the school and interactive classrooms link the school with the world, engaging students in the learning process. Students have access to I pads and laptops for use across the school.

2018 will no doubt be another exciting and challenging year, as we continue to move forward with our school's vision. This will also include some major capital works including new classrooms and admin areas. We will continue to do what we do, with even greater outcomes for our students. We will continue to refine our practice to further develop new programs and innovative teaching methods, striving for excellence.

I certify 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 growth.

## School background

### School vision statement

We will be a school that is a catalyst for change, inspiring learners to reach their full potential and continue to support the whole child providing flexible quality teaching and learning programs that are accessible and engaging.

We will develop a love of lifelong learning, digital fluency, critical thinking and collaborative skills.

We will value and build supportive relationships catering for individual needs and learning styles.

We will achieve high professional standards.

We will strengthen our engagement with our local community.

### School context

Lennox Head Public School provides a dynamic, caring, learning environment. Our highly qualified and caring staff provide innovative, quality teaching/learning programs that engage and inspire students to excel in all key learning areas. The school is part of the Plateau to The Sea learning community. There are currently 360 students enrolled in 15 classes. The school is staffed by a dedicated team of 18 teachers. The team is supported by School Learning Support Officers and a professional team of administrative staff. Our school fosters an environment whereby high expectations ensure quality teaching and learning takes place. We are committed to improving educational outcomes for all students. This is central to our teaching and learning programs, leading to confident, successful and informed learners. A continued focus on building leadership capacity across our educational community will enhance our ability to ensure successful learning outcomes for our students. Through our Three Key Values of Respect, Responsibility and Integrity, which are imbedded in all aspects of our school community, students become responsible global citizens with the skills to take advantage of opportunities and face the challenges of the future. We implement Positive Behaviour for Learning to ensure a positive learning environment. A strong partnership between students, carers, families and the broader community results in a collaborative learning environment whereby all members feel respected and valued. This leads to a rich learning environment maximising student engagement and achievement. There is a commitment to building even stronger partnerships to benefit our students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of learning, teaching and leading.

This year the staff at Lennox Head Public School continued to utilize the School Excellence Framework and assess implications for informing, monitoring and validating our journey of excellence. Time was dedicated at executive meetings to further examine the elements and how we could use these as we moved towards achieving targets in our school plan. These were then discussed at stage meetings and with the whole staff as required. The staff has reflected on the processes across the whole school, based on the expectations identified in the framework. This provides an important overview to ensure our improvement efforts align with these high level expectations. In the domain of learning, our efforts have primarily focused on curriculum and well-being. There has also been a large amount of work completed based around school assessment tasks, ensuring that we do this consistently and utilise this data to inform teaching practice. There is now a very strategic assessment plan in place across all stages and data is being collated at a whole school level to ensure we are monitoring students successfully.

The strong focus on Positive Behaviour for Learning (PBL) has had a direct impact on our future focus. Students are engaged and understand to a much greater extent how to value and respect each other. This has a positive impact in classrooms, which has led to greater engagement with learning. This is evidenced from the SET reports we have conducted with outside personnel. We have very few children requiring additional ongoing support particularly in relation to behaviour. We have fine tuned our PBL systems in 2017 – this will lead to a re boot in 2018. As we continue to refine procedures this will ensure the needs of all students are being met and that expectations are recognised across the

school by students and staff. We have continued to provide additional attention to students requiring more individualised support. Students with additional learning needs are identified early and our teachers work in conjunction with our Learning and Support Teacher to establish programs that can be delivered by teachers and SLSOs in each stage. The school works closely with external agencies, particularly for children transitioning to Kindergarten to ensure support structures are in place. A focus with other local schools on the How2Learn program has seen a stronger collegiate environment evolve around this methodology. It also allowed greater sharing between local schools of what they are doing and what works for them in their school environments.

Our main focus in the domain of teaching has been the continuation of collaborative practice for staff members. Teachers across stages in teams lead by the executive staff have continued to work together to refine the scope and sequences for each stage to fit with new curriculum documents. This has continued to ensure cohesion within stages and a greater understanding of expectations and implications for teaching. The professional standards are constantly referred to within staff PDP's and lesson observations with peers. This has been a very powerful learning tool. The teaching staff has continued to be actively involved in ensuring where possible they are utilising technology to assist with learning. This has included professional learning for staff in technology through mentoring utilising the Quality Teaching Successful Student (QTSS) funding. The technology teacher took each class weekly and worked with the students and the class teachers in various areas of technology. This model has been extremely successful and staff are using the technologies competently within their classrooms. The whole school staff was involved in professional learning after hours, specifically for additional skills in utilising robotics and coding within their classrooms. Teachers are continuing to use varying forms of data to inform their teaching practice to strive for further excellence. Data is collected from L3, TEN, NAPLAN and other school based assessments. The school staff is continuing to develop their own evidence based practice through their own personal reflections in programs and stage based work.

In the domain of leading our priorities have been to continue to progress leadership management and processes across the school. The continued refinement and implementation of our key strategic directions throughout the year has led to a much stronger foundation of building leadership capacity across the school. The leadership team works consistently on establishing a professional learning community which is focused on continuous improvement of teaching and learning. The development of leadership skills and capacity in all staff is ensuring that everyone is proactively seeking to improve their own performance. The leadership team did have some changes throughout the year, however this has been a positive thing and there is a strong feeling of whole school improvement in a culture of high expectations.

The approach to school planning, supported by the new funding model is making a positive difference to the forward progress of our school. The achievements and where to now are further outlined in the following pages. Our self assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

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

### Purpose

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

### Overall summary of progress

Our school – wide focus on explicit teaching and learning programs has continued to enable us to achieve significant progress in this strategic direction through the successful and collaborative approach of the school teaching staff. The consistent approach to the explicit teaching of programs has led to improved student outcomes from students across all stages in the school. Utilising our Learning and Support Teacher and our School Learning Support Staff, additional programs and support have been provided to those students identified as requiring additional assistance. L3 training has continued to be successful and is leading to excellent outcomes for early years students. Having our TEN trainer for 2017( on a part time basis) ensured that this program was run successfully in ES1 and S1 leading to improved student outcomes. In addition, some of this knowledge was also shared with Stage 2 and 3 teaching staff. The use of technology is also embedded in daily teaching practices in all stages through the use of ipads and laptops. Whole school scope and sequences have been completed in all KLA's to align all new syllabus outcomes. This has led to more cohesive teaching and learning programs with a greater element of collegiality and sharing of teaching resources and expertise. The expectations are clearly defined which is leading to greater consistency with teaching and learning across all stages.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TEN – 90% of ES1 students to score in the perceptual counting stage in the range to 20 of EAS scale in PLAN by the end of 2017 90% of Yr 1 students will be able to at least show figurative counting across the decade on the EAS scale in PLAN by the end of 2017 90% of Yr 2 students will be at least counting on and back in the range to 30 on the EAS Scale in PLAN by the end of 2017	Trained TEN facilitator able to work with staff when required. Having a trained TEN facilitator is an excellent resource for our school. No funds needed as trainer was a staff member available for training as required. We adjusted her teaching program which was flexible if required for TEN lessons and demonstrations.	This year TEN ran successfully in all ES1/S1 classrooms with the assistance of the trainer when required. All staff were keen to utilise the program and the activities. Results continued to our expected benchmark by the end of 2017. Approximately 73% of kindergarten students reached the figurative range or above. 80% of Year 1 students reached the expected requirement. 70% of Year 2 students were in the expected range. This program will continue to be utilised in 2018 to further consolidate results. Children in Stage 2 requiring additional support will access these activities though LaST support as required.
L3 – 95% of students will be reading above expected reading levels	Approximately – \$4821.00 on training fees and teacher relief. We had 2 teachers complete OPL and one who completed her training. Teacher training was utilised through professional learning funds. Additional readers were purchased from literacy funds. The P and C purchased additional readers through funds they had raised. These were required due to an increase in student numbers in Kindergarten from the	At the end of ES1 85% of students were reading above the expected benchmark by the end of the year. Those children who did not attain this level have identified with special needs or some other constraints to their learning. They will be targeted in 2018 utilising learning support. Some of this will involve one on one teaching like a reading recovery lesson, others will be targeted in groups.
Writing – 80% of Yr 3 students achieving Bands 4 and above in	No funds were allocated from PL for this in 2017. In	This year following NAPLAN 92% of Year 5 students were achieving Band 5 and above, which

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN Writing – 80% of Yr 5 students achieving Bands 5 and above in NAPLAN	school professional learning was done at a staff development day – people who were at various stages of knowledge attended the session relevant to them. Additional resources continue to be emailed to staff from Seven Steps to Writing Success as they arrive for teachers to utilise. This area will continue to be refined in 2018 – due to the changing nature of the staff. Additional funds will be spent in 2108 on further staff training.	is a great achievement. 72% of our Year 3 children were achieving at Band 4 or above. This younger group we are continuing to refine how we teach writing and we are making the content less busy for them in 2018. This will enable more focus on the basic features of writing.
PEG – 95% at or above Australian Standardised Spelling Age	Professional learning sessions were included in PL when necessary and in stage meetings. Supervisors ensured spelling lessons were included in programs, explicit teaching was occurring and monitored results in standardised testing to continue to look for areas of growth and refinement. We will continue to utilise this program in 2018 as it is continuing to show us improvement in results.	Spelling continued to be a major area of growth for our school. By continuing to utilise the PEG spelling program this year results have really started to improve. 92% of Year 5 students are at or above the expected benchmark. 82% of Year 3 are at or above. Other grades are also showing steady improvements. We believe the consistency of the program and consistent and explicit teacher delivery is assisting with this.

## Next Steps

L3 program will be continued in its present form. As we now have all ES1 teachers trained this will be a maintenance period for the staff. They will continue to attend all updates as required. This will continue to strengthen the literacy teaching in ES1 and S1 to ensure expected reading levels will be attained and maintained.

In addition, further resources were purchased with generous funds from the P and C to ensure the success of the program. This involved new readers for all ES1 and S1 classrooms to utilise. There were parent sessions organised in 2017 to strengthen the school/home partnership. These sessions gave parents literacy strategies to use at home. All who attended found this extremely beneficial. We plan to do this again in 2018 – with our support teacher coordinating these sessions. Parents have also requested some sessions around numeracy tasks also.

Continue to strengthen and further refine our learning and support processes to ensure success for all students. Continue to utilize SLSO's across stages to support necessary students. As reading recovery in its current form is no longer occurring we are utilising this staffing allocation to provide intensive support for students in the early years who require this. This teacher is also helping to co-ordinate other programs being run in classrooms to support students.

In 2018 further professional learning will continue to be undertaken by all staff with the Seven Steps to Writing Success program. Additional staff will be trained who will then train other staff. We are still continuing to work tirelessly on improving writing results for all students. Data collection will continue to be a focus and we are now using a whole school assessment sheet accessible for all staff on google drive.

TEN will still be a component of our core business. However due to our TEN trainer leaving the school, another staff member will be trained in this program in 2018 so that this can be managed at a school level. Teachers may still seek assistance from the TEN trainer whenever necessary.

Peg Spelling data will continue to be monitored and analysed to gauge the effectiveness of the program across the school. Results from 2017 NAPLAN spelling results, show that this is having a positive impact on the growth of students spelling results. As a school we will continue to monitor the effectiveness of this program and what we may need to include to ensure continued improvement in spelling skills for all students across the school.

## Strategic Direction 2

Building leadership capacity across the school through high quality educational practices

### Purpose

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

### Overall summary of progress

Quality teaching, assessment schedules and continued collaboration between staff have continued to be a key professional focus in 2017 to ensure we are achieving this strategic direction. Teachers both class and support, have been involved in performance and development plan stage meetings to formulate quality teaching and learning programs. In addition, teachers have presented their annual Performance Development Plan (PDP) with clear links to the Australian Professional Standards for teachers. The SASS staff were also introduced to this in 2017. Teachers were also involved in observations with their peers in 2017 in order to refine their practices in certain areas. This was very successful and a powerful learning tool. This occurred twice throughout the year – with different observers each time. This was successful, particularly when people observed across stages. All staff found this to be positive and powerful as a learning tool. Mentors continue to be utilised for beginning teachers and more experienced teachers requiring support in identified areas such as technology and literacy. This has led to capacity building within the staff. This in turn is helping to guide what is required for future professional development opportunities for staff. There was a greater commitment with schools from the local area to collaborate and coordinate professional learning that will benefit staff and students in all schools. We continued our involvement in the professional learning opportunity called How2learn. As two staff members attended training in 2015, they have continued to run professional development in this area, both in staff meetings and after school professional learning (PL) sessions. The involvement in this program is driving future direction and teaching strategies for our school and other local schools who are also involved. The sharing of information and ideas has been very powerful across the school network. It is also leading to greater collaboration particularly with the local zone high school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers to present an annual Performance and Development Plan which clearly links their professional development to the Australian Professional Standards for Teachers	We utilised Bev Babbage who conducted a technology afternoon which cost us \$650.00 all staff attended this. Many staff had indicated in PDPs that they required extra professional learning in this area.	The PDP process has been fully embraced by all staff. Learning goals for most staff were either met, or started – as some goals will be a process longer than a year. Professional learning was requested by staff and the resultant flow on from this is additional expertise now being utilised in classrooms particularly with technology. The sharing at the workshops and in stages/classrooms has been very beneficial.
All teachers are provided with the opportunity to act in leadership roles as part of their professional development	Beginning teacher funds of \$13450.00 were utilised for release for teacher accreditation and for mentoring throughout this process. Release was also provided for mentor to work with teachers that were maintaining accreditation. In addition, they met in their own time once a month before school to work on their accreditation as a group under the guidance of the mentor.	The process of accreditation was shared with all staff throughout 2017. Training sessions were run through school development days and additionally at stage meetings as requested. The use of the professional standards has been well utilised and many are including standards when doing their PDPs. People have been shown how to access NESA and their details as part of a professional learning session. The How2Learn project continued to be shared with all staff through modules in PL sessions. It continues to be very powerful and we will continue to complete these modules with all staff in 2018.
Staff able to be released with QTSS funds to mentor staff in	Professional development funds were utilised on a	QTSS funds (equates to 3 days a week in staffing) were utilised to release an assistant principal to

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
areas of technology as per PDP plans, and/or other technology areas they required further professional learning.	course regarding iPad use and robotics at school for all staff. QTSS funds were utilised for a mentor teacher to provide additional assistance in rooms. Additional ipads were also purchased so each class in ES1/S1 had a bank to share. Laptops were also purchased for stage 2 and 3 classes to share. This ensured they all had access to this technology.	work explicitly in the computer lab on a rotating basis with students and teachers working on defined areas of need. This also included work on robotics with all classes. This was a valuable use of these funds. This enabled teachers to be comfortable to run these programs in their own classrooms.

## Next Steps

Further involve all staff to continue to promote collaboration, observation and professional sharing of resources and practices to ensure teaching is focused on impact and growth. Further refine how we can observe best practice of other teaching staff. In 2018 we will utilise our QTSS funds to allow for our assistant principals to be released for a day a week to mentor staff in areas they are requesting as development or growth areas as defined by their PDPs. We will further continue to refine our data collection and tracking systems to ensure that practices that are being put in place in classrooms, such as technologies are having the desired impact. Technology should be embedded in teaching programs. Teachers are to continue to implement technology and robotics in classrooms with the assistance of the mentor when required. In addition, as we evolve with the How2Learn program this will need to be embedded in programs also. Our whole school assessment document will be available to all staff on google drive to enter data as required. We will also utilise tools in SCOUT to help read and interpret data effectively. Additionally, staff will be involved in training sessions using CESE guidelines on how to use data effectively.

## Strategic Direction 3

Powerful partnerships creating a centre of educational excellence

### Purpose

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

### Overall summary of progress

The school has continued to find it difficult to gauge solid feedback from parents through surveys. We have tried various methods, but still have some work to do to reach our intended target number. Unfortunately, only a small proportion of the parent/carer body complete the surveys which make it difficult to gauge an accurate presentation of what people are thinking. We have had quite positive feedback from those who do respond. Our students completed the surveys during school lessons so we did receive powerful feedback from them. We now use Tell Them From Me (TTFM) surveys for parents and students. Our PBL structure continues to show that we are on track following another SET review this year. With the explicit teaching of the key values and expectations, our data is showing a greater adherence to, and knowledge of, our three key values. Our PBL team have been instrumental in ensuring that this has occurred and the staff have embraced it. Our expectations in all settings are now quite entrenched and working extremely well.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of parents/community members respond to survey giving us an accurate indication of school performance.	No cost for TTFM surveys., however only a small percentage of families completed the survey – which makes it difficult to gain accurate data. Communication among some of these families was still an area highlighted.	We are finding that a proportion of people are still contacting the school to ask us things that have been both school streamed and in the newsletter. Proposal to survey parents to see if that is how they want the information delivered. Parents have indicated they like schoolstream we are investigating other social media platforms for possible use in 2018. We will continue to look for solutions in 2018.
Surveys reflect high satisfaction among teachers, parents and students in achievement of educational outcomes and procedures	TTFM survey was utilised by students, parents and teachers. We had positive responses from students, most felt welcomed and had a sense of belonging.	TTFM survey was used to gauge feedback from students. Success and participation of a variety of activities provided by the school are evidence of the programs successes. Resources were purchased for KLAs such as Science, English and Mathematics to assist with programs. This has helped to close gaps where resources were not quite adequate. There may still need to be some extension in these areas next year – due to increasing enrolments. All students were pleased with level of technology access and all of the extra activities on offer. Teachers were overwhelmingly positive with the collaboration, leadership and learning culture.
Students show an increased level of adherence to the schools 3 key values through Positive Behaviours for Learning (PBL) strategy and school monitoring	Funds expended were on resource making – purchasing a new dolphin barrel and cases for signage. Approximately \$1000.00. Course that were utilised were online adobe connect so no teacher relief was required.	PBL continued to strengthen during 2017. After the re-structuring in 2016 – a very solid PBL structure is now in place across the school. Explicit lessons are in place weekly, visuals have been placed into folders for each class and this is promoted at assembly each week. The PBL team has efficiently ensured this has occurred. A SET evaluation, once again late in the year showed improvement in all areas. 2018 will see more work on introducing PBL into classroom settings as an addition to what is occurring now.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased involvement with community based organisations in order to foster strong relationships and partnerships with the wider school community.	No funds expended –students pay for Kids In the Kitchen and access to the Live Life Well resources is of no cost. Lions Club continue to support us in many areas. Lois Buckett continues to donate books monthly to promote good citizens within the school.	The local Lions Club continued to assist and promote the local art show which we run in conjunction with them. In addition, they have generously given money to support school programs and individual students. The vegetable garden continues to be well utilised. New composting areas and native bees were introduced to the garden in 2017. We had a group of eager parents who ordinated our Friday garden club.

## Next Steps

Continue to design further methods and incentives to achieve 85% of parents responding to surveys distributed by the school. We will continue to utilise Tell Them from Me Surveys, plus also look at the 360 tool as a way to gain further information. This will be discussed at the P and C level again to look at community solutions – as it is vital to have community data. We did utilise ipads and had these accessible for parents at teacher/parent interviews as a potential way of having surveys completed. This did enable some additional survey responses. Students will also continue to be involved in completing these surveys to give us additional data and information. Continue to strive for excellence in identified areas requiring further improvement.

PBL will continue to be a school wide focus. To ensure the adherence to the program continues, we will further streamline procedures to assist new teachers and new parents. In addition, there will continue to be a re–boot of PBL in 2018 with further SET reviews and use of the PBL mentor at the local level to assist us in designing additional PBL structures for the classroom settings. We will continue to refine our practices as we will have many new staff in 2018. We will aim to further involve local community groups and members to support extracurricular programs that are being co–ordinated within the school. Such as public speaking, Kids In The Kitchen and our gardening parents. This however is something that may be a little difficult do – if our major capital works go ahead – so there will need to be lots of planning and modifying to ensure we retain these links with the community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	The \$7134.00 was used on SLSO wages and programs that were put together in literacy and numeracy support.	We only have a small number of Aboriginal students. Those receiving additional support showed improvement in assessment results.
<b>Low level adjustment for disability</b>	The \$91 547.00 we received was used for LaST teacher wages plus the flexible funding component was used for programs that were conducted in consultation with the LaST teacher and our Reading Recovery teacher as well as classroom teachers. Some of these programs were school produced – many involving smaller intensive group work. We also utilized the Toe by Toe program for some students.	There was a steady growth for most children involved in these programs. The few that did not respond as expected have been referred for additional learning support and /or counsellor referral. Having the SLSOs operating across all stages with individual and groups of students has been incredibly beneficial for the students and the teachers.
<b>Quality Teaching, Successful Students (QTSS)</b>	Our allocation was used to release mentor teacher to work with teachers across the school. This was an allocation of 0.263, this did increase to 0.622 later in the year.	QTSS funding was utilised to release one of our assistant principals to work with all teachers and students in the school on a rotational basis. The classes came with teachers to the computer lab in an allocated time slot each week. Various programs were utilised, including robotics, which was very popular with all students. Teachers and students learnt basic coding. In 2018 we will further integrate this technology into everyday teaching practice.
<b>Socio-economic background</b>	\$11711.00 was expended for SLSO salaries this was used to provide support to students in classrooms and socially.	This funding was utilised and combined with low level adjustment disability funding to employ SLSO's across each stage. This ensured continuity of programs across stages for targeted students. The programs were adjusted as required, dependant upon the needs of the students. The programs were developed in conjunction with the teacher, LaST and parents as necessary. Resources were purchased as required. Students receiving this support have all shown growth in their identified areas of need. The use of particular reading programs delivered by SLSOs has shown great results.
<b>Support for beginning teachers</b>	\$13450..00 Teacher relief, professional learning and course fees.	Our two beginning teachers continued to be released for additional time from the classroom to continue to allow the development of their skills as determined by them, mentors and PDPs. Their time was utilised to work on programming, report writing and to work on their accreditation with a mentor. In addition, their funding was also utilised to attend identified professional learning that was in line with areas they required further knowledge with, or in line with their PDPs. The school mentoring and coaching model has been effective and feedback from participants indicated the additional support strengthened their classroom practices, behaviour management

<b>Support for beginning teachers</b>	\$13450.00 Teacher relief, professional learning and course fees.	and whole school understanding in line with their responsibilities.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	189	197	202	204
Girls	139	137	146	171

Our student enrolment is continuing to grow steadily. In 2017 we had 375 children enrolled – an increase of over 50 students since 2014. We expect an even greater intake in 2018 with very steady Kindergarten enrolments. Lennox is a growing area with several new estates opening up, all of which are zoned to this school. There is plans for major capital works hopefully beginning in 2018 to build more permanent accommodations for our growing population.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	95	93.9	94
1	93.9	94	93.3	93.4
2	96.1	93.7	93.7	91.9
3	94.1	94.2	92.9	94
4	94.3	92.5	91.1	91.1
5	92.3	95.3	93.5	89.8
6	93.8	92.2	93.4	91.2
All Years	94.1	93.9	93.1	92.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance is now more closely monitored through the use of SENTRAL. As text messages are sent re absences, this is ensuring a greater return on reason for absences. Families that have frequent absences are

firstly contacted by the classroom teachers. Copies of phone calls and or attempted communication are kept. If no improvement is obvious the teacher refers to the assistant principal for support. As necessary Home School Liaison Officers (HSLO) are then involved if that is the recommendation. Families are reminded at the start of every year and throughout the year in school newsletters re the departmental expectations for attending school regularly. A key focus was on parents getting children to school when the school day begins. We have regular students who are often late – missing the important start to the day. By providing parents with visual data stating partial absences a greater percentage of students are now arriving on time.

This information re the start of the school day – has also been shared with the P and C and they are fully supportive of all methods to improve attendance. Parents are also reminded via the school newsletter the importance of regular attendance at school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	13.49
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0.6
School Administration & Support Staff	3.02
Other Positions	0

\*Full Time Equivalent

There is currently no staff members at Lennox Head Public school who identify as Aboriginal or Torres Strait Islanders.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

## Professional learning and teacher accreditation

At present we have 5 staff members who have gained accreditation at proficiency and are now maintaining that accreditation. In addition, during 2017 an assistant principal led some professional learning around accreditation for all staff including hours that will need to be recorded and how to do this on the NESA site. Teachers were involved in various other professional learning activities throughout the year. Many of these were linked to our strategic directions, such as L3 (1 more teacher completed this training in 2017 – with another 2 still ongoing). TEN was utilised at school with the trainer. The principal attended the beginning principals conference in Sydney, network days with other local principals and attended the NSW PPA State conference in Sydney. The principal and another staff member continued to deliver How2Learn training in modules to the Lennox Head School staff and this will continue into 2018. All classroom teachers and SASS staff participated in anaphylaxis training, a CPR update, emergency care training, code of conduct and child protection training and updates throughout 2017. In addition, we utilized our Quality Teaching Successful Students (QTSS) funds to release an assistant principal to mentor other staff in the technology area. This has proven to be very worthwhile and will continue to be a focus in 2018 as indicated by staff in their PDPs. In addition professional learning funds were spent on hiring a presenter to work with all Lennox Head Public School staff for an additional professional learning session. This was incredibly beneficial and strengthened many staff skills with the use of ipads in the classroom setting. This training also included some basic work on robotics and coding – which staff are now using in classrooms and will continue to do so in 2018 with help from the QTSS mentor in each stage. Three staff also attended workshops at Alstonville Public School, on incorporating inquiry based learning into units of work. This led to professional learning for all stage 2 classes and the implementation of inquiry based learning into all stage 2 classes, with the support of the teacher librarian. This was very successful and will now be introduced to Stage 3 in 2018. Staff continued to spend time working in stage based groups to refine the school scope and sequences to align with the new curriculums. A focus on the explicit teaching of programs through a collaborative and consistent approach is leading to improved student outcomes across all stages. This will remain an ongoing focus to ensure we are meeting best practice. Funding per teacher for professional learning was \$1065.00 each. This does not include professional learning already outlined in strategic directions.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The financial management processes of the school reflects the Department's policies of corruption prevention, fairness and probity by maintaining officer delegations, monitoring compliance with policy and reporting and referring to corporate documents such as the Code of Conduct. We train our relevant employees in policy and procedures ensuring they are aware of their accountabilities. In Procurement we treat all suppliers fairly and consistently; effectively manage potential conflicts of interest; maintain impartiality and conduct processes honestly and with integrity. We have a planned budget in line with the School Plan which is established and monitored by our budget committee made up of the School Executive including the School Administrative Manager.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>124,781</b>
Global funds	383,950
Tied funds	265,360
School & community sources	148,635
Interest	2,188
Trust receipts	12,898
Canteen	0
<b>Total Receipts</b>	<b>813,030</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	64,675
Excursions	30,213
Extracurricular dissections	69,811
Library	5,456
Training & Development	0
Tied Funds Payments	249,786
Short Term Relief	92,866
Administration & Office	75,451
Canteen Payments	0
Utilities	34,244
Maintenance	49,017
Trust Payments	8,333
Capital Programs	7,021
<b>Total Payments</b>	<b>686,873</b>
<b>Balance carried forward</b>	<b>250,939</b>

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>424,249</b>
Appropriation	307,528
Sale of Goods and Services	108
Grants and Contributions	116,434
Gain and Loss	0
Other Revenue	0
Investment Income	179
<b>Expenses</b>	<b>-332,249</b>
Recurrent Expenses	-332,249
Employee Related	-138,714
Operating Expenses	-193,535
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>91,999</b>
<b>Balance Carried Forward</b>	<b>91,999</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	2,472,262
Base Per Capita	53,184
Base Location	5,605
Other Base	2,413,473
<b>Equity Total</b>	116,392
Equity Aboriginal	7,134
Equity Socio economic	17,711
Equity Language	0
Equity Disability	91,547
<b>Targeted Total</b>	84,590
<b>Other Total</b>	146,886
<b>Grand Total</b>	2,820,130

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

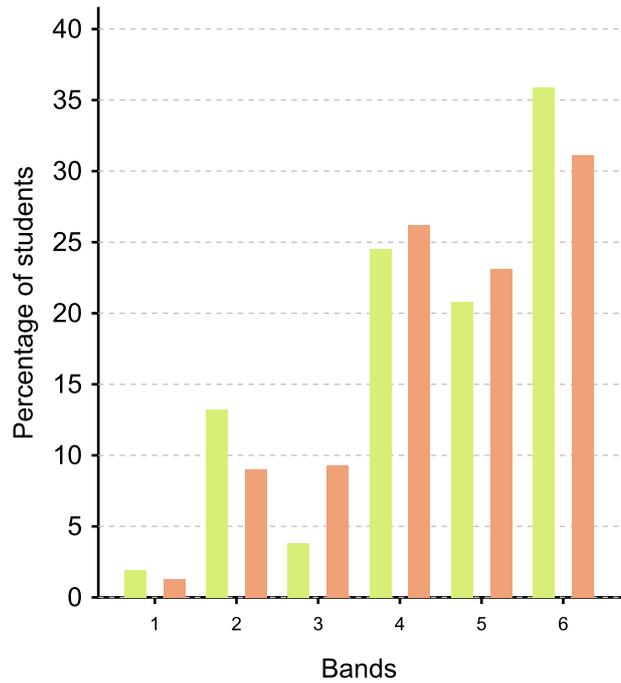
## School performance

### NAPLAN

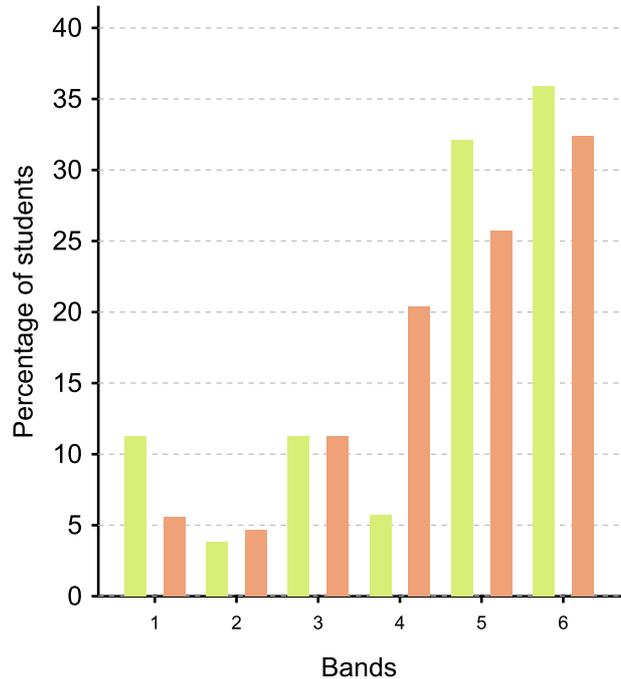
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

As we continue to introduce new programs into the school, we are starting to see growth in several areas of literacy. Our spelling results are improving and have shifted quite significantly in the last 2 years, with particular growth for our year 5 students. Most other areas are steady or improving, with students beginning to shift. Writing will continue to be a focus in 2018 and beyond, to further improve in this area.

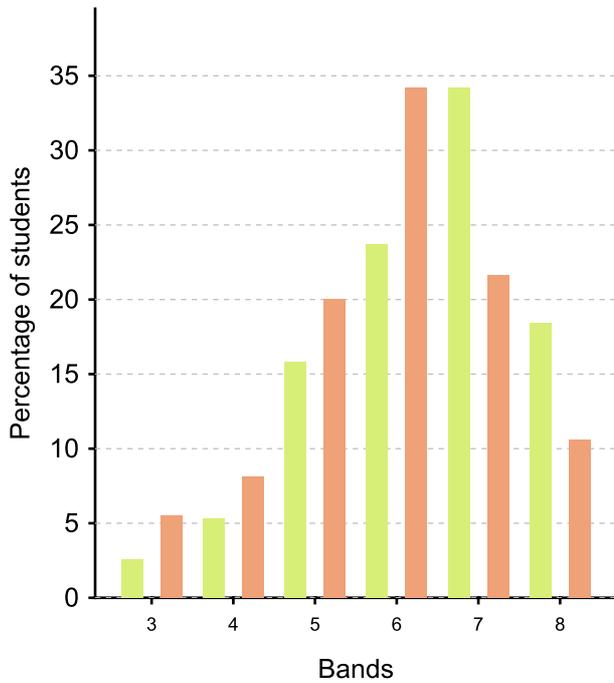
**Percentage in bands:**  
Year 3 Spelling



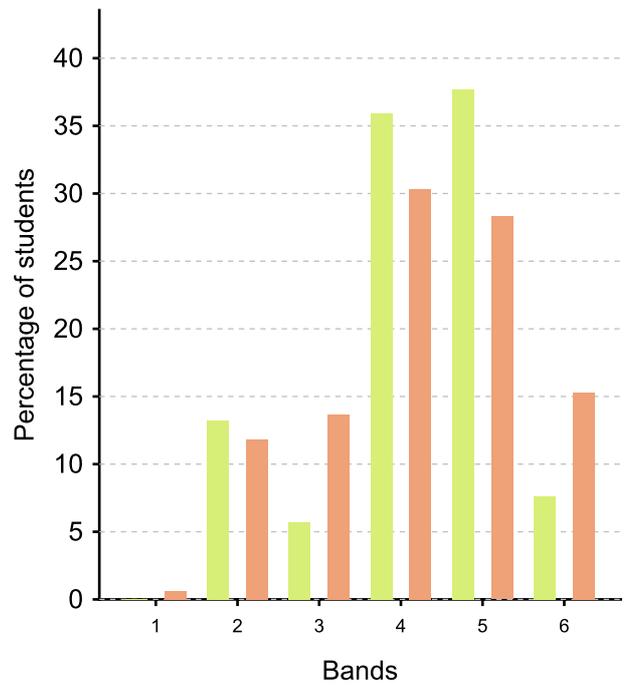
**Percentage in bands:**  
Year 3 Grammar & Punctuation



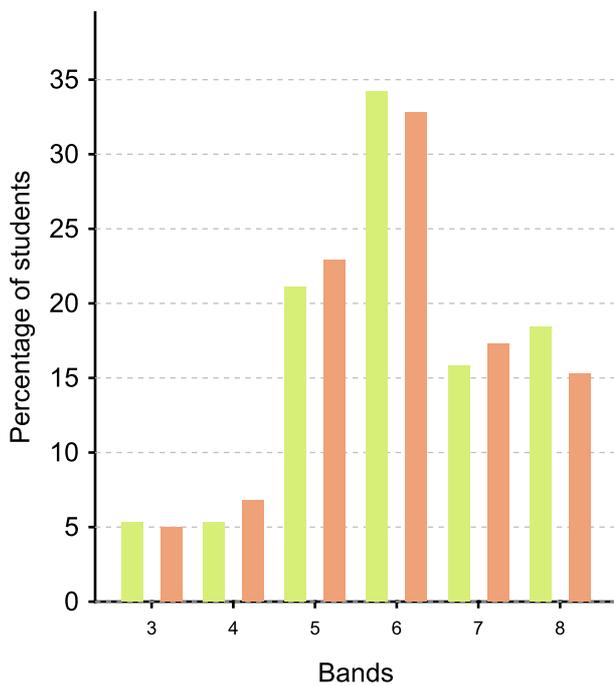
**Percentage in bands:**  
Year 5 Spelling



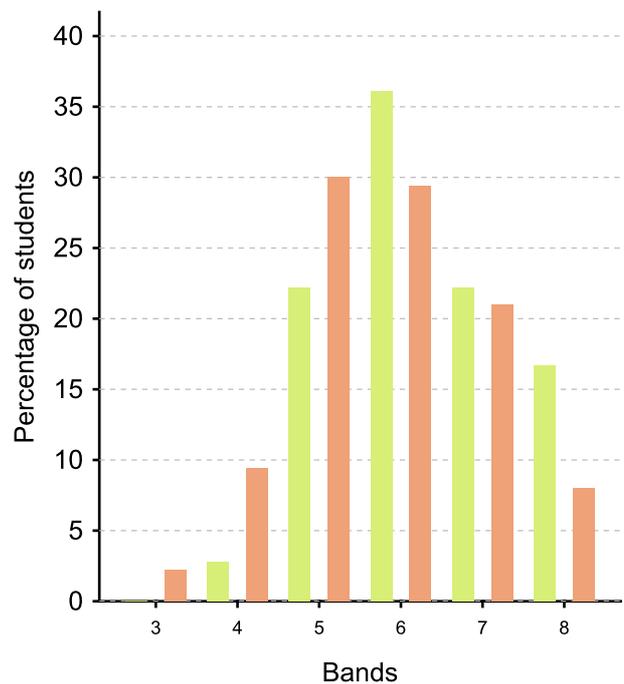
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Numeracy



Students in Year 5 have shown growth in numeracy. Year 3 students results were comparable with state average. We will continue with the TEN program in the early years to further improve this growth. We will continue to utilise intensive programs for those needing additional support. Explicit teaching in classrooms is having a major impact on numeracy growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Throughout the 2017 school year the Lennox Head Public School staff ensured explicit teaching was

occurring in all classrooms to facilitate improved education results. In addition, there was continuous work done around ensuring that scope and sequences were revised, ensuring that syllabus outcomes were being met within the teaching and learning cycles. Specific programs were introduced in both Literacy and Numeracy areas to boost that students that needed more specific interventions. The growth of students particularly in Year 5 in the top bands of Naplan is very solid. 39% of students were in the top two bands in 2017 compared to 18% in 2016. Our Year 3 cohorts over the last 2 years made small gains, we are committed to ensuring this improves by continuing with intervention programs as necessary and ensuring that quality explicit teaching is occurring in all settings. Through the use of mentoring with QTSS funds this is certainly becoming well entrenched in our core business. Our school only has a small percentage of Aboriginal students throughout the school. A concerted and consistent effort is made with our Aboriginal students to ensure they have the tools to enable them to attain the top two bands. Through the use of Aboriginal funds specific targeted programs are co-ordinated with these students to target areas they may need assistance with – being literacy or numeracy. These programs are delivered by the teachers and when possible SLSOs under the guidance and direction of the school Learning and Support teacher.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were surveyed using the Tell them From Me Survey – this covered several aspects of the teaching and learning culture of the school. As previously outlined due to the very small number of respondents (53 families responded) it is difficult to ascertain if the results we were given are what the majority of the parent population believes. Those that did respond said they felt their children were well valued and that teachers were striving to improve outcomes for all children. Parents felt they were able to gain information from teachers when required in regards to their children's progress. Parents felt involved and included and 79% of parents helped in the school in some capacity throughout 2017. The parents were very supportive of assisting with further learning at home, such as ensuring home reading was occurring. We did also survey parents in 2017 – regarding homework and the survey indicated that parents would prefer no set homework at this time. This will also be re-visited in 2018, to ascertain if this is still what people want. They also felt that the school supports positive behaviour. As PBL continued to be re-visited throughout 2017 parents generally seem more aware of how the PBL system works. This will continue to be fine tuned in areas parents have highlighted in 2018. It will once again be a major focus to try and encourage more parents to complete the survey in 2018, this will ensure we are getting an accurate representation from the whole school community of what is working well and

where we still need to improve.

Students were also surveyed using the Tell them From Me Surveys – this was done by all students in Years 4–6. Overwhelmingly they were proud to be students of Lennox Head Public School and enjoyed attending school. 88% of students indicated they had positive relationships at school. 93% of students valued the school's outcomes. 86% of students also felt that they had positive behaviour at school and the majority were comfortable and confident in explaining what the three key values of the school are. One area that was slightly lower than state averages was that of motivation, only 62% indicated they were motivated compared to the state mean of 78%, there is some evidence of disengagement particularly with the older students. Staff are aware of this and with our involvement in the How2Learn project, as this continues in 2018 and becomes embedded in teaching programs, we should see a shift in this perception. Having said that 83% of students tried hard to succeed and felt that the learning at school was relevant compared to state norms. Students also felt that they had ample opportunity to participate in extra curricula activities whilst at school both in Creative Arts and sporting areas. They are pleased to be students at Lennox Head Public School

The school teaching staff was also positive regarding the school. They are proud to work at Lennox Head Public School and are pleased to be part of a great school community. As PBL continued to be a major focus in 2017, teachers were now feeling more comfortable with this and felt they understood the expectations for students. As consistency was evident across the school in teaching of the expectations and teachers had a greater understanding of consequences and their own responsibilities, fewer children were requiring additional intervention. This will continue to be an ongoing focus in 2018 to address areas that may need slight adjustments such as rewards as indicated by teachers. In addition, teachers felt they were working in a very supportive community. They were keen to see even more engagement from parents and suggestions were raised as to what else we could do – such as possibly the introduction of a school Facebook page. They continued to be happy with the use of QTSS funding to mentor all staff and experienced teachers were happy to share ideas and expertise with beginning teachers. They felt they were working with a very collegiate staff and everyone felt well supported.



## Policy requirements

### Aboriginal education

Lennox Head Public School, as per guidelines implements the Aboriginal Education and Training policy. The inclusion of Aboriginal perspectives and content is covered in several subject areas, such as History and Geography, English and Visual Arts. Children have a very strong understanding regarding Aboriginal histories, cultures and perspectives through the content delivered within these lessons. The students participated in NAIDOC week celebrations with a day being coordinated by Southern Cross Distance Education staff and some of their Aboriginal students. All children were involved in a variety of traditional games, followed by cultural activities within classrooms.

### Multicultural and anti-racism education

Teaching and learning programs in units delivered by teaching staff across various Key learning Areas assist students in their understanding of cultural and religious differences, racism and discrimination. Most units particularly in History, Geography and some English units have a multicultural perspective. Students in Stages 2 and 3 also spend time each week watching and being aware of current news events in relation to issues that are happening worldwide in these areas. Students are developing their own opinions and are becoming responsible and knowledgeable citizens. Teachers feel that they are gaining a greater insight into why certain things do occur and what students can do to ensure they are inclusive of everyone. Multicultural Public Speaking is also co-ordinated yearly at Lennox Head Public School. Students in Stages 2 and 3 have the opportunity to speak to their peers on a topic from the multicultural list that is provided. Several students presented speeches at school and felt their understanding of the topic was strengthened by doing so. A trained Anti- Racism Contact officer (ARCO) is available at Lennox Head Public School to respond to any issues involving racism.