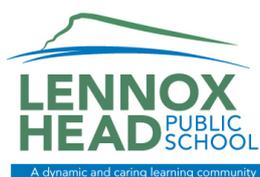


Lennox Head Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Deb 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 is sustaining and growing between years 3–5 and working towards delivering in K–3 following our 2018 NAPLAN results. In addition we were above state average in many areas, with only one area requiring some further review. 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. We also operate debating teams for our senior students. Senior students also had the opportunity to participate in the Newspapers in Education program and Tournament Of The Minds. All computers, Ipads, laptops and have access to Wi-Fi throughout the school and interactive classrooms link the school with the world, engaging students in the learning process. Our students had access to robotic kits and all learnt basic coding throughout the year, which they all enjoyed. All classes have core set of Ipads and/or laptops to use in lessons. 2019 will no doubt be another exciting and challenging year, as we continue to move forward with our school's vision. This should also include some major capital works including new classrooms, admin areas, canteen, music space and before and after school care, as well as landscaping. This was unfortunately delayed in 2018 due to the finding of Aboriginal artefacts on the school site. This was exciting in many respects for both the students and the greater school community, as it is believed that a women and children's campground may have been discovered, which was previously unknown. We will continue to refine our practice to further develop new programs and implement 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 creates life long successful learners.

We will deliver quality teaching and learning programs with an emphasis on future focused learners.

We will value and build supportive relationships catering for individual needs and learning styles. Ensuring the well being of students, staff and community.

We will achieve high professional standards.

We will further 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 provides 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 424 students enrolled in 17 classes. The school is staffed by a dedicated team of 17 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. Through our Three Key Values of Respect, Responsibility and Integrity, which are embedded 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 continued to be 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 was particularly important as we were implementing a new school plan, in which we wanted all staff to have ownership and a collegiate team that were all working towards the same vision. 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 2018 – in conjunction with PBL support from a district level. This was important as we had a change in many staff members, so this ensured we had consistency in expectations across the school, for both staff and students. We have continued to provide additional attention to students requiring more individualised support. Students with additional learning needs are identified by teaching staff and our teachers work in conjunction with our Learning and Support Teacher to establish programs that can be delivered by

teachers, the literacy and numeracy support teacher, SLSOs and trained volunteers in each stage. The school works closely with external agencies, particularly for children transitioning to Kindergarten to ensure support structures are in place. We have continued to implement the How2Learn program with all teaching staff across the school. 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 with executive staff members utilising the Quality Teaching Successful Student (QTSS) funding. Executive staff were released for a day a week to work in classrooms with teachers. This often had a technology/coding component, however varied depending upon need that teachers had self identified. 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 are 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 develop 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. All school staff are now expected to be involved in teams throughout the school and to actively lead a school program or event, which has been well embraced. The leadership team did have changes throughout the year, however this has been positive and there is a strong feeling of whole school improvement in a culture of high expectations. The achievements and where to now are further outlined in the following pages.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Successful Learners

Purpose

The purpose of successful learners at LHPS is to develop life long learners who actively contribute to society. Students will use critical thinking, collaboration, creativity and communication flexibly in demonstrating their learning. Our purpose is to have students who have strong literacy/numeracy skills who are effective users of technology. Our students will demonstrate a growth mindset and resilience that will strengthen their well being.

Overall summary of progress

Our continued school wide focus in creating successful learners has focused on explicit teaching and learning programs with whole school staff collaboration at both stage meetings and whole school sessions. In addition our revised PBL structure in 2018 has helped to fine tune many areas so that staff, students and the school community are aware of expectations. This has had a positive impact upon our school data. The consistency of language and new signage, plus targeted lessons has been beneficial. The use of data has been a target to ensure we are meeting NAPLAN growth targets, this continues to be a work in progress. There has been some achievements in this area, but more to do in 2019 particularly in regards to moving students from cruising to excelling.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• SENTRAL and EBS data will show an increase in positive behaviour and a decrease in negative behaviour. Improved levels of student well being and engagement.	End of year TTFM data showed clearly all were aware of expectations. EBS data is showing very few high level incidents. Areas of concern if they arise are addressed as a school cohort when necessary.	The PBL structure is working incredibly well. Students feel that the expectations are clear and not many major incidents, or suspensions are evident. The explicit teaching of expectations has been instrumental in this. The PBL team spent many hours redesigning lessons and posters for the school to use. This will be further refined in 2019.
<ul style="list-style-type: none">• Student and Staff surveys show that PBL expectations and consistent language are used across the school.	End of year TTFM data showed clearly all were aware of expectations. PBL team in regular meetings and additional time when available – re did notebook lessons, signage and resources for teachers and students to use. Folders provided to all teaching staff.	Staff have met and looked briefly at what changes we could make. This was mentioned at a P and C meeting in term 4 as something we may look at changing, all at the meeting could see merit in this, but discussed further work would occur around this in 2019. All teachers have folders for use in classrooms, with all relevant documentation included. Several lessons were created by the PBL team for the staff to use when teaching students. This has also been invaluable in ensuring consistency.
<ul style="list-style-type: none">• Increased proportion of students in the top 2 bands of NAPLAN – growth and value added in line with the premier's priorities.• Internal and external growth data shows increasing % of students meeting or exceeding expected growth.	Team meetings within stages. Consistency in judgement resources. Student work samples for comparison. SCOUT Training online – PL Executive to learning progressions – workshops and use of district Literacy consultant. Continued use of L3, TEN, Peg Spelling and Seven Steps to Writing	The use of data and using this to inform where we go to next is becoming part of our core business. With all staff able to access scout data this has ensured they can access school and individual results to determine any relevant gaps. We had less students in the top two bands this year, yet our value add was sustaining and growing. This will be further investigated in 2019. Further work will be done in 2019 in reading data accurately. In addition school based assessments have been used to ensure consistency when grading students. Work on the learning progressions has begun, with executive training and whole school professional learning particularly in the area of writing. This will be continued in 2019. Our learning support teachers assisted students who needed additional support and varying programs were used with great

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased proportion of students in the top 2 bands of NAPLAN – growth and value added in line with the premier's priorities. Internal and external growth data shows increasing % of students meeting or exceeding expected growth. 	Success.	results. We will be assessing the impact of programs to further extend our middle achieving students in 2019.
<ul style="list-style-type: none"> Student work samples including – IBL(Inquiry based learning) reflect the 4 c's (critical thinking, communication, collaboration, creativity) and the effective use of technology. 	Team meetings within stages. Consistency in judgement resources. Student work samples for comparison. Continued team programming to ensure this is included in all stage programs. QTSS mentor system.	Student and staff surveys indicated that everyone was aware of what needed to be taught and students were feeling comfortable in what they were being taught and the ability to have some say in their learning. Teachers have spent time in stage meetings ensuring consistency of teacher judgments, through looking at and comparing work samples. This was particularly important prior to report writing. Team planning and consistency is ensuring more streamlined processes.

Next Steps

The PBL format will continue to be refined. We will be focusing on areas fortnightly not weekly. If required targets can change dependant upon data in the system and/or teacher/student feedback re perceived issues. We will be focusing primarily on the well being of students and staff in 2019, as behaviour issues at this point are not high needs. This will be revised as necessary dependant upon data.

We plan to leave the three key values the same for now as this is not a high priority for change at this point. We will concentrate on fine tuning expectations and teaching these as required.

Further staff development in the use of data will be a priority, to ensure we are using data to effectively inform our teaching and where to next to accurately identify gaps or patterns.

Learning progressions – further work on how we will utilise this effectively. There will possibly need to be further PL with staff possibly in stages to ensure we are utilising this tool effectively.

LaST teachers will have continued involvement in boosting/supporting students. District support will also continue to be involved in relation to primarily Stage 2 students in improving writing outcomes – particularly concentrating on shifting our middle students from cruising to excelling.

Strategic Direction 2

Innovative Teaching

Purpose

Our purpose is to engage learners.

Teachers will grow and improve in their teaching through professional learning.

They will work in a culture of high expectations and use evidence based practices to engage learners through teaching that encourages high thrill, skill and will.

Overall summary of progress

Throughout 2018 several areas of development were undertaken. Much of our professional learning was based around a mentoring model at school. That is use of QTSS funds to release Assistant Principals to work with teachers in stages – as a cohort and individually. This primarily targeted technology and robotics initially, then into areas of perceived need through PDP discussions or informal discussions with staff. This led to greater involvement in stage sharing, including continued refinement of joint programming.

All staff accessed professional learning re learning progressions with district office personnel and school executive, following their training days. We will further assess how we utilise this system in 2019 – as we move into this different way of recording and supporting students. Writing will be a large focus in 2019 following further training in the school in 2018 with Seven Steps to Writing Success and how this links with progressions.

Many students were supported through specialised groups or individual support with the learning and support teachers in 2018. Some great achievements were made by many students as programs were designed for individual needs – not a one size fits all. A major use of volunteers and training them was crucial in this success. This will continue into 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Teaching programs and observations demonstrate improvement in teacher practice through teachers using new pedagogies, data and using innovative ideas.	Syllabus documents – current programs and scope and sequence documents	The use of the QTSS funds this year to release exec staff to work with teachers within their stages to assist with teaching and to teach lessons in a peer mentoring capacity has been worthwhile. In addition having extra time off class allowed them to be actively able to support their stages as they had more time to work on additional items/programs for their stage and whole school if applicable. Initially designed to be technology/robotic support this did modify a little as the year went on if staff had indicated through the PDP process or through stage meetings what they required support with or additional ideas and the mentor was then used accordingly.
<ul style="list-style-type: none">Teachers reflect that mentoring and coaching has supported their ongoing development. Teachers reflect that they are taking on opportunities to lead others.	<ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$64758.00) Meeting time – at exec, stage and whole school level. New syllabus documents.	PL funding and QTSS funding. Teachers generally seem more competent in being able to teach areas of technology within the classroom due to the mentoring support in place this year. All staff were expected to and did lead a certain area or were in charge of a specific school program. In addition Assistant Principals in charge of larger committees actively ensured they were up skilling and sharing responsibilities to see we had a progression model in place.
<ul style="list-style-type: none">Data from learning progressions and other assessments is used to	PL – external eg Best Start Kristy Collins – Literacy	Kristy Collins will be involved primarily with Stage 2 early in 2019 to work on designated areas. Data is being utilised to form groups for 2019 – re students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
inform/improve teaching practices.	consultant	and also who will potentially require learning support. Best Start 2019 – all Kinder staff now trained – all students entered into ERN ready for testing.

Next Steps

There will be further input from the literacy consultant through 2019 – primarily to focus on writing in Stage 2. The strategies employed with this smaller cohort can then be analysed to determine what facets or how this could be utilised throughout the school. Trying to ascertain what shift is achievable by focusing on particular areas with in writing. Trying to push children to the higher bands.

The PL mentor model will continue with exec off class in a rotational system so that they can continue to support staff with identified areas of need or development areas as a whole stage.

Learning progressions will continue to be unpacked and utilised to support students across the school. Additional school PL time will possibly need to be spent on areas of this – as there is a lot to learn and we need to ensure that we are utilising it effectively.

Strategic Direction 3

Community Partnerships

Purpose

The purpose of community partnerships is to develop inclusive, consultative and supportive partnerships with the community.

The partnership will be informed based on trust and professional respect to develop a harmonious culture that supports student well being and successes.

Connect/Thrive/Succeed

Overall summary of progress

The TTFM surveys were well supported by both students and staff with primarily positive feedback – but also highlighting areas that we need to refine/improve. Unfortunately it is still very difficult to gauge a large parent body response. We had approximately 30 parents respond – approximately 10% of our families. There was primarily positive feedback from those who did respond.

The addition of a school admin officer being able to post on the P and C Facebook page has been positive – with communication strengthened in this area.

P and C meetings have been well attended – which is very pleasing. P & C have been proactive in posting their minutes to their page and providing to us for inclusion on the school website.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Community surveys show an increased participation and the leadership team acts upon the feedback given.	TTFM surveys P & C meetings Exec meetings and communication meetings. No monetary value	Communication may need some slight amends next year as we have many new families. In addition as respect charter for parents is being released this will also need to be shared with community. We have had some incidents of negative communication particularly via email, which has had impact on staff wellbeing. We need to make this very clear to parents next year – that we are professionals and need to be treated as such. What was still slightly disappointing that even after lots of promotion of the TTFM survey – that only a very small proportion of the parent population filled this in – something we will continue to devise a plan for in the next 2 years. Although having said that the feedback from those that completed was overwhelmingly positive.
<ul style="list-style-type: none">Increasing engagement with school based communication through schoolstream and school newsletters.	No monetary value Facebook access Website training – one day PL	By adding the SAO to this Facebook feed this has helped we believe – we are also able to see in advance if there are potentially issues that we may have been unaware of – which we can address in a more timely manner. Website update has also been useful and more staff are able to add items to the website as necessary. We have put together quite a lot of generic pieces of information regarding school events that are held yearly, then we can upload photos to go with these as events happen yearly.
<ul style="list-style-type: none">Positive feedback is evidenced in surveys, enrolments and positive parental responses including the 360 tool.	TTFM Surveys Parental conversations, P and C Meetings	From the few surveys that were completed by parents, the responses were mostly positive. 360 tool has not been used as yet – possibly looking at utilising this in 2019. Enrolment growth is very

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Positive feedback is evidenced in surveys, enrolments and positive parental responses including the 360 tool.		strong with our largest ever Kinder intake in 2019 – close to 80 students. Growth across the school is also solid. Parent responses upon enrolment and in general conversations are always positive with people telling us they have heard great things about our school and the programs that are offered.

Next Steps

As communication is still raised as a concern – we are going to trial using the SEESAW App in 2019. A couple of classes trailed in 2018 and response from parents was overwhelmingly positive. As it enabled them to see what students were doing and able to pass on feedback and message the teacher as required.

Continue to use school stream and add the same information on the P and C Facebook page.

Website has been updated and newsletter has a very clear calendar on the front page of what is coming up in advance.

Will need to ascertain what medium that parents would like to use or prefer to provide us with feedback – what else can we utilise ? TTFM is great as it analyses data – but not if parents are not completing – will discuss at meetings with parent representatives.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO wages Some additional readers were purchased <ul style="list-style-type: none"> Aboriginal background loading (\$7 246.00) 	Our SLSO program this year has worked incredibly well. We were able to employ 3 throughout the school who worked in various areas with various students as required.
Low level adjustment for disability	SLSO wages, LaST wages, additional I pads and software and new readers. Training of SLSO staff and parent volunteers to ensure programs ran successfully. <ul style="list-style-type: none"> Low level adjustment for disability (\$101 733.00) 	Our LaST program has gone from strength to strength this year, the new programs that were instigated have shown great results. All students have increased their skills in their areas of need so much so that many students came off the program when they reached benchmarks so that others could go on. I am particularly proud of the volunteer program that was started this year with a cross section of parents, grandparents and other community volunteers. All of these people have done an amazing job and are to be commended for their assistance in supporting students at LHPS. This program will continue with some slight modifications in 2019.
Quality Teaching, Successful Students (QTSS)	Teacher release. Use of coding equipment – which we had previously purchased in 2018 <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$64 758.00) 	The model this year has been extremely successful. The exec staff have had more time to prepare items for their stage which in turn has enabled them to go into classroom in an instructional type leader capacity. This mentoring has proved invaluable and the sharing of ideas and knowledge has been extremely beneficial. Teachers are feeling more competent and with greater skills in the areas that they had identified as well as their use of coding and robotics.
Socio-economic background	SLSO wages <ul style="list-style-type: none"> Socio-economic background (\$17 949.00) 	The funding for this area was used to employ SLSO's across the school. This support has again been invaluable to both teachers and students. The assistance, both within the classrooms and provided to identified students of need, requiring individual programs, has been successful. All students are connected, thriving and succeeding due to the extra support that is able to be provided in classroom spaces and all other learning environments – dependent upon student needs.
Support for beginning teachers	Funds were used for professional learning courses and RFF <ul style="list-style-type: none"> Support for beginning teachers (\$46 167.00) 	Beginning teacher funding has once again been used very successfully by the beginning teachers and mentor staff. As areas of need developed through PDP's or general classroom observations – courses were recommended or staff asked to go to using their funds. All beginning teachers used their funds to attend Seven Steps To Writing training as writing was a target area within the school plan. This is ensuring that all teachers are now able to utilise this resource – so activities are common across classrooms. The funding has also been beneficial as additional RFF to support the teachers when required such as programming and reports – mentors were also available to assist when

Support for beginning teachers	Funds were used for professional learning courses and RFF • Support for beginning teachers (\$46 167.00)	required.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	197	202	204	222
Girls	137	146	171	196

Our student enrolment is continuing to grow steadily. In 2018 we had 421 children enrolled by the end of the school year – an increase of over 87 students since 2015. We expect an even greater intake in 2019 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 later in 2019 which will see modern permanent accommodations for our growing population

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	93.9	94	93.2
1	94	93.3	93.4	94.1
2	93.7	93.7	91.9	93.8
3	94.2	92.9	94	92
4	92.5	91.1	91.1	92.7
5	95.3	93.5	89.8	92.8
6	92.2	93.4	91.2	89.8
All Years	93.9	93.1	92.4	92.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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, this is following reports published through SENTRAL which are distributed to teachers every 5 weeks by the PBL team. Copies of phone calls and or attempted communication are kept. If no improvement is obvious the teacher refers to the Assistant Principal for support and to the PBL team. 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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.04
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	0.6
School Administration and Support Staff	3.22

*Full Time Equivalent

We now have one staff member who identifies as Aboriginal. We were provided her as an above establishment entitlement for 6 months last year. As of 2019 she will be one of our full time staff members within our entitlements.

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	25

Professional learning and teacher accreditation

All staff moved onto the new NES system in 2018 in maintaining their proficiency, for those who were not new graduates. 3 teachers did gain proficiency during 2018 and are now at a maintenance level. One of our Assistant Principals lead some PL re accreditation for new staff. In addition whole staff sessions were conducted for all staff to ensure they knew how to record their professional learning hours. Teachers were involved in various other professional learning activities throughout the year. A staff member was trained as a TEN trainer as our previous trainer had left the school to take up a new position. This trainer then worked with ES1 and S1 staff. The principal attended network days with other local principals and attended the NSW PPA State conference in Sydney. She also attended the North Coast Principal conference in Coffs Harbour. The principal and the SAM also attended courses relating to SAP and financial management. All classroom teachers and SASS staff participated in mandatory WHS training such as anaphylaxis training, a CPR update, emergency care training, code of conduct and child protection training and updates throughout 2018. Staff also completed online training in disability standards, PBL – with district support, EBS on track, SENTRAL, PLAN 2 and learning progressions, district office literacy support relating to writing. Several staff completed Seven Steps To Writing Success training, so that the majority of staff have now have been trained. Kindergarten teachers were trained in the new Best Start and how to implement this, they in turn trained some additional staff members. NAPLAN online training was also completed by Executive staff. All executive staff and SAM completed the P card training.

In addition, we utilized our Quality Teaching Successful Students (QTSS) funds to release Assistant Principals to mentor staff in technology or through areas indicated in their PDP's. 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 \$1077.27 each

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	91,999
Revenue	3,678,748
Appropriation	3,445,083
Sale of Goods and Services	22,551
Grants and Contributions	209,094
Gain and Loss	0
Other Revenue	0
Investment Income	2,021
Expenses	-3,565,526
Recurrent Expenses	-3,565,526
Employee Related	-3,154,752
Operating Expenses	-410,774
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	113,222
Balance Carried Forward	205,222

- 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. Printed on:
- There is a carry over balance of \$205, 222. This amount was left aside for a couple of reasons. We were to have commenced major capital works during 2017, which were then delayed until 2018 and consequently further delayed until possibly some point in 2019. We were leaving additional funds aside for several areas – such as extra time for general assistant wages to assist with moving etc. In addition we are planning on upgrading our older areas of the school so that they would blend with the new build – such as updated furniture and additional technology. This money is planned to be spent during 2019 as we begin to upgrade our current working spaces – there may be some left aside dependent upon the capital works commencement.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,824,225
Base Per Capita	72,513
Base Location	5,631
Other Base	2,746,081
Equity Total	129,513
Equity Aboriginal	7,246
Equity Socio economic	17,949
Equity Language	2,584
Equity Disability	101,733
Targeted Total	85,445
Other Total	185,070
Grand Total	3,224,254

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

We conducted all of our NAPLAN tests online in 2018. The only component that was paper based was Year 3 writing. We were pleased with the majority of our literacy results. The value add between years 3 and 5 was sustaining and growing. Generally we were above state averages in most areas, with only some questions pertaining to meaning and higher order language skills being below state average. Our growth rates were solid in all components, with spelling interestingly slightly below this year – when in previous years it had been growing and increasing steadily. We are re visiting our spelling programs during 2019 to identify what areas we may need to re visit and explicitly teach. Our school will continue to have a school wide focus on continuing to improve writing skills, although our Year 5 writing growth was very pleasing.

Students in Year 5 have shown growth in numeracy. Year 3 students results were comparable were generally a little below state average. We will continue with the TEN program in the early years to further improve this growth. As we didn't have a TEN trainer in 2018 that may have had an impact – someone has been trained though in 2018. We will continue to utilise intensive programs for those needing additional support. Our support programs have been successful in 2018, with many students achieving their own personal milestones. Explicit teaching in classrooms will continue to be a focus in 2019, to further improve results and establish what areas require further intervention. In addition we are going to group students into maths groups for the 2019 school year to asses if this has any impact on results over time.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Due to the small number of parent participants it is really difficult to ascertain a true reflection of what the parent body actually thinks. From the 30 respondents more primary parents responded than infants parents. Generally parents felt welcomed and scored the admin staff highly for their communication skills. They felt welcomed and were always comfortable to come in to ask questions. Parents felt that the school actively supports learning and that we support positive

behaviour within the school. The school is considered safe and inclusive by parents. Only a small number of parents indicate that they volunteer regularly – some not at all. But many families have both parents working now so this is certainly understandable. Re communication parents felt informal meetings were most useful, followed by school reports and telephone communication. People felt that the newsletter was still a valid source of information as is the school website. Overall respondents felt that it was a community minded school with lots of extra curricula opportunities. Their children feel safe here.

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. Teachers scored above state norms in all areas of the Tell Them from Me survey. In addition, teachers felt they were working in a very supportive community, that had a high expectation on learning culture and inclusivity. They were all consistently using data to inform their teaching practice. 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 that the leadership team were leading improvement and change. What was most concerning was that many staff were not actively taking the time to maintain their own well-being. This will be an area we actively pursue in 2019, as it is crucial. The staff felt though that they were working with a very collegiate group and everyone felt well supported.

Students were also surveyed using the Tell then 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. 71% of students indicated they had positive relationships at school. 83% 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, 69% 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 Inquiry Based Learning, and other new programs in 2019, we are hoping to see a shift with this perception. Having said that the school mean of 8.2 was comparable to the state mean of 8.7 of students tried hard to succeed and felt that the learning at school was relevant, year 6 students scored the highest in this area. 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.

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 in week 1 of term 3 co-ordinated by several teachers at the school. They watched a performance by a local Aboriginal dance group from Ballina Coast High School. They then participated in various craft activities and traditional games throughout the rest of the afternoon. We had investigated the teaching of an Aboriginal language (Budjalong) at school in 2018, however this was not able to be organised with the relevant local people. We will be investigating ways to make further connections with the local Aboriginal community in 2019.



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.