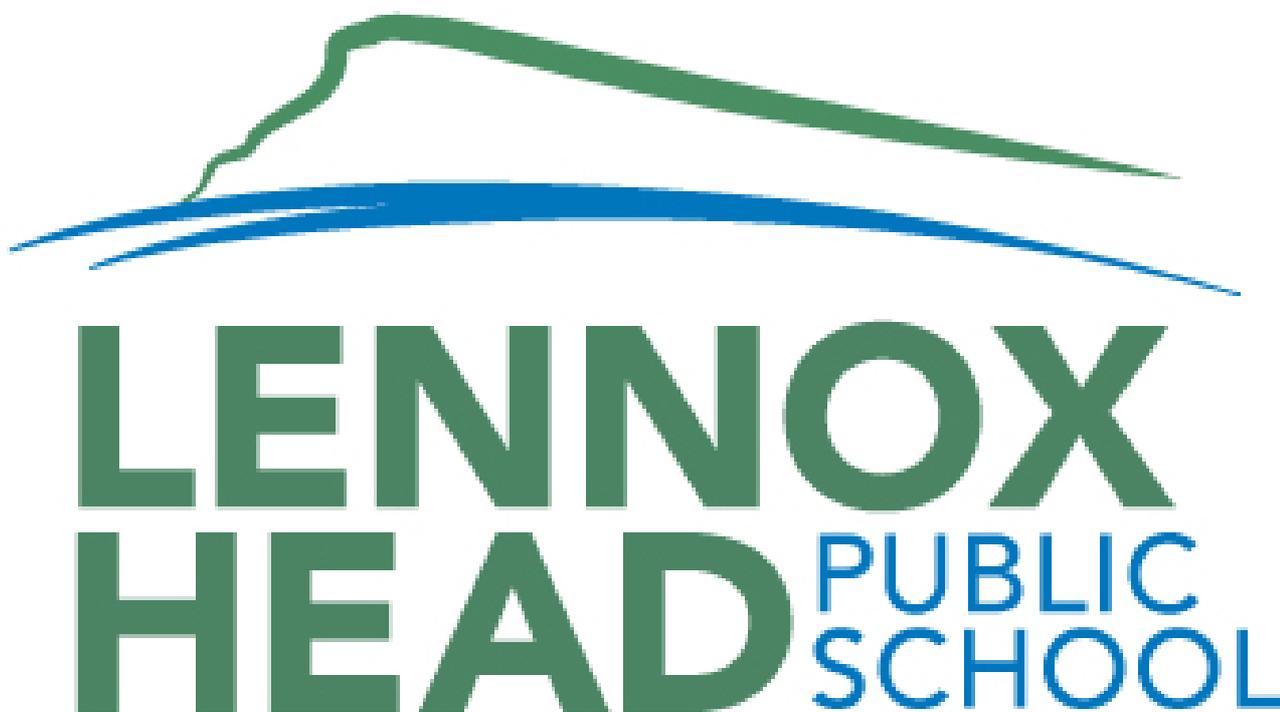


2021 Annual Report

Lennox Head Public School



A dynamic and caring learning community

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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Message from the principal

This year once again has certainly been one of the most interesting I and the staff have experienced in our many years in the education profession and I know this has been the same for everyone else. We thought after last year we might have had a little more 'normal' this year, it started well then flipped once again!

I can honestly say I am so very proud to lead such a fantastic group of students, staff and that we have great community involvement. The way that everyone adjusted to the new ways of doing things once again was simply outstanding. To my teaching and office staff your ability to turn things on their head overnight and do things in an online way and to get learning packs sorted to ensure we could meet the needs of all students was second to none. The support from our parent body was outstanding and everyone did the best they could! I would like to say a special thank you to all of my staff, who just got on with the job. I was on leave when the lockdown hit this year, but the staff just continued on and didn't need to call me too much!

I think we were once again lucky that we were able to return students to school at the end of term 3 and have been able to remain face to face. We all know that connection of daily teaching face to face can't be replicated as well in other forms, so we were all happy to be back. The patience that everyone has continued to display throughout the year, has helped us enormously.

Our volunteer program and P and C input was certainly thwarted this year, hopefully this will be back to some kind of normal next year. Thanks again to the P and C, as even though fundraising was limited this year, they still managed to give the school money to purchase resources for classrooms. This is greatly appreciated.

Sue Tatum continued to do a great job in our canteen and we thank her for everything she does for the school and its students. The new online ordering system is certainly being well received. The staff like it too!

I know we have the best team by far, I am proud to say I work in a brilliant school and I am proud to lead such a great team of people.

You will have of course received the community update regarding the upgrade/build of our school. At some point in the future we will have a brand new school on a new site. This is good news. We look forward to sharing more information regarding this in the new year as to what that schedule and plan will look like.

Deb Langfield

Principal

School vision

At Lennox Head Public School we believe every student should be challenged and encouraged to learn and continually improve within an environment with respect and high expectations.

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

We will work collaboratively to empower all students to become confident, resilient, self directed and successful learners.

We will achieve high professional standards.

We will further strengthen our engagement with our supportive 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 Lennox Coast Network. There are currently 503 students enrolled in 20 classes. We have 8 permanent classrooms and 12 demountables on the school site. The school is staffed by a dedicated team of 26 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. Our school focus will involve targeting all students, to ensure they continue to improve their skills in both literacy and numeracy. We will be improving our value add for all students. Students have the opportunity to participate in sporting teams and creative activities such as dance, band and choir.

Through our three key values of Respect, Responsibility and Integrity, which are embedded in all aspects of our school community, students become responsible 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. We have a strong focus on wellbeing for students, staff and our school community. A strong partnership between students, carers, families and the broader community, results in a collaborative learning environment whereby all members feel respected and valued. We have a supportive P and C and have strong links to the local Lions club. The whole school community, involving students, staff and parents was consulted in a thorough situational analysis, followed by the development of the Strategic Improvement Plan.

As a result of a rigorous self assessment process we have identified a need to use data driven processes to ensure all students are targeted appropriately. This will lead to a rich learning environment maximising student engagement and achievement. There is a commitment to building strong partnerships to benefit our students.

Our school community is still currently waiting on major capital works, which have been delayed by over 3 years. The delay has impacted our ability to do more future focused learning due to limitations on space and resources.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

The school will maximise student learning outcomes in Literacy and Numeracy through effective use of data to inform quality teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Literacy Improvement
- Data informed Numeracy Improvement

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$58,861.94

Integration funding support: \$120,000.00

Socio-economic background: \$30,723.70

Aboriginal background: \$10,131.50

QTSS release: \$91,488.28

English language proficiency: \$5,133.71

Low level adjustment for disability: \$119,976.04

Literacy and numeracy: \$14,089.00

Summary of progress

At Lennox Head Public School, we aim to ensure every student is well-prepared for a lifetime of on-going learning and informed and active citizenship, with the knowledge, skills and attributes that will equip them to take their place in the workforce, in this ever-changing world we live in. We aim to have high expectations for every student and deliver engaging explicit teaching which provides opportunity for every student to engage, succeed and thrive. In order to achieve this, we worked as a staff to implement the Building Strong Foundation Program which aimed to engage students in explicit teaching to develop a deeper understanding of core concepts and the skills necessary to apply knowledge, think critically and creatively, and to communicate and collaborate effectively.

The program provided targeted support to every year two student in spelling and reading through delivery of explicit teaching/learning programs design to target the individual needs of each student within each targeted support cluster and allowed students to access tasks at individual entry or competency levels. Current data informs us that 80 % of student achieved greater than expected growth in spelling, with a growth of 1.5 years and 94% of our students are currently reading at or above stage expectations (PM reading benchmark 22 and above).

This program also provided targeted support to every year four student in order to develop their knowledge of text structure - creative, persuasive and informative writing, improve their language convention skills and spelling. The program provided targeted support for every year four student in writing through the delivery of explicit teaching/learning programs designed to target the individual needs of each student within each targeted support cluster and allowed students to access tasks at individual entry or competency levels. 80 % of our students are currently achieving grade level and above.

In addition, this program provided targeted support for every year two student in Mathematics through delivery of explicit teaching/learning programs design to target the individual needs of each student within each targeted support cluster and allowed student to access tasks at individual entry or competency levels. The program followed the grade level mathematics program and the stage-based scope and sequence for the year level with extension that focused on thinking mathematically and developing problem-solving strategies. 75 % of our students are currently achieving higher than 80% on school based assessments.

SMART Spelling was introduced across the school at the beginning of 2020 this has proven to be an effective spelling programs providing considerable growth across the school. The actual average growth across the school is 1.65 years , so 0.65 more than the 1 year of expected growth, which is encouraging.

Next steps for 2022 will be a continuation of of the programs that have been in operation in 2021. The Building Strong Foundations program, is being fine tuned in 2022 to ensure greater explicit teaching of Year 2 and Year 4 students to further increase growth in reading and numeracy. This is being driven by data collection and looking at areas that can be further extended. We will continue to operate maths groups across the school to individually target student need.

We will also continue to work with staff on data collection and using the results of data to further inform our teaching practice. This will become part of our meeting structures to ensure we are on a common trajectory. We will assess current programs and adapt as necessary to meet student need. Our Naplan data is very pleasing. The average of students in the top 2 bands is 50.97%. this is a great result. 60% of our Year 5 students are at or above expected growth in reading and 55% for numeracy. This is a testament to the teaching and learning programs operating within the school and the teachers who continually refine their practice and skills to ensure they are meeting the needs of all students.

We will also trial some areas of the new K-2 Syllabus to ascertain what we might need to change/adapt as we incorporate this fully from 2023. Additional RFF days have been provided by the Department to assist in this implementation. This will be utilised by the K-2 staff.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The percentage of students achieving in the top two bands of NAPLAN Reading is above the baseline of 51.4%.	<ul style="list-style-type: none"> • 66.92% of students are in the top 2 bands for NAPLAN , indicating achievement of the annual progress measure. As this is above the agreed lower bound measure.
The percentage of students achieving in the top two bands of NAPLAN Numeracy is above the baseline of 35.9%.	<ul style="list-style-type: none"> • 34.88% of students are now in the top two skill bands (NAPLAN) for numeracy, students indicating some progress toward the annual progress measure. Although this is slightly lower than the lower bound target. The long term average suggests 35.1% of Year 3 students are in the top 2 bands and 34.48% of Year 5 students are in these bands. So we will continue to refine teaching programs to ensure a greater uplift.
The percentage of students achieving expected growth in NAPLAN Reading is above the baseline of 68.1%.	Annual progress measure: Increase in the proportion of students achieving expected growth in NAPLAN reading to above 68.1% (lower bound system-negotiated target). 60.78% of students have shown growth. This will need to be further boosted in the next year .60% of Year 5 students are at or above expected growth.
The percentage of students achieving expected growth in NAPLAN Numeracy is above the baseline of 52.1%.	58.82% of students achieved expected growth in numeracy. This is above the baseline. So shows progression towards the target. 60.4% of Year 5 students achieved expected growth in NAPLAN numeracy.
60%+ of students in Years 2 to 6 achieving 1.0+ years growth of Reading through formal internal assessment.	65% of students in years 2-6 showed an increase of at least 1 years growth. Some were higher than this. this is above our expected target.
60%+ of students in Years 2 to 6 achieving 1.0+ years growth of Numeracy through formal internal assessment.	67% of students in Year 2-6 are showing at least 1 year of growth. Some students have higher growth rates. This is above the expected benchmark.

Strategic Direction 2: Wellbeing

Purpose

We have a strategic and planned approach to develop whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive sense of belonging
- Attendance

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Location: \$7,338.00

Summary of progress

At Lennox Head Public School our community has identified that student benefit from social-emotional learning at any time, but today it's especially important to help students develop the skills they need to connect and thrive. We implemented the Second Step Program - a social and emotional program across every year level to support students' emotional development. The program has been sequenced to enhance and supplement our current Personal Development syllabus and the subsequent teaching/learning programs written by teaching staff. The program provided staff with a quality resource to effectively teach students the skills they need to be successful learners, to be socially and emotionally competent and to have a positive attitude towards school, themselves and others. Our Positive Behaviours for Learning data indicated that there was a reduction in the number of students attending follow up for serious incidents indicating that social and emotional interaction between students has improved considerably. Having said that following lock down we discovered there were more children needing support in the social space, many negative incidents were for playground behaviours. Some of that can be attributed to students needing to re adjust themselves to being back with peers and some is due to limited playground space. Our Tell Them From Me Surveys indicated that parents, students and staff considered that the school is a welcome place to be. The parents cohort that actually responded to the survey was very low, so it is difficult to ascertain if this is what all parents are thinking. Obviously COVID this year impacted upon us being able to invite parents into the school grounds for events, hopefully those can change a little next year. Parents did feel that the school was inclusive.

68% of students indicated that they had a positive sense of belonging on the Tell them From Me survey, which is below state averages. However internal data, kept by teachers would indicate that this is much higher. Relationship building has been crucial to many lessons we have done this year, so that students know who they can approach if they need extra support. Overwhelmingly 88% of students felt that they had positive behaviour at school, this would also be supported by internal school data. The positive Behaviour for Learning model is well entrenched and all students are aware of expectations and school values. Students also strongly indicated that they felt someone at school was always available to provide encouragement or advice.

The pioneering attendance trial did not take place due to COVID-19 and state lockdowns. We only sent one SMS to all of the parents which was a survey generated by the trial. What was interesting from this survey, was that a large percentage of parents didn't think children missing a few days of school had a huge effect on their success in school

Attendance did become a little tricky to navigate due to COVID interruptions and of course illness and COVID tests, this will be re visited next year, in hopefully a more normal attendance year.

Leaflets and reminders were schoolstreamed to parents - getting students to school on time. Every minute counts. This will be re done next year.

We also started an attendance trophy each week - the class with the best attendance got to keep this. Legitimate absences eg illness were not counted in the tallies. Surprisingly this didn't please all parents, so further explanation of what we were trying to achieve was required. Once explained this has been something that students look forward to seeing who receives this each week. It is interesting that the students have an impact on what their peers may be doing in relation to attendance. Attendance has been generally steady since we returned to school at the end of term 3.

Staff did look at the attendance information on the portal and training commenced in this area, prior to COVID shutdown. Focus now has been getting children back to school successfully and dealing with anxieties around that. Conversations

with parents have been held as required.

We will continue to work on attendance targets next year, as COVID has once again created issues as children are not coming to school if they have COVID symptoms etc, so their attendance is not as high as it may normally be.

It is difficult with linking school performance to attendance, as sometimes attendance is out of our control especially in a pandemic.

In 2022 we will tighten our attendance procedures and streamline these as required to make it very clear and easy to follow for staff. We will actively promote how important it is for children to attend regularly and the impact this will have on their success at school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Work towards increasing the proportion of students attending above 90% of the time	At present we have 73% of students that are attending over 90% of the time. Our attendance as a whole is 92.2%. We will continue to work with parents and the broader school community on further increasing this percentage. This year parents followed government advice on keeping children home when sick, which did make this percentage lower than expected. Our emphasis will continue to be on parents valuing regular attendance at school and the positive impact this has on learning.
Build the proportion of students identified as having positive well being toward the lower bound target.	Count Me In data indicates 85.98% have positive wellbeing. 68% of students reporting positive wellbeing outcomes this has increased by 3% across the positive wellbeing measures from TTFM data in 2020. Internal data would suggest that this is slightly higher than this. But something that we will continue to improve on in 2022.
The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.	The school will be actively implementing evidence based change, dependent upon current surveys and data as we move forward to 2023. We will aim to further increase attendance patterns for all students to ensure student learning and well being is promoted with our families. This has continued to be challenging with higher absences still occurring due to illness and isolation requirements.

Strategic Direction 3: Building Strong Teaching Foundations

Purpose

The purpose of strong foundations is to embed explicit systems that facilitate professional dialogue and collaboration.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Performing Teachers
- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$20,000.00

QTSS release: \$91,488.00

Summary of progress

At Lennox Head Public School, we aim to ensure that staff engage in high impact professional learning, therefore staff are expected to have a Performance and Development Plan that is a link to the three strategic directions on the school plan. This year due to COVID - at home learning and COVID restrictions we were unable to follow our scheduled professional learning plan.

As a whole staff we completed a ten hour professional learning course on - Aboriginal Pedagogies (formally 8 Ways). At the conclusion of the course staff were required to work as a collegial team to develop and implement a unit of work incorporating the 8 ways pedagogies. Once the program had been taught staff evaluated the effectiveness of the program and shared their findings with the whole staff. This gave staff an opportunity to celebrate each other's successes and to provide effective feedback to each other - providing professional learning opportunities for all staff.

In addition, staff were given the opportunity to engage in professional learning using the Literacy and Numeracy Suite. This professional learning sessions provided staff with the opportunity to use their Personal Development Plan to guide and direct their own professional learning.

In 2022 we plan to have a more stringent plan in place for high impact professional learning. A member of the executive team will be released from class for a period of time each week, to assess what the common staff needs are regarding PL. This will determine what we need to access for staff. In addition staff will spend further time delving deeper into the What Works Best documents to further improve in all areas. This will have a focus on the use of data and feedback to have a greater impact on student outcomes. There will be a more formalised plan in place, in line with staff PDP's and strategic directions in the school plan.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.	The leadership team work with individual teachers on their Performance and Development Plan to ensure they are linked to the school plan and that staff engage in high quality professional learning that is linked to improving teaching and learning strategies. This will be further refined in 2022.
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student group	100% of teacher engage in professional discussion and collaboration through contributions to stage, communication and professional learning meetings and presentations. Professional learning is targeted to the identified need of staff reflected in their Performance and Development Plan. Next year we will further modify this practice to ensure we are meeting the needs of all staff to impact upon the learning of students.
Teachers actively evaluate, share and discuss learning from targeted	Stage Meetings, surveys and observations indicates an increase of 100% of staff have actively collaborated with practitioners from the school to reflect

<p>professional development with other staff in their school to improve whole school practice.</p>	<p>and improve upon teaching practice. The staff are actively involved in stage meetings fortnightly to discuss professional learning, impact and where to next. This will be further refined in 2022.</p>
<p>The school self-assesses at the Sustaining and Growing level of the Learning and Development Element of the Teaching Domain of the School Excellence Framework</p>	<ul style="list-style-type: none"> • Document analysis of learning programs indicate 100% of learning programs include evidence of adjustments made to accommodate individual student needs. Individual folders are also kept and updated for individual students as required.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$120,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lennox Head Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Literacy Improvement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <p>Individualised programs being run for the targeted students, based upon their individual needs. This has led to progress in areas as identified in consultation with parents with their personalised learning plans. These plans are evaluated as often as necessary and adjusted as needed to ensure learning outcomes of the students are being supported, to ensure progression in the students targeted areas of need.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The next steps will be to meet with the parents and new teacher in the new school year, to ascertain what may need changing, or what targets we would like to reach with the student. This will take place after a handover from the previous teachers with all relevant information, so we have a clear indication of where to next. Students with integration funding that are going to high school, have already met with transition and learning support co-ordinators at the new schools.</p>
<p>Socio-economic background</p> <p>\$30,723.70</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lennox Head Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Literacy Improvement • Data informed Numeracy Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement individual based programs according to student needs to support identified students with additional needs. many students worked on Mini lit and Multi lit with trained SLSO's. • resourcing to increase equitability of resources and services. New readers were purchased for staff to use with students especially in the early years of the school. Phonics readers and decodables were purchased. <p>The allocation of this funding has resulted in:</p> <p>The support of having the SLSO's work closely with the LAST and classroom teachers to co-ordinate the identified learning areas within the school has once again been highly successful. With the employment of 3 to 4 staff. We were able to ensure many children were on programs to support their learning, which led to many no longer program adjustments. This meant as some reached benchmarks, others were then able to be targeted. All students on the programs became more engaged and all made progress to ensure greater success. Some will remain on programs next year, others are in classrooms with adjustments as required and monitored by teachers</p>

<p>Socio-economic background</p> <p>\$30,723.70</p>	<p>and LaST. The allocation of COVID funds this year, meant we were able to intensively work with more students.</p> <p>After evaluation, the next steps to support our students with this funding will be: We plan to run this program in a similar way in 2022. We are assessing data from all students to work out the best way to form groups to work on similar areas. In addition LaST teachers will assist in maths groups to spread the students into smaller class groupings. SLSO's will work on programs with students in 2022 as determined by the LaST's from teacher data both internal and external.</p>
<p>Aboriginal background</p> <p>\$10,131.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lennox Head Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Literacy Improvement • Data informed Numeracy Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: Of our very small cohort of Aboriginal students all are currently meeting defined targets. Students are actively supported in defined areas of need as required by SLSO. Students feel supported and cared for. All Aboriginal students have their own PLP's, with valuable input from parents the goals are reassessed as required. The SLSO's supported the teachers and students with the delivery of targeted programs as required.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the individual plans will be re done with the new class teachers and parents. Here we will determine strengths and areas that we need to focus on to improve outcomes. This will be early in term 1 2022. Resources will be allocated after these plans are developed.</p>
<p>English language proficiency</p> <p>\$5,133.71</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lennox Head Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Literacy Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: As we only have a very small proportion of funding, this money is allocated through our LaST program to support those students who may need additional individualised support, or to assist teachers with programs within the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next steps will be to continue to ensure that students who received support this year are being monitored by classroom teachers through</p>

<p>English language proficiency</p> <p>\$5,133.71</p>	<p>classroom assessments. If there is still a defined need to support a student, then the appropriate supports will be put back into place.</p>
<p>Low level adjustment for disability</p> <p>\$119,976.04</p>	<p>Low level adjustment for disability equity loading provides support for students at Lennox Head Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Literacy Improvement • Data informed Numeracy Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in:</p> <p>The employment of additional staff to directly support students under the instruction of our experienced learning support team facilitator. These staff were also used to assist teachers with resources and adjustments that can be used in the classrooms. This helped to build capacity of teaching staff through collaboration.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of this program next year. Ensuring that there is a continued focus on students in Years 2 and 4 and fine tune the program to see what areas may need a little variation after looking at this years data. The smaller class sizes in literacy sessions in Stage One have been very beneficial and has allowed for more explicit teaching. We will attempt to further expand upon this program next year to benefit more students.</p>
<p>Location</p> <p>\$7,338.00</p>	<p>The location funding allocation is provided to Lennox Head Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Use of attendance matters resources. Flow charts were being developed and will continue to be fine tuned in 2022. <p>The allocation of this funding has resulted in:</p> <p>After allocating funding here and also assisting students who needed funds to enable them to participate in activities, our overall attendance has not really improved. COVID has severely impacted the attendance of many students, through no fault of their own. It has resulted in greater information readily available to families, however we will need to continue to enforce this moving forward. The use of data and sharing that with parents can be quite powerful. We hope this will result in change over time.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to work out ways that attendance can be further improved. We will continue to promote attendance through use of attendance matters materials. This will be challenging as many families are now beginning to travel as they have not seen each other for at least 2 years. We need to continue to impress upon parents the value of attending each day. Our attendance award trophy will continue, but we may need to look at what else</p>

<p>Location</p> <p>\$7,338.00</p>	<p>may work to improve the percentages. This will need to be done with both students and parents. Ideally if we have less illness this will improve, but we can't control that.</p>
<p>Professional learning</p> <p>\$30,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lennox Head Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive sense of belonging • High Performing Teachers • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Second Step Training and Well being journals implemented. Well being sessions with staff. • Aboriginal Pedagogies training completed. • Litercay and Numercay - using the hub PL resources <p>The allocation of this funding has resulted in:</p> <p>With professional learning being undertaken in social and emotional development, all classes are now running weekly sessions linked to the Second Step program. These are timetabled each week to occur across the school. The journals have also been utilised with a weekly lesson also completed in these. Teachers are feeling much more confident in teaching in these areas and feeling more connected to students. This was obviously challenging throughout lockdowns again in 2021. PBL systems are well embedded and additional time was spent on this with staff this year. This is also explicitly done with students each week as a targeted area . In addition Aboriginal pedagogy training was completed by all teaching staff , over a series of sessions. They have gained a greater understanding on how to incorporate these pedagogies into teaching activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In moving forward we will continue to operate our wellbeing programs in 2022, that have started in 2021. We will continue to keep wellbeing as the focus for both students and staff to retain connections with students. We will fine tune how the programs are operating and if necessary re visit the scope of lessons to ensure we are targeting the greatest need.</p> <p>PBL structures will continue to be embedded into our daily processes and actively taught and modelled with students as required.</p> <p>We will re visit our behaviour structure/policy in 2022 prior to the release of the new strategy. Additional PL will be conducted in this area as required.</p>
<p>Literacy and numeracy</p> <p>\$14,089.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lennox Head Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Literacy Improvement • Data informed Numeracy Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Explicit numeracy and literacy sessions - in smaller targeted groups. <p>Additional targeted literacy groups for Year 2 and 4 students - extension activities.</p> <p>The allocation of this funding has resulted in:</p> <p>This additional funding is utilised to ensure that we can employ an additional LaST teacher to operate additional literacy and numeracy programs with</p>

<p>Literacy and numeracy</p> <p>\$14,089.00</p>	<p>groups of students across the school. Students are grouped according to ability in both literacy and numeracy sessions at designated times across the school. By employing this additional teacher time - 4 days a week- the groups can be spread more and smaller groups of students can be explicitly targeted in defined areas of need. The groups of students vary and it is dependent upon need based ongoing assessments. This has enabled additional students to be targeted in our groups.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to be utilised in a similar way in 2022. Data from student assessments done at the end of 2021 and at the start of 2002 will be utilised to form the groups for 2022. We will also gain information from teaching staff as to any students that they feel may benefit from a smaller group approach. We will also assess any new students to ascertain the make up of the groups in 2022. In addition, we hope to use this teacher time to allow the teacher to train parent volunteers to assist additional students. We had not been able to do this over the last 2 years due to COVID restrictions. We did have a very strong volunteer program and are hoping to reinstate this in 2022 if restrictions allow. This will enable us to give more targeted support to students using volunteers, under the direction of the LaST.</p>
<p>QTSS release</p> <p>\$182,976.28</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lennox Head Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Literacy Improvement • Data informed Numeracy Improvement • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals released from class one day per week to work with teachers in their classrooms and support teaching/learning. <p>The allocation of this funding has resulted in: This funding has enabled Assitant Principals to assist with explicit teaching in classrooms in their stages or across stages as required. It has enabled them time to look at data sets from evidence being collected to assess if programs are on track. As a result some programs have been modified slightly. In addition other areas were then able to be targeted in a whole school context - eg writing to ensure consistency and improvement in results. This funding ensures the workload of the Assistant Principals is more manageable, plus they actively have time to support teaching staff and their students.</p> <p>After evaluation, the next steps to support our students with this funding will be: This current format will continue into 2022. By allowing the Assistant principals to be off class to act as instructional leaders has been very beneficial. The hands on support in classrooms is helpful to teachers and students. In addition some of the admin burden can be done by the assistant principal, allowing teachers to spend more time with students directly. This directly impacts students learning in a positive way.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.94</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lennox Head Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Literacy Improvement

<p>Literacy and numeracy intervention</p> <p>\$58,861.94</p>	<ul style="list-style-type: none"> • Data informed Numeracy Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional teacher (LaST) to support the delivery of evidence based literacy and numeracy and data driven practices. <p>The allocation of this funding has resulted in:</p> <p>We were able to have a teacher employed (4 days a week)to specifically work with students in literacy and numeracy to increase their skills. This targeted approach was either individual or group based.The students targeted were varied dependent upon assessments and observations from classroom teachers and previous school years data. Varied students are able to be targeted throughout the year. If a student reaches expected benchmarks they will come off the intensive support and other student or students will then be added. This is a fluid process. Students are then carefully monitored once intensive support is concluded. In addition, this specialist teacher is able to provide support and resources to classroom teachers to assist with teaching and learning tasks in the classroom. This teacher is also an active part of the learning and support team and relevant meetings. They will also assist teachers in discussions with parents as required.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue with this model in 2022, as we are able to directly target additional students who will require support. As we only have this funding for one more year, we will beginning to ascertain how the APCLI role will be incorporated beyond that, in the hope of still meeting students needs as required. We are finding that there is gaps in learning due to COVID absences and lockdowns in the previous two years, so we need to continue to support these students.</p>
<p>COVID ILSP</p> <p>\$94,891.48</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of Bachelor students to deliver small group tuiton • Releasing Last staff as required to devise programs for students and to analyse data as required. <p>The allocation of this funding has resulted in:</p> <p>This funding has enabled us to target additional cohorts of students. Traditionally the Learning and support teachers have focused on out lower performing students. This additional funding enabled us to target the slightly at risk students in both literacy and numeracy. The students selected were those that had small gaps in learning some content area. The programs were able to be targeted to small groups and in some cases one on one to meet needs. These students were plotted on Plan 2, plus we used internal data to ensure students were making gains, which they were. We did overspend in this budget area, but as a result we improved the skills of many students in their defined areas.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 we will be using this same model, albeit with slightly less funds. The use of Bachelor students, gives then a greater skill set, for when they are in the classroom and in turn benefits additional students. They are then able to return more successfully to the classroom,needing less assistance.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	222	250	250	250
Girls	196	227	243	248

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	94.1	93.1	92
1	94.1	93	92.8	91.7
2	93.8	92.2	92.6	90.1
3	92	93.4	92.1	90.7
4	92.7	91.6	93.3	90.7
5	92.8	91.9	92.3	91.8
6	89.8	91.4	92.7	90.8
All Years	92.8	92.6	92.7	91.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.46
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	0.6
School Administration and Support Staff	3.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	116,373
Revenue	4,412,471
Appropriation	4,297,975
Sale of Goods and Services	25,873
Grants and contributions	88,486
Investment income	137
Expenses	-4,464,265
Employee related	-4,133,116
Operating expenses	-331,149
Surplus / deficit for the year	-51,794
Closing Balance	64,580

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	98,412
Equity Total	164,852
Equity - Aboriginal	10,131
Equity - Socio-economic	30,724
Equity - Language	5,134
Equity - Disability	118,863
Base Total	3,521,825
Base - Per Capita	121,533
Base - Location	7,338
Base - Other	3,392,954
Other Total	333,865
Grand Total	4,118,954

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

2021 was once again a challenging year in terms of interactions with parents students and staff. We once again had to carefully consider that information and communication were clear, when we were not interacting face to face or were operating under varied restrictions. My school team did a great job once again in sometimes tricky situations.

We conducted the Tell Them From Me Surveys with parents. Unfortunately, as we only received 26 responses it is very difficult to ascertain if the responses that were submitted are what others are also thinking. The school staff indicated that they generally had positive interactions with parents either through online platforms that we used once again this year, but also via email and phone calls. School staff are more than happy to improve or adjust certain areas if we are made aware of ways we can improve. Generally, all responses were very similar to last year. In that percentage points were very similar. Parents feel welcomed and felt they were able to support the learning from home. The parents that responded felt that the school supports positive behaviour and is inclusive. Parents were overwhelmingly positive with the at-home learning platforms and resources. Over 74% agreed or strongly agreed that home learning was well set up and 94% said the resources were excellent.

The one area that continues to be raised in discussions with parents is the frustration in our delayed capital works. The parent body was informed late in 2020 that a new school would be built on a new site. Many in the community are still concerned that this may not eventuate, as land has to be acquired. They feel the school facilities look tired, old and dirty. Some maintenance is being planned that will hopefully improve some spaces in the short term. Overwhelmingly parents indicated they would recommend the school and felt that their children had positive learning experiences.

The school teaching staff continue to remain positive regarding the school. 2021 was once again disrupted for them and their classes, but they continued to actively support and teach students either face to face or in a flexible format. This included at home packs and online classes. The teachers 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 are working in a very supportive community that had a high expectation of learning culture and inclusivity. They are all consistently using data to inform their teaching practice and are using this data to inform their lesson planning. They continued to be happy with the use of executive staff to mentor when necessary within classrooms. All staff were happy to share ideas and expertise with beginning teachers. They felt that the leadership team were leading improvement and change, which is having a positive effect on the learning culture. The staff that they are working with are a very collegiate group and everyone felt well supported in a very inclusive school. They regularly work with other teachers in developing cross-curricular or common learning opportunities. As the school leader, I was incredibly proud of their efforts.

Once again one of their only negatives is regarding the school facilities and the fact that our capital works have never commenced. They continue to work in very close confines in demountable buildings. The staff space is also inadequate and throughout the year dependent upon restrictions only a handful of people could be in the designated lunch space at any time. This though does not stop them from producing quality teaching and learning on a daily basis. They go above and beyond to actively support every learner in their care. They do this as they are dedicated professionals.

Students once again had a disrupted year of face to face learning and the inability due to restrictions meant they were unable to be involved in additional curriculum activities. During the state lockdown for 5 weeks in Term 3 students were once again involved in flexible learning. This was also available to students who became ill throughout the year, or who had to isolate themselves as per the health advice at the time.

From the survey of years 4-6 students of which 172 completed the survey 75% many had a positive sense of belonging .90% said they had positive relationships at school. Students feel accepted and valued by their peers and by others at school. In our school, 92% of students indicated that they had positive behaviour at school. The NSW Govt norm for these years is 83%. Students also indicated that they are interested and motivated in their learning. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In our school, students rated positive student-teacher relations as 8.3 out of 10. The NSW Govt norm for these years is 8.4 so very similar. The students also felt that there was a high level of expectation on them to perform to the best of their ability. 88% of students felt they received quality instruction. The school was very pleased with the way students once again adapted to the varied changes throughout the year in what we could and couldn't do. We are very proud of each and every one of them.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.