



## SCHOOL CONTEXT

Lennox Head Public School provides a positive learning environment to our students. Our highly qualified and caring teachers provide innovative programs that have led to great success with students excelling in all areas of academic, sporting and arts endeavours which lead to a healthy and balanced lifestyle.

Students build social skills through our Three Key Values of Respect, Responsibility and Integrity: our unique leadership initiatives and our successful buddy system. The Student Representative Council gives our children the opportunity to participate in school decision making, fostering lasting friendships. Our public speaking program develops student confidence and communication skills.

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

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

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

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

School enrolment for 2012 is 345 students in fourteen classes.

## SCHOOL IDENTIFIED PRIORITY AREA/S

- Improved student outcomes
- Improved literacy and numeracy outcomes
- Positive school culture
- Strengthened leadership and communication
- Aboriginal Education

## SCHOOL PURPOSE AND CHARTER

- Leadership is having vision and direction to create a positive school environment.
- Teamwork is fundamental to effective practice.
- Lennox Head Public School continues the proud tradition of working closely with the community.
- Strong staff morale, combined with a diversity of expertise facilitates quality student outcomes.
- Students value each others right to learn and demonstrate positive citizenship.
- Teaching and learning is a cyclic process incorporating diverse and innovative learning experiences to meet the learning needs of all students.

## TARGET/S

1. Increase the percentage of students in the top 2 bands in Year 5 writing by 10% compared to 2011.
2. Increase the percentage of students in the top 3 bands in Year 5 numeracy by 15% compared to 2011.
3. Improve assessment and reporting practices so that 100% of students have a detailed record of their academic and social achievement.
4. Student and parent engagement and satisfaction increased as evidenced by surveys including Quality of School Life.

PRINCIPAL'S SIGNATURE

SED ENDORSEMENT

DATE

IMPROVED STUDENT OUTCOMES

FOCUS AREA	OUTCOMES	INDICATORS	WHEN	WHO	FUNDING
<b>Increased Student Engagement</b>	<ul style="list-style-type: none"> <li>Special focus on enrichment programs and activities continue e.g. competitions, NIE, CSIRO Science Challenge, Research Skills Project. Additional part-time staffing allocation used to support programs.</li> <li>Workshops to plan lessons in numeracy and literacy to meet different learning needs.</li> <li>Provide opportunities for students to discuss making the classroom an interesting place to learn.</li> <li>Promote risk taking as a positive part of the learning process.</li> <li>Encourage the inclusion of group based and inquiry learning.</li> <li>Professional learning and support around differentiation and engaging teaching practice.</li> <li>Professional learning around the NSWDEC GaTS Policy to be undertaken including a focus on Gagne’s model; implementation strategies and roles and responsibilities</li> <li>Focused professional learning around differentiation models and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Programs implemented with targeted students.</li> <li>Differentiation practices are part of teaching and learning activities.</li> <li>Evidence of units of work in KLA’s is differentiated to meet the needs of students.</li> <li>Teachers are expert in the content area they are teaching and can transmit knowledge in a way that engages students and ensures they retain the information and can build on it as they continue to learn.</li> <li>Teachers use explicit teaching that entails:               <ul style="list-style-type: none"> <li>~ making learning the explicit goal,</li> <li>~ sharing challenging learning intentions and success criteria,</li> <li>~ planning interventions that deliberately encourage mastery of these intentions,</li> <li>~ seeking and giving feedback, and</li> <li>~ adapting teaching as a result of feedback from learners.</li> </ul> </li> </ul>	Ongoing	Lauren/Jane	Global/school staffing
			Ongoing	Alyson/Deb	TPL
			Each Term Ongoing	Executive Classroom Teachers (CRT) CRT	
<b>Build Teacher Capacity</b>	<ul style="list-style-type: none"> <li>Develop program of peer observation.</li> <li>Professional learning plans reflect focus on peer observation.</li> <li>Peer observation focuses on student engagement, differentiation of the curriculum and facilitating higher order thinking.</li> <li>Develop teacher mentor program.</li> <li>Develop a school wide leadership program.</li> <li>Develop authentic professional learning plans.</li> <li>Implement improved teacher and executive review program.</li> <li>Greater staff participation in school and PTTS (Plateau To The Sea) professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers involved in a peer observation program (2013).</li> <li>Collect data on peer observation through TARS process.</li> <li>Develop observation coding focused on student engagement, differentiation of the curriculum and facilitating higher order thinking.</li> <li>Document teacher mentor program – publish on school website.</li> <li>One leadership workshop activity each term.</li> <li>Link professional learning applications to:               <ul style="list-style-type: none"> <li>~ Professional learning plans, and</li> <li>~ School management plan.</li> </ul> </li> <li>100% of professional learning plans include reference to school plans by 2014.</li> </ul>	2012 2013-14	Exec/CRT Executive	TPL
			2013-14	Exec/CRT	TPL
			2012 2012 2013 2012	Executive Executive Executive Executive	TPL Global TPL
<b>Integrate technology effectively in practice</b>	<ul style="list-style-type: none"> <li>Increased teacher use of blended learning technologies through delivery of targeted professional learning.</li> <li>Investigate a framework of connected learning tools with focus on pedagogy.</li> <li>Develop a sharing space using consultant skills for PL in its use e.g.: EdModo. (Possible content could include IWB resources or units of work that are developed to support the Australian Curriculum across PTTS.)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct one joint school development day each year.</li> <li>Connected Learning sessions occur in a PL mode as identified by need both within school and across PTTS.</li> <li>Conduct annual review of classroom use of technology. (students/teachers)</li> <li>Evidence all schools are sharing resources from within the Community of Schools.</li> </ul>	Ongoing	CRT/Lesley	TPL
			Ongoing	CRT/Lesley	TPL
			Ongoing	Executive	TPL

IMPROVED LITERACY AND NUMERACY OUTCOMES

FOCUS AREA	OUTCOMES	INDICATORS	WHEN	WHO	FUNDING
Teaching and learning programs use data to drive teaching	<ul style="list-style-type: none"> <li>Support Executive and school staff in the use of SMART Data to develop effective whole school literacy planning consistent with the literacy continuum.</li> <li>A whole school consistent approach to collect accurate assessment data in literacy/numeracy using the continuums.</li> <li>Complete review of school assessment and reporting practices.</li> <li>Use parent meeting for teachers to discuss student progress including providing work samples.</li> <li>Involve students in the reporting process through self-evaluation and three way interviews.</li> </ul>	<ul style="list-style-type: none"> <li>Development of revised assessment and reporting policy and procedure.</li> <li>Teachers assess and collect data about students and use it effectively to inform teaching.</li> <li>Assessment schedules at school and classroom level reflect consistent teacher judgment.</li> <li><b>Improved assessment and reporting practices so that 100% of students have a detailed record of their academic and social achievement.</b></li> <li>Reporting to parents well informed and appropriately detailed.</li> </ul>	Term 3	Regional support	TPL
			Ongoing	Executive	TPL
			Tm 3-4 2012 2012-14  2013-14	Exec/Staff/ Parents CRT  CRT/Exec	
Numeracy	<ul style="list-style-type: none"> <li>Provide focused support to classroom teachers to enhance their syllabus knowledge and teaching practise in maths so teachers are explicitly programming for space and measurement.</li> <li>Provide opportunities for collaborative support within Stages. Provide professional mentors for teachers in Maths including close supervision of teaching programs.</li> <li>Consolidate teacher facility in using the North Coast Scope and Sequence and state numeracy continuum.</li> <li>Focus on a balanced numeracy approach.</li> <li>Increased emphasis on concept development and co-operative learning strategies. QT framework used to review teaching of maths, especially GaTS.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluations indicate increased teacher capacity to plan for and teach maths.</li> <li>Sharing of professional practice is evident across the school and PTTS.</li> <li>Teaching and Learning Programs document the use of NC Scope and Sequence and numeracy continuum.</li> <li>Balanced Numeracy weekly planner is used by all staff</li> <li><b>Increased percentage of students in the top 3 bands in Year 5 numeracy by 15% compared to 2011.</b></li> </ul>	Ongoing	Alyson	TPL
			Ongoing	Executive	TPL
			Ongoing	Sue O'Regan Alyson Alyson/Exec Alyson/Lesley	TPL
Literacy	<ul style="list-style-type: none"> <li>Provide focused support to classroom teachers to enhance their syllabus knowledge and teaching practise so teachers are explicitly programming using the literacy continuum.</li> <li>Identify teaching and learning differentiation, enrichment and extension strategies that improve outcomes of higher/lower achieving students.</li> <li>Develop whole school programs including scope and sequence in these areas.</li> <li>Professional learning about a balanced literacy session including modelled, guided and independent.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Quality Teaching (QT) Frameworks in teaching programs and practices,</li> <li>Spelling results indicate an increasing number of students at or above chronological age,</li> <li>Teaching and Learning Programs documents reflect the use of the literacy continuum.</li> <li>Increasing number of students reaching the benchmark target for Kindergarten, Year 1 and Year 2.</li> <li><b>Increased percentage of students in the top 2 bands in Year 5 writing by 10% compared to 2011.</b></li> </ul>	Ongoing	Deb/Regional consultant	TPL
			Ongoing	Lesley	
			Ongoing	Executive	
		Ongoing	Deb/Regional consultant	TPL	

	FOCUS AREA	OUTCOMES	INDICATORS	WHEN	WHO	FUNDING
POSITIVE SCHOOL CULTURE	Positive and consistent commitment to learning	• Explicit whole school focus on developing increased commitment to concept of love of learning.	• School wide positive response to question – Do we love learning at Lennox Head Public School?	Ongoing	CRT/Exec	
		• Initiate strategies to improve student acceptance of responsibility for learning.	• Implementation of consistent school and classroom rules.	Ongoing	CRT	Global
		• Increase opportunities for student input into quality of learning experiences.	• Development of school culture data collection tool. (Explicit referrals to love of learning, student ownership of learning)	Ongoing	CRT	
		• Develop an effective and efficient data gathering mechanisms.	• Set targets for improvement going forward (2013-14)	Ongoing	Alyson	Global
		• More explicitly promote notion of school pride.	• Reduction in number of matters case managed by Student Welfare Team	Ongoing	All staff	Global
		• Develop school publicity support group.( Newspapers In Education-NIE)	• Student academic achievement is celebrated in each assembly and newsletter.	Ongoing	Lauren	Global
	Positive Behaviour for Learning (PBL)	• PBL continues to be supported by staff	• Regular staff workshops.	Ongoing	Alyson	
		• Support for explicit teaching of three key values– RESPECT, RESPONSIBILITY & INTEGRITY.	• Specific PBL explicit teaching program for each term by 2014.	Ongoing	Alyson	
		• Development of annual PBL plan.	• Publication of PBL plan each year 2012-2014.	Ongoing	Alyson	
		• A student welfare team established to monitor and develop resources as part of a PBL strategy.	• Reviewed STARS data organisation to allow for more informed decision making.	Ongoing	Alyson	Global
• Purchase STARS data collection tool to collect, monitor and summarise behaviours.	• Clear policies and procedures developed and embedded into the school's systems and practices surrounding:	Ongoing	Alyson			
• Booster lessons developed by the Student Welfare Team based on data collected.	~ staff induction,	Ongoing	Alyson			
• Roles and responsibilities allocated across the school to build capacity and distribute ownership.	~ dealing with grievances for staff and parents, and	Ongoing	Executive			
• The school develops a process for monitoring and maintaining staff wellbeing.	~ communication of information	Ongoing	Executive	Global		
• Anti bullying strategies for positive bystander behaviour and resilience provided to students are ongoing.	• Schools approach to bullying behaviour is strategic.	Ongoing	Alyson/CRT	Global		

STRENGTHENED LEADERSHIP AND COMMUNICATION

FOCUS AREA	OUTCOMES	INDICATORS	WHEN	WHO	FUNDING
<b>Enhance school communication</b>	<ul style="list-style-type: none"> <li>Implement strategies that provide opportunities for parents to attend school events and functions and provide sufficient notice.</li> <li>Acknowledge parents contributions to the school community and promote an open door policy in classrooms.</li> <li>Ensure that communication is multi-dimensional, uses different methods and is formal and informal.</li> <li>Make reference to the school planning process and the whole school improvements when addressing parent groups and meetings.</li> <li>Review the layout and distribution of the school newsletter, consider:               <ul style="list-style-type: none"> <li>~ distribute to youngest child,</li> <li>~ consider creating an email list for distribution,</li> <li>~ tear off section to be submitted for a prize draw possibly monthly, and</li> <li>~ format- section off areas, more colour, important information to take priority placement.</li> </ul> </li> <li>Promote participation in the P &amp; C including an invite being issued separate to newsletter at beginning of the year.</li> </ul>	<ul style="list-style-type: none"> <li>The development of a capacity for the school to have a resilient school image.</li> <li>School personnel understand and appreciate the importance of school image and reputation.</li> <li>Student and parent needs are a focus of organisation.</li> <li><b>Student and parent engagement and satisfaction increased as evidenced by surveys including Quality of School Life.</b></li> </ul>	Ongoing	All/Exec	
			Ongoing	All/Exec	
<b>Student and staff leadership</b>	<ul style="list-style-type: none"> <li>Develop school leadership policy for students and teachers.</li> <li>Run mentoring and coaching workshops for staff.</li> <li>Develop and deliver a leadership skills training package for student leaders.</li> <li>Promote and strengthen the Student Representative Council (SRC) as a leadership forum.</li> <li>Develop project driven partnerships designed to improve student learning outcomes.</li> <li>Provide opportunities for sharing and reflecting on ideas and best practice relating to education leadership.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration planning within the COS group – librarians, PTTS Curriculum Teams, SRC, etc</li> <li>Teachers and students nominate to participate in collegial teams aligned to the PTTS projects.</li> <li>Distributive leadership model evident within the school.</li> </ul>	2012	Ron	
			Tms 2/3 2012	Regional Lesley	TPL Global
			Ongoing	Lesley/All Ron	
			Ongoing	Ron	

	FOCUS AREA	OUTCOMES	INDICATORS	WHEN	WHO	FUNDING
ABORIGINAL EDUCATION	<b>Incorporate cultural contexts, values and practices</b>	<ul style="list-style-type: none"> <li>Value and acknowledge the identities of Aboriginal students.</li> <li>Provide all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through Aboriginal cross-curriculum content.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledgment of Country at school Assemblies and events.</li> <li>Celebration of special cultural occasions and events e.g. NAIDOC, Sorry Day, Indigenous Games.</li> <li>All Stage classes study an Aboriginal unit that addresses both traditional and contemporary Aboriginal culture each school year.</li> </ul>	Ongoing	All staff	
	<b>Improved awareness and implementation of PLPs</b>	<ul style="list-style-type: none"> <li>Improved staff awareness of (Professional Learning Plans) PLPs.</li> <li>Complete, implement &amp; provide feedback on PLPs for Indigenous students with the student and their family.</li> </ul>	<ul style="list-style-type: none"> <li>Maintenance of PLP case management and implementation.</li> <li>Annual PLP staff evaluation.</li> </ul>	Ongoing	Angela Angela/CRT	Global Support
	<b>Build teacher capacity</b>	<ul style="list-style-type: none"> <li>Provide appropriate and relevant training and resources to assist with the implementation of the Aboriginal Education Policy in line with the key focus of achieving improved educational outcomes.</li> <li>Initiate and develop an Aboriginal Education support group.</li> </ul>	<ul style="list-style-type: none"> <li>Annual PL activity each year.</li> <li>Active Aboriginal Education Support group.</li> </ul>	Term 4 2012	Ron/Regional Consultant	TPL
				2012	Ron	Global