



# Littlehampton Primary School

# Annual Report 2011

## 2011 – A Year of Growth and New Programs

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### “Oh the Fantastic Programs!”

This is the year that we were able to make full use of our new facilities with new and improved programs for our students. Parents on school tours are immediately impressed with our programs, and two which impressed most are the Stephanie Alexander Kitchen Garden Program and the new Art Program begun for Years 2-7 students this year.

**Stephanie Alexander Kitchen Garden Program** began in Term 2 with Lucy Cahill as Garden Specialist and Sam Butcher, Kitchen Specialist. We soon learned how well supported this program was in our community, with produce being brought in by parents and community members, and many volunteers regularly contributing. Feedback from the parent survey shows how highly valued this program is. *We thank our Parents and Friends & Parent Craft Group for your financial support, all sponsors who contributed funding and produce and all volunteers for classes and working bees.*

**The Art Program** with Alison Saunders teaches students skills in drawing, painting, printing and sculpture. To give focus to our Art program some works each year will tie in with the kitchen garden theme. Especially impressive was the glazed and fired clay “critters” for the garden. From parent survey, *“The Art Program in conjunction with the Stephanie Alexander Kitchen Garden Program is Awesome!”*.

**A Year of Growth.** With the capacity of our preschool greatly increased our preschool numbers soon grew to around 60, and this has had an impact on our reception numbers. By the end of 2011, our student numbers had grown to 370, and all our classrooms were filled. It is wonderful that our school has such a good reputation, and that so many families would like to enrol. It will be necessary to use our zone more strictly to ensure our numbers don't grow beyond the capacity of our site.

**Visit of the New Chief Executive, Keith Bartley.** We were delighted when our school was chosen to host a visit of the new DECD Chief Executive, Mr Keith Bartley in June. The visit included students serving visiting dignitaries lunch in our new SAKG Dining Room. Keith Bartley was impressed with our strong sense of community, and has promised up to \$20,000 for a memorial to Garth Boomer in front of the library.

**Our Year 7 students.** In 2012 we really valued our older students. We saw terrific leadership from this group, as they led Sports Day, led student forums, acted as caring buddies to the younger students, and were great role models for the younger students. We note that there were less behaviour incidents from the Year 7s than any other year level, and less than other Year 7 groups. We are proud of our Littlehampton graduates.

#### Student Award Winners

Student of the Year:

Georgia Malchow

Garth Boomer Literacy Award:

Josephine Calderwood

Kiwanis Awards:

Jacob Banks

Josephine Calderwood

Alex Bakker

Georgia Malchow

Troy Parker-Boers

Louise Grzybala

David Cecil

Elise Moulton-Smith

Tiandra Colotti

Chris Bourne Have-A-Go Award:

Alex Bakker

Sportsman of the Year:

Troy Parker-Boers

French Award:

Carly Mitchell

Environment Award:

Bailey Stentiford

Music Award:

Madison Bartholomaeus

Leadership Award:

Louise Grzybala

Student Volunteer Awards:

Matthew Scroby

Ashley Crossfield

**Students represented our school  
in many events:**

Choir - Primary School Festival of Music,

Anzac Day Dawn Service,  
Band Concert at Festival Centre  
Arts Showcase,- Choir & Band



**SAPSASA -**  
Courier Cup, Athletics, basketball  
Cross Country, football, netball  
Hahndorf bowls, softball, hockey  
Youth Environment Council,  
Yr 6/7 Aquatics Camp  
Oliphant Science Awards  
Tournament of Minds  
And our own special event  
Littlehampton's Got Talent  
**Parents joined with us in celebrations  
and activities:**

- Mothers Day Event
- Sports Day
- Arts Showcase
- Parent Club Disco
- Year 7 Graduation
- Maths Open Morning



Government of South Australia  
Department of Education and  
Children's Services

Principal: Jenny Lewis

[www.littlehaps.sa.edu.au](http://www.littlehaps.sa.edu.au)

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## Highlights– Preschool

**Increased Numbers in the Preschool.** This meant new ways of working. Having Lisa Weidenbach appointed as an additional teacher made a huge amount of difference, as it enabled a collaborative team approach to teaching. All preschool staff were able to meet together as a Preschool Learning Team, and we also started Preschool Progress Committee for Reception and Preschool teachers to look at transition and other relevant Early Years issues.



**Big Changes for 2012.** With the introduction of the new Quality Standard and the 15 hours of program provision in 2012, there was much planning to be done. The new Preschool staff teams enabled us to get right into our planning, and we are well prepared for the changes of 2012.

**Curriculum.** Our focus on *Being, Belonging, Becoming*, the new early years curriculum framework led us to focus on Learning Stories, as the main form of assessment.

**Other highlights include:**

- working with the children to grow and harvest food from our garden;
- the buddy program with Mr D's Year 4/5 class;
- the successful intervention program with Special Ed. staff;
- parent involvement in the preschool;
- our very first Preschool Parent Survey in which we were rated so highly in "*trusting relationships with children and parents*", and which also gave us a few things to work on in 2012;
- Jill's involvement in the leadership meetings with other Preschool leaders from Adelaide Hills Region.

**Moving Ahead 2012.** The main challenges will be to follow through with implementing all the planned changes for 2012:

- 15 hours program provision;
- new accreditation process for National Quality Standard;
- following through on learning stories; and
- preparing for single start date in 2013.

## Highlights– School

**Littlehampton History Tour for Staff** A special feature of our school is our strong sense of history and community. Before students returned to school in January, all staff participated in a History Tour of Littlehampton which included visits to Platform 1 historic buildings, Shady Grove Unitarian Church, St James Church Littlehampton, and Littlehampton Brick Company as well as a drive and look at other historic buildings in Littlehampton. This included early school sites. Some year levels then included this information in their Inquiry units with their classes.

**Collaborative Planning.** Our school has made a commitment to provide release for teachers to collaboratively plan units of work. Collaboratively planning units of work in Science, Inquiry & Maths builds consistency of practice and ensures a development of program content. It is a way of strengthening teacher practice and building our curriculum. Staff value this practice very highly.

**Teams & Team Structure.** Our staff work in Learning Teams. Our teams are SSO team, Preschool, Early Years, Primary Years (Years 3—5) Middle Years (Year 6/7) and Specialist teachers. In addition, our Student Support Team also was valued by staff.

**Modified Classroom Behaviour Process.** We worked with staff to introduce a more consistent classroom behaviour management process, with all staff using the new 4 step process. This means that the same rules apply and same consequences are given no matter who is teaching; specialist teacher, TRT or classroom teacher. The process cuts short the number of warnings a student has, and if no change to behaviour occurs after 3 steps the student goes home for the remainder of the day. **See report p 6.**



**Student Led Sports Day.** We had wondered how we would manage Sports Day when Chris Bourne, former DP and Phys Ed specialist left. We should not have worried. Mr Douglas stepped into the breach with a wonderful student-led sports day. Many staff listed this as a highlight of the year.

**School Services Officers Commitment to Training– see p 6.**

**Littlehampton's Got Talent.** Planned as a fun activity for the fundraising forum students to run during the last few weeks of term, this was a little activity with a big impact. Staff were amazed at the quality of the performances, and the skills of the student judges!! It is likely to become an annual event.

**"What worked well 2011?"** The following two programs got the strongest response in our staff survey:

- **all the work we did together for maths under the leadership of Ms Toni Burford** This included collaborative planning and team teaching in maths, the Michael Ymer training and other training, Athletics, and the Quicksmart program.
- **Stephanie Alexander Kitchen Garden Program**

**Parents and Friends** Once again we must thank the Parents & Friends for a fantastic disco and for supporting our school programs generally. A special acknowledgement is also in order for the major contribution they have made towards the Stephanie Alexander Kitchen Garden Program.

## Site Improvement Plan 2009—2011 Priorities for Achievement and Engagement

### ACHIEVEMENT: PRIORITY 1 - SCIENCE

The school has made a commitment to Science over the past four years, and our commitment and resourcing of science is now well established. 2011 was a familiarisation year with the new National Curriculum in Science. Staff underwent professional development with our District Science Advisor Sue Pearce to learn about the three new strands of learning (Science Understandings, Science Inquiry Skills and Science as a Human Endeavour) as well as the new achievement standards.

#### Targets:

- 92% of Inquiry Units on our Scope and Sequence were planned and taught by staff (33 of a possible 36). The 3 units not taught have not yet been published and will be taught in 2013. This is an improvement of 20% on our good participation results in 2010.
- 100% of classes used the Primary Connections science teaching resource for at least one Inquiry unit;
- some of our science outcomes this year were achieved through the Kitchen Garden program, with teachers making links to many areas of the science curriculum including plant propagation from seed, photosynthesis, properties of soil and weather.

The school participated again in the Oliphant Science Awards, and did very well with one student receiving Second Prize.



### ACHIEVEMENT: PRIORITY 2 - NUMERACY

2011 included many new ventures for both students and teachers in their Maths learning. The Primary Maths and Science Strategy enabled funds for teacher training and development and opportunities for quality primary mathematics teaching support across the State and Adelaide Hills region were increased.

- Teachers.** During 2011 all class teachers R-7:
- participated in at least 2 Maths for All workshops;
  - attended staff meetings at least one per term with Maths as the focus

- Worked with and observed Michael Ymer, Maths consultant teach maths classes at Littlehampton PS.
- Accessed the new Australian Maths Curriculum on-line
- Introduced a minimum of 300 minutes of Maths instruction across a week
- Assessed all Yr 3-7 students using the Progressive Achievement Tests PAT in Maths in both February and November.

A programme to release teachers to co-plan Maths units with a colleague and the Maths Coordinator ran during Terms 2-4. This enabled teachers to work together and determine an aspect of their Maths planning or assessment they wanted to improve or trial new strategies. The teachers then co-taught the units planned with the Maths Coordinator over a period of 4-5 weeks. The teachers involved reported they valued this way of planning and working highly. It helped them to include more effective teaching and assessment strategies in their Maths lessons.

**Students:** During 2011 all students:

- invited family members to our school for a Family Maths Day and demonstrated ways they learn Maths in their classroom;
- participated in the CSIRO Lab on Legs programme in Term 4 on units with a focus on applying Maths to measure, record, compare and monitor Scientific investigations; and
- were taught Maths more often each week than in previous years, in particular in the Early Years.

Littlehampton PS also entered a group of Yrs 5-7 students in the Mathematics Challenge for Young Australians for the first time. Many of students from that group chose to also sit for the Australian Mathematics Competition.

**Community.** We had a huge response to invitations to observe students learning and 'doing' Maths on the Family Maths Morning, with most classes hosting at least 10 visitors during the event. Parents also accessed a parent information session with Michael Ymer held in June. They received regular updates and items in the newsletter highlighting ways families can recognise the everyday Maths they use and practices that involve Maths.



**Quicksmart Years 5-7.** The Quicksmart intervention programme for Years 5-7 students continued in its second year. During 2011, 28 students were part of the programme with 15 students graduating or finishing the programme as a Year 7 by December. Results from our data strongly confirm the benefits the programme has for participating students. Quicksmart students made substantial improvement in all aspects of number fact recall and accuracy. In terms of accuracy, *the Quicksmart students' average scores have increased by 30% over 12 months. The growth of the Quicksmart students' scores on their PAT Maths tests from February until December has been nearly 3 times greater than the group of comparison students.*

The effect that this programme is having for our students equates to an improvement of approximately 3 years' growth in less than 12 months.

**NAPLAN Results... refer to table on p 4.**

- The highest area of Progress for students in the NAPLAN tests was for Numeracy, with a huge 59% of students in Year 5 and 37% of students in Year 7 making the top amount of progress, the same as the top 25% of students throughout Australia.
- As a school we maintain our efforts to match or achieve well above the State Mean in Numeracy results. We were able to achieve at or above the State mean for Years 5 and 7, however our Year 3 results were well below the State mean.

**Targets set.** Our Site Improvement Plan has targets set to lift our achievement in Mathematics by 3 points a year over 3 years. Students in Years 5 continue to make to greatest positive growth over 2 years in Numeracy.

- Year 7 results were more than 17 points above Year 7 achievement in 2009, though not as high as 2010;
- Year 5 results were 22 points above 2009 and 2010;
- Year 3 results were less than 2010 when we gained an extremely high result, and 3 points higher than 2009.

**PAT Maths Year 3-7.** As 2011 was the first year for whole school administration of the PAT test, it has been used a diagnostic tools and to identify students at risk. In the next 12 months the results will be used to measure growth across the 12 month period and to identify aspects of strength and weakness of our site's Maths programme. The challenge in 2012 is to analyse the PAT data in greater depth.

### **ENGAGEMENT: PRIORITY 3 - INQUIRY LEARNING**

All teaching staff had the opportunity to work in planning teams of teachers at similar year levels. Staff planned using Inquiry methodology, following our own Backwards Design Inquiry Framework and planner. 100% of these units were published by teachers on our system, and resources collected in Inquiry binders and Science boxes for future use by staff in 2013. In an end-of-year review 100% of staff surveyed said they found the time for collaborative planning very rewarding and helpful for their teaching and learning program. This model is planned to continue in 2012.

The Progress team worked hard this year to add a Thinking Skills continuum to the Scope and Sequence, following some excellent professional development in Inquiry thinking by Michael Pohl attended by most teaching staff the previous year. Throughout 2011 we collected resources and created posters and Thinking Skills Packs for teachers to use. Teachers worked in their planning teams to integrate the teaching of these skills into their Inquiry units.

The Progress team (Our group of 8 staff who meet to further our curriculum directions) also had the task of changing our Scope and Sequence from the South Australian SACSA Curriculum framework, to bring it in line with the new National Curriculum. More changes will be required in the future as Geography is introduced next year.

### **ENGAGEMENT: PRIORITY 4 - ICT**

In 2011 Debbie Taylor once again led our ICT priority area. Considerable improvements were made to our ICT systems with the establishment of a Dual ISP which gives us 8 times the speed of internet provision. We also set up a new and much needed curriculum server. Continued use of Interactive Whiteboards was a focus, with this engaging tool more embedded in our classroom programs. We also continued development of our school Moodle which enables us to upload engaging interactive activities which tie in with our Units of Inquiry.

**Staff Development included:**

- additional sessions on the School Moodle;
- trial of Learner Response systems;
- Scootle and Flipcam (our school has several of these cameras for student movie making.)

### **What's happening in the classrooms?**

- Staff and students are creating slideshows for parents, Preschool to 7;
- digital cameras and flip cams used to record learning;
- microphones are used to record speech;
- Ipods and apps are being integrated into classroom tasks;
- 24/7 access to our moodle and class wikis;
- e-mail communication with families; and
- school wide data collection systems.



## Early Years Literacy & Numeracy Plan

### The Early Years team

During 2011 our 8 teachers from R-3 worked with Julie Burchell, our Early Years Leader. As a team we:

- **investigated Jolly Phonics**, observed Jolly Phonics in action in other schools, with 8 teachers completing training in Jolly Phonics.
- **improved knowledge and skills in phonological awareness.** Ingrid Calusinski, Speech Pathologist provided training in Phonological Awareness, and shared a variety of tests to use with students;
- **continued to work on our goal to lift the achievement in writing** for all students by updating our writing rubrics. We used these rubrics to guide students writing and for our assessment purposes. We also moderated students' writing by marking each other's students against a rubric, collected data on students' writing and ensuring children used a plan for their writing.
- **Investigated spelling programmes** and worked on using the most effective practise with our students
- **Worked on Early Years Maths.** We attended training in "Trusting the Count" developing number knowledge, and in Effective Assessment in maths.

**TARGET:** 95% of students will have achieved the following reading levels:

Reception: Level 5  
 Year 1 Level 14  
 Year 2 Level 22  
 Year 3 Level 27



Number and Percentage of students achieving Reading Benchmarks			
R	Number of students*	Number and percentage at or above benchmark	From 2010 Annual Report
REC	49	47 96%	91%
Year 1	48	45 93%	93%
Year 2	39	29 72%	85%
Year 3	38	29 76%	68%

### Why are students in Years 2 & 3 below benchmarks?

Of the students below benchmark at Year 2 & Year 3 level, some are just one level below the benchmark. Some have identified Learning Difficulties or Dyslexia, some are new to our school and some are English second Language.

## Moving Forward, 2012

Whatever the reason, we are not complacent, and are working hard to improve the reading level of all students. For 2012 we will once again appoint a reading/literacy teacher, this year for two terms. We will continue with student support programs such as Multilit. We will also investigate ESL support, and will introduce Jolly Phonics program, next year for Reception to Year 2 students.

## National Literacy and Numeracy Results

The NAPLAN results below were reported in the Newsletter in Term 3 Week 10. The table below shows our school mean scores compared with National and State mean scores in the rows above.

	<u>Year 3 Mean</u>	<u>Year 5 Mean</u>	<u>Year 7 Mean</u>
<b>Numeracy state</b>	379.6	471.4	535.3
Australian Mean Score	398.4	488.0	544.9
<b>Numeracy School Score</b>	370	492	542.6
<b>Reading state</b>	402.8	478.5	534.0
Australian Mean Score	416.2	488.4	540.2
<b>Reading School Score</b>	387	486	541.5
<b>Spelling state</b>	392.4	474.4	533.6
Australian Mean Score	406.3	484.3	537.8
<b>Spelling School Score</b>	383	476	537.1
<b>Grammar &amp; Punc.</b>	404.1	486.2	529.3
Australian Mean Score	421.6	499.7	533.0
<b>Grammar &amp; Punc. School Score</b>	388	504	548.2
<b>Writing state</b>	399.3	469.4	529
Australian Mean Score	415.5	482.5	529.3
<b>Writing School Score</b>	375	449	518.7

Our scores are above the national mean in those areas marked in yellow.

### Highlights 2011

- 100% sat the test in Year 5, 1 student missed one part only of the test in Year 3, 1 absent for each part of the test in Year 7, with two absent for maths
- We've continued with the practice of encouraging all students, even those with disabilities and learning difficulties to sit the tests, so growth can be measured from year to year. Only one student was exempted.
- Our results show our students have worked especially hard in maths over the past two years, with great progress for a large number of students. The highest area of Progress for students was Numeracy, with a huge 59% of students in Year 5 and 37% of students in Year 7 making the top amount of progress, the same as the top 25% of students throughout Australia.

### How did we go?

- This year's cohort of students did not do as well as last year.
- We are above the National mean in 4 of the 15 areas tested;
- marginally below the national average in 1 area (Year 7 Numeracy);
- below the national mean and state mean in all areas for Year 3.

### What are the areas in which we performed the best?

- Year 5 Numeracy and Grammar and Punctuation & Year 7 Grammar & Punctuation, reading and spelling.

### What are the areas of most concern?

- Our performance in Persuasive Writing across was of the most concern: 40 points below National Mean in Year 3, 33.5 points below in Year 5 and 10.6 below in Year 7.

## National Minimum Standards

We aim to have all our students achieve above National Minimum Standards. Students below minimum standards:

- Year 3, 8 children in 14 areas;
- Year 5, 4 students in 6 areas;
- Year 7 level, 3 students in 1 area each.

There are two ways of measuring high achievement. We celebrate with those students who have made the most progress since they sat the previous NAPLAN. We also congratulate those students who were in the top band of achievement.

## Congratulations to our High Achievers!

### High Progress;

Congratulations to students who achieved a high level of progress in Reading, Numeracy or both:

#### High Progress Year 3-5 Numeracy & Reading

McKenzie Adcock  
Jesse Amos  
Sebastian Bald  
Amber Barrow  
Georgina Calderwood  
Madison Cribb  
Claire Fries  
Alayna Hawke  
Hamish Knowles  
Ella Lawson  
Brayden Little  
Liam Lucas  
Caleb Miels  
Katelyn Scroby  
Joshua Thompson  
Ethan Timms  
Ayden Willmott

#### High Progress Year 5-7 Numeracy & Reading

Jacob Banks x 2  
Chelsea Benfield x 2  
Olivia Cecil x 2  
Tiandra Colotti  
Alanah Conlay  
Eliza Green  
Brayden Hopgood  
Ryan Hutson  
Mollie Jarman  
Louis Kavanagh  
Rachelle Merchant-Reid  
Carly Mitchell  
Amie Pike  
Imogene Scott  
Renee Ward x 2  
Elise Moults-Smith  
Chloe Kupczynski  
Aaron Bruce  
Mahala Benjamin  
Madison Bartholomaeus

**High Achievers—Top Band** Congratulations to the following students who achieved in the top band of achievement for their year level in one or more areas:

#### Year 3

Ben Barrow  
Max Galettis  
Darcy Hutchinson  
Justin Margetson  
Zabien Parker-Boers  
Brittany Proeve

#### Year 7

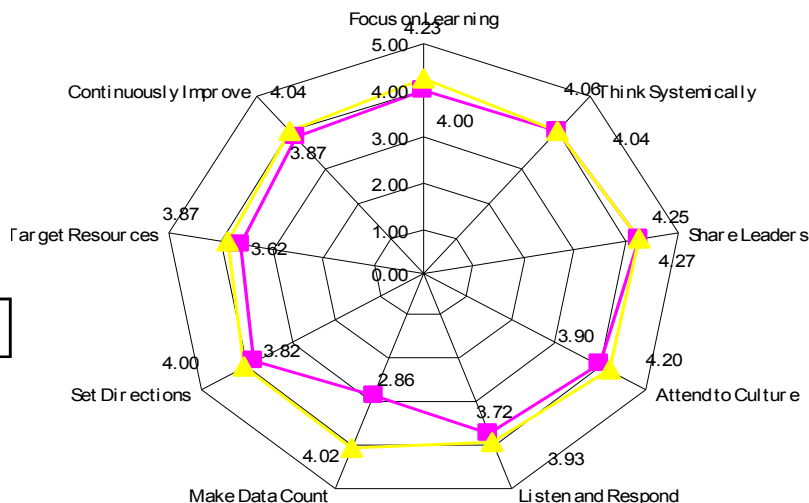
Jacob Banks  
Chelsea Benfield  
David Cecil  
Alanah Conlay  
Elise Moults-Smith  
Amie Pike

#### Year 5

Jesse Amos  
Amber Barrow  
Claire Fries  
Maya Harnett  
Alayna Hawke  
Ella Lawson  
Brayden Little  
Liam Lucas



## Improving Our School— DIAF review



The pink graph shows how staff considered we rated on a 5 point scale in all areas at the end of 2010. As a result of this survey these two areas were a focus for 2011 resources and our use of data (Make Data Count).

We worked very hard on improving our systems for accessing and using data throughout 2011. At the end of 2011 staff considered this was no longer of concern. The two areas which have been identified for improvement for 2012 are:

- Resources. Staff are not quite prepared to let go of this yet!
- Listen and Respond. During 2012 parents can expect that we are committed to being responsive to parent concerns.

This ties in well to the next section, on our parent surveys, where we have identified some areas for improvement, and we have made a commitment to be responsive!

## What do you think of Us? Parent Opinion Surveys— 42% response rate

We were delighted with the high response rate from parents to our parent surveys which were posted out to parents this year.

The Preschool survey is particularly valuable, as it is the first time we have had a significant response to a Preschool survey. It highlights real strengths, and also some areas for improvement, which will form the basis of the Preschool improvement plan, required under the National Quality Standard.

Extremely high ratings were given for the statements:

- “staff interactions with my child are positive, responsive and build trusting relationships”, 4.75 on a 5 point scale;
- “the preschool environment is interesting and stimulating and is also safe and supportive”, 4.71;
- “The preschool has a welcoming and caring environment” 4.71.

The survey helps us identify areas to work on too. We were rated lower than we would like for :

- parents having a say in programs and directions, and
- feedback or reports to parents

**School Survey** The parent survey rated us highly:

- quality of our teaching and learning, 4.1 on a 5 point scale and this is significantly higher than the state responses.

The survey also has identified areas for us to work on:

- seeking parent opinions about educational programs & parent participation in decisions about education; opportunity to be involved in development of school plans;
- while comments show the students reports are well regarded by parents, responses to questions indicate that feedback in other ways can be improved, and
- that a broader variety of communication strategies could be used by the school.

## Improving Our School— DIAF review

DIAF refers to the DECD Improvement and Accountability framework, which assumes that we must be looking to improve our school, not just in learning, but in all areas. Staff surveys are used as the basis for selecting two areas for improvement in the school. For 2010 it was improving the way we use resources, and our systems of organisation. 2010 was an enormously hardworking year for all staff.

## Our Students

**Retention:** Once again, we ended the year with enrolments above those we started with for most year levels.

### Enrolments (Term 3)

Year Level	2008	2009	2010	2011
Preschool	33	42	53	64
Rec	35	42	47	68
1	46	39	33	39
2	42	42	40	41
3	39	38	41	38
4	54	41	40	47
5	34	51	42	34
6	23	33	53	45
7	33	20	32	45
<b>Total School</b>	<b>306</b>	<b>306</b>	<b>328</b>	<b>357</b>



**Attendance** – It is disappointing that our attendance rate is down across the school by about 1% on last year's attendance. For only one year level, Year 5 was there an improvement in attendance in 2011.

### Attendance Rate (per cent)

	2008	2009	2010	2011
<b>School</b>	92.3	93.2	93.5	92.5
State	91.0	92.9	93.3	91.9
Adelaide Hills Region		91.9	92.1	92.9
Index allows comparison with other schools with our level of disadvantage		93.9	94.2	94.0

### Student Behaviour

	2006	2007	2008	2009	2010	2011
Yellow Card	193	141	75	108	126	166*
Red Card	100	56	18	25	21	27
Suspensions	10	4	5	3	5	2

Please note that Yellow Card incidents include Classroom data of 33 incidents. Classroom incidents had not been included consistently in previous years. The two suspensions in 2011 were both for Cyberbullying.

**Bully Audits** Our 'Bully Audit' surveys given confidentially to all students in Week 7 of each term continue to be a successful way for us to monitor what is really happening between students. In 2011 we began Lunchtime Counselling sessions for students who were named by more than 4 other students in the school, to help them realise how their behaviour is affecting others, and to learn more effective ways of getting along. For the majority of students counselled in this way, we know this has been successful in changing their behaviour because their names have not reappeared on Bully Audits again.

**In Term 3 86% of students reported no incidents at all in the Yard, and 93% reported no incidents in class.**



## Our Staff

**Welcome.** This year we welcomed Margie Sarre to her new role of Deputy Principal. We also welcomed Jenny Crossley (Library), Sam Stamos (6/7), Leonie Chatfield (6/7), Liga Miles (Year 4), Naomi Smyth (Literacy teacher and Term 2 Reception), Kiri Van Manen (Term 2 Reception), Lisa Weidenbach (Preschool) and Helen Forrest (Term 3 Receptions). When Sam needed to take leave due to illness, Deahnn Copeland joined us for the remainder of the year, providing stability for our 6/7 classes. Alison Saunders who had a classroom teaching role in 2009 was the natural choice as our new Specialist Art teacher, as she has training and experience in this role.

**Short Term and Contract Staff.** The table below shows how much we relied on contract and short term staff in 2011. We are pleased to announce that the situation has changed for 2012, with 4 of our short term staff appointed permanently. Congratulations to Leonie Chatfield, Alison Bishop, Brigitte Meyer and Lisa Weidenbach.

**Farewells.** The four teachers we farewelled at the end of 2011 are Deahnn Copeland who did such a good job of providing stability in our Year 6/7 team, Liga Miles who has been appointed to Crafers, Katherine Ellery who has been appointed to Stirling East to teach French and Kiri Van Manen who has moved to West Australia. We thank these teachers for their contribution to our school and wish them all the best in their new positions.

**Ancillary Staff.** The number of SSOs and ancillary staff has also increased dramatically in the past few years. Sam Butcher and Lucy Cahill joined us in the SAKG program. Sandra Ferber and Kylie Moults-Smith joined our valued Student Support team. Kerry Marshall and Nicole Kohlhagen also joined our team when extra support was needed for students in our Preschool and School. We welcome them also to our staff team.

**We congratulate** Janelle Robinson, who has worked at our school for the last 10 years and at last has been appointed permanently.

Staff Retention Teachers	Staff 2010	Staff 2011	Turnover
Permanent Teachers	15	13	2 left 0 joined
Contract & Short Term Teachers	7	13	0 left 6 joined
Permanent Ancillary Staff (SSOs, grounds)	5	6	0 left 1 joined
Temporary Ancillary Staff	5	8	1 left 6 joined

**Staff Attendance:** Data will be available in March

**Staff Qualifications.** While our staff are well qualified, especially impressive has been the commitment of our School Services Officers to training this year. A grant of \$5000 supported the study of 6 SSOs, 3 completing a Certificate 3 in Literacy & Numeracy Support with one soon to finish. Another two completed modules in ICT. 2012 will see study towards the Certificate 3 Children's Services, Diploma of Children's Services, and in Diploma in SSO leadership.

Qualifications	Teachers (26)
3 Year Diploma of Teaching (Dip T)	11
B.Ed.	6
B Ed. + Dip T	4
B.A. + B. Ed. or B.A. + Dip T	4
M.Ed. B.A. + Dip T	1
Additional Graduate Diploma Advanced Certificate/other	4