



# Littlehampton Primary School and Preschool

## Annual Report 2012

### 2012 – Building Our Community, Building Our Programs AND Establishing Rigour in Learning

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**Appendix provided on request**

**Our very first Canberra Trip** What a pleasure it was to join 59 of our students, 3 teachers and 2 parents on our very first Canberra Trip, last October. A trip to Canberra for Year 6 and 7 students is encouraged by the Australian Government, who regard it as an important part of learning about Civics and Citizenship in Australia. Our students can be proud that they made the most of their time to learn, question, study and explore. The teachers received many favourable comments about the students and their positive attitude and behaviour.



**Changes in the Preschool** took place in Term 2, when we increased our provision for children to 15 hours a week. Parents were consulted via information sheets, an information night with responses invited. There was some level of anxiety at the changes, however we were able to satisfy most parents with the model we adopted. See additional information Pg 2.

**Continued Growth** In Term 4 we grew to 397 students in the school and 72 children in the Preschool. We ran out of classrooms, and started a new class of 13 Reception students in Term 4 in the play area that we call the PACA room. We are expecting our enrolments to grow to around 410 by Term 4 2013. We will have some reprieve in 2014 when the single intake in the school means we no longer have children joining the school in Terms 3 & 4. (Likely numbers, aprox 400 all year.) Growth is a good problem to have, with our reputation such that many parents would like their children to come here. We will also use our zone more strictly to limit numbers in the Preschool and Junior Primary. **Our Stephanie Alexander Program continues to Impress** more information pg 3. **The special event, the opening of the Kitchen Garden with Simon Bryant and Maggie Beer** was a great community event with many parents and volunteers attending for a range of activities despite the rain, pg 3.



**Changes in curriculum for our Reception and Year 1 students**, with the introduction of Jolly Phonics. Early results show a big jump in Reading levels for most of our Reception students, p 4.

**We also had a wonderful Reception Xmas assembly**, which delighted parents and students alike!

**See inside for more Highlights: Appointment of a**

**Christian Pastoral Support Worker, and History and Community Sculpture Trail, pg 3.**



#### Student Award Winners

Student of the Year: Caitlin Melville  
Garth Boomer Literacy Award: Oscar Sarre  
Kiwani Awards:  
Cooper Nykamp  
Sophie Ball  
Jonathan Liebelt  
Leah Hockin  
Caitlin Melville  
Lachy Bowden  
Cai Rees  
Elly Gregory  
Chris Bourne Have-A-Go Award:  
Riley Wilson  
Sportsperson of the Year:  
Liam Doecke  
Art Award: Eliza Stafford



French Award: Manon Le Deunff  
Environment Award: Leah Hockin  
Music Award: Ruby Washington  
Leadership Award: Sophie Ball  
Student Volunteer Award  
Johnathan Liebelt  
**Students represented our school in many events:**  
**Choir** - Primary School Festival of Music,  
Anzac Day Dawn Service,  
Arts Showcase,-  
**SAPSASA** - Courier Cup, Athletics, basketball, Cross Country, football, netball, softball, hockey

Youth Environment Council  
Yr 6/7 Aquatics Camp  
Canberra Trip  
Olympic Science Awards  
Tournament of Minds  
Year 6/7 Canberra Trip  
Littlehampton's Got Talent  
**Parents joined with us in celebrations and activities:**

- Fathers Day Event
- Maths Open Morning
- Official opening of SAKG Program
- Sports Day
- Arts Showcase
- Parents & Friends Disco
- Year 7 Graduation
- Special Reception Xmas Assembly



Principal: Jenny Lewis      Governing Council Chair: Mark Lucas  
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## Highlights– Preschool

**Big Changes in the Preschool** cont. from pg 1. We now offer two full day sessions and one part day session to children in two groups. Group A children come on Monday, Tuesday and a part day every second Friday, and Group B children come on Wednesday, Thursday and part day every second Friday.



The fortnightly Friday proved difficult at first for some families, but enrolments increased by the end of the year. Our OSHC program helped by offering a special OSHC program which starts on Fridays at 1:45 p.m. when Preschool ends. Our Preschool has developed their own Learning Plan, with Priority Areas: **Making Children's Learning Progress more evident to Parents** and



**Valuing Learning in the Outdoor Environment equally with Indoor Learning.**

**The additional hours led to additional staff**, with at least 2 full time teachers needed. Lisa Weidenbach increased her time to 1.0, and she was joined by Julie Griggs, who taught 2 days a week in Term 4. Our Preschool team of Jill Revilla, Lisa Weidenbach and Julie Griggs (teachers) and Dawn Clampitt, Pauline Bolto, Kerry Marshall and Nicole Kohlhagen (SSOs) deserve congratulations for managing all the changes that the 15 hours provision, and the National Quality Standard require.

**Moving Ahead 2013** In reviewing the year it was it was decided to cap our enrolments at 65 for funding and staffing reasons. A more strict use of the zone will be used in 2013, and provision for more than 65 children will only be made if enrolments from Littlehampton zone require it.

Another challenge for 2013 will be moving to a single intake of children in 2014, with two intakes only in 2013. Term 2 starters at Preschool will begin school in Term 1 2014, and thus will miss a term at preschool. Parents of Term 2 Preschool starters will be entitled to book their children into additional sessions during Term 3 and Term 4 to ensure their children access the required number of hours.

Other challenges:

- new accreditation process for National Quality Standard; and
- following through on learning stories.

I'm sure parents will agree that one of our biggest assets is high

## Highlights– School

quality staff, who are committed, caring, professional, and love working at Littlehampton. Staff listed the following as highlights:

**Great Professional Development**, which includes Jolly Phonics, the Assessment for Learning PD day run by LPS staff for staff at LPS and another school, the Ann Baker Maths T&D, Dylan William T&D, and moderation of student work in maths with other schools to better establish evidence of A, B C & D level in student work.

**Staff value working together**, with highlights listed as the "friendly staff", "collaborative planning" and "working together as teams". Staff would like more collaborative planning. (We currently release staff for 3 half days throughout the year for this purpose.) Staff also recognised our wonderful SSOs and supportive leadership, which includes Jenny Lewis, Margie Sarre, and Julie Burchell and Barb Jones who took on DP and Principal roles while Jenny & Margie were away.

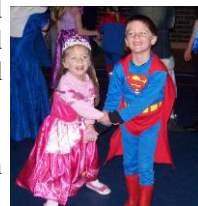


**Staff especially valued:**

- the work of Jenny Crossley, our thoroughly organised teacher librarian in supporting our inquiry learning and team teaching units of work and helping to keep us organised;
- the high quality music literacy program run by Sue Lohmeyer, and Music Showcase which so powerfully demonstrates children's learning;
- the Art Program and the Sculpture and History trail led by Alison Saunders, our Art teacher;
- the work done in ICT by Debbie Taylor and Paula Simmons;
- Sports Day (led by Phil Douglas) and the work done by Liz Murphy (PE teacher) over and above PE lessons in developing SAPSASA opportunities and elite sport;
- SAKG and contributions of all working in it; Sam Butcher, Lucy Cahill, Margie Sarre, Janelle Robinson and the parent and community volunteers; and
- Student Forums, the great leadership demonstrated by our Year 6/7 students guided by Leonie Chatfield.

**Parents and Friends** contribution to our school:

- Provision of Reading Eggs for Junior Primary children, Swimming Day for the whole school, hand sanitisers for classrooms, outdoor table and benches for Preschool, and financial contribution towards SAKG;
  - Provision of the fabulous P&F disco;
- P & F are also a valued Consultative group with great ideas for our school.



## Site Improvement Plan 2011—2014 Priorities for Achievement and Community

### **PRIORITY 1 - AUSTRALIAN CURRICULUM & PRIORITY 2 - ASSESSMENT FOR LEARNING**

**Vision:** *The quality of learning for all students is high, equitable, challenging and consistent with the Australian Curriculum.*

**Teachers** During 2012 all teachers:

- assessed all Yr 3-7 students using the Progressive Achievement Tests (PAT) in Maths in November; and
- worked with the Coordinator Toni Burford to team plan a maths unit, and had Toni work with them in their classrooms.

**Teachers also:**

- worked with Ann Baker on mental computation skills and challenging students to engage in problem solving, (the result is a consistent approach to fluency and mental computation);
- participated in *Maths Moderation*, taking examples of student work to present to other teachers, and justifying their decision to allocate As, Bs, Cs. (the outcome was that teachers felt more confident to assign A-E grades);
- developed a *Numeracy Agreement* to capture the learning that has occurred 2010 – 2012 and to validate the new ways we approach learning in Maths.

**Results from the 2012 survey show:**

- 71% of teachers rated sharing ideas with their colleagues and co-planning in Maths as most useful.
- 85% of teachers found moderating maths samples with others most useful, and
- 85% of teachers found it extremely useful to work with Ann Baker and other Maths mentors.
- overall, the training provided for teachers to implement the maths curriculum was rated by 72% of the teachers as being very useful and "transformed my practice".



**Students:**

- participated in the *Mini Maths* and *Maths Challenge* workshops in Term 4.





- entered the *PMA Primary Maths Challenge* as class groups and individuals; the Year 6/7 group from Mrs Taylor's group received a *Highly Commended* award;
- accessed the *Quicksmart* intervention programme for Years 5-7 students, *Quicksmart* is now in its third year;
- used *Mathletics* web based program at home and at school.

#### **Community and Parents:**

- over 180 parents came to our second *Family Maths Morning* in Term 3 with families joining in with the maths quiz and trail designed by the *Maths Challenge* forum group;
- parents accessed a parent information session with Ann Baker;
- regular items were published in the newsletter highlighting ways families can recognise the maths they use in everyday life.

In addition to *Moderation* and *Backwards Planning* in maths, staff made progress in implementing the five key Assessment for Learning practices which make a strong difference in increasing students' learning outcomes:

- Littlehampton teachers ran sessions during a pupil free day, explaining how they use *Assessment for Learning* strategies in their classrooms (staff from Uraidla school attended too);
- Sue Lohmeyer presented her work on assessment at a Kodaly Music National Conference, (she has been requested to run a repeat session); and
- 9 teachers attended a full day session with international educator Dylan Wiliam in October.

**In 2013**, 10 teachers have decided to meet as a Professional Learning community to work on implementing the strategies in their classrooms, reporting to their peers and providing feedback to buddies in their classrooms.

### **PRIORITY 3 - HIGH EXPECTATIONS FOR ALL LEARNERS**

**Goal:** Teachers parents and student themselves share high expectations in achievement and wellbeing, so that each student achieves to the best of their ability.

Our school has well regarded programs in student support to foster achievement for struggling students. Our focus this year has been in two areas:

#### **1. Ensuring we cater for gifted and talented students.**

A decision has been made to provide for talented students through a differentiated curriculum:

- three teachers attended the state conference in gifted education and shared learning with staff;
- ensuring goals and expectations are high for our students (note the Table on page 4 shows that 2/3 of our students achieve new aspirational reading targets);

**Additional information also demonstrates that 21% of students at reception level and 43% of students at Year 1 level are achieving reading levels 1 year above current expectations.**

- the moderation project, outlined in Priority 1 & 2 is also directly relevant to gifted and talented students, because it ensures tasks allow gifted students to demonstrate their learning.

#### **2. Involvement with the Positive Psychology Project, Flourish.**

The opportunity arose in 2012 for our school to be involved with Mt Barker High School with Martin Seligman and this involved a \$47,000 grant to be used in 2012 and 2013. In 2012 we:

- trialled the MDI wellbeing survey with our 6/7 students;
- accessed training with the PENN team in Positive Psychology for 2 members of staff;
- involved staff in Regional Hubs with Mt Barker High School staff facilitated by Psychologist Martin Gare.

#### **In addition:**

- DECD Gifted and Talented policy was shared with staff;
- students were provided opportunities to participate in optional activities which demonstrate their talents, eg. Oliphant Science Award; Maths challenges; Tournament of Minds;

- teachers looked at "*What is an A?*" & providing opportunities to demonstrate problem solving and reasoning in maths;
- continued involvement in Moderation ensures tasks allow students to demonstrate high level of learning.

#### **Moving Ahead 2013:**

- Martin Seligman information session early 2013 for parents and staff (71 parents and staff members attended);
- staff have been identified to participate in high level training for 2013, and this is being organised;
- staff Positive Psychology leaders appointed, and an interested staff group to meet regularly;
- continued involvement in Gifted and Talented association is planned.

### **PRIORITY 4 - VALUING & BUILDING COMMUNITY**

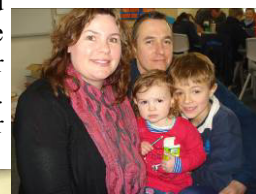
Our vision is that students, families, staff and friends of LPS know one another, know what makes our school special, have a strong sense of belonging to the school community, believe they can make a positive difference and that their contribution is valued.

We successfully achieved many of our targets for 2012:

- **organise a community event;**
- **increase the number of regular volunteers in our SAKG program;** and
- **create a space where SAKG volunteers feel welcome in the school.**

A highlight for our school community in 2012 was the official launch of the Stephanie Alexander Kitchen Garden program by

special guests cooking icon Maggie Beer and celebrity chef Simon Bryant. We were pleased to acknowledge our 60 regular volunteers and our generous sponsors. Maggie Beer and Simon Bryant admired our 'bright warm welcoming' kitchen and our healthy and prolific garden.



Visitors enjoyed tasting food prepared by the students and attending student led tours of our program in the kitchen, garden and art areas. Ben Taylor of the SAKG Foundation was especially impressed with our volunteers. He commented on the 'obvious strong community spirit' here at Littlehampton Primary School.



In 2012 we established the kitchen as a meeting place for our SAKG volunteers and held morning tea for staff and volunteers every recess that the program was running. We also increased the number of regular volunteers working in the program, including parents, neighbours and wider community members. Working Bees and BBQs after gave families the opportunity to get to know one another better while helping the school at the same time.

#### **History Trail completed**

Our Art specialist Alison Saunders and local sculptor Silvio Apponyi created a Littlehampton Sculpture Trail to celebrate our history and our community. 121 students from Year 3-7 worked as designers, sculptors, photographers and journalists to create 35 limestone sculptures celebrating Littlehampton History in 5 eras. The sculptures are installed in groups around our school grounds and are explained by a brochure created by students (available at the front office). The sculptures in the Trail show how people in each era used fire, water, the earth, what they used for food and the flora and fauna of the era.



#### **Christian Pastoral Support Worker employed by Term 4**

We were pleased to work through the process of appointing a Christian Pastoral Support Worker to work with students and the school community. Kate Oglanby was appointed late in 2012 to begin working at the school in 2013.

## Early Years Literacy & Numeracy Plan

### The Early Years team

During 2012 our 9 teachers from R-3 worked with Julie Burchell, our Early Years leader. As a team we:

- **introduced Jolly Phonics**, discussed how to introduce this effectively. Identified and addressed issues and ensured resources were provided;
- **rewrote our Early Years Intervention Tests and standards** to align with the use of Jolly Phonics, (we have trialled and adjusted them at the end of 2012);
- **continued to work on improving our students' literacy standards** by ensuring children use a plan for their writing, teaching students to use the rubrics and scaffolds to improve their writing; introducing a Reception rubric to assess writing skills for beginning writers; developing a plan for consistent editing strategies to be used by teachers and students;
- **taught reading decoding skills and comprehension strategies**; and
- **worked together as a team to ensure consistency in maths practices**, including setting of tasks for moderation.

**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 2011 Annual Report
REC	62	55 89%	96%
Year 1	51	47 92%	93%
Year 2	39	29 85%	72%
Year 3	39	31 80%	76%

### Many of our students doing even better:

While the above targets pick up the students who are failing to achieve at a basic level, it is pleasing to note that a large number of our students are well above these levels.

DECD is suggesting new benchmark levels as outlined below. These have not yet been discussed or introduced at Littlehampton, however it is interesting to note that 2/3 of our students are already achieving above these levels.

Number and Percentage of students achieving new Aspirational Benchmarks				
Year Level	Number of students*	New Benchmark level DECD	Number over DECD-target	% over new DECDtarget
REC	62	Level 9	41	66%
Yr 1	51	Level 17	38	75%
Yr 2	39	Level 24	24	62%

## National Literacy and Numeracy Results

	Year 3 Mean	Year 5 Mean	Year 7 Mean
<b>Numeracy state</b>	379.4	470.9	534.9
Australian Mean Score	398.1	487.8	544.6
<b>Numeracy School Score</b>	383.1	494.1	530.3
<b>Reading state</b>	402.2	478.0	533.8
Australian Mean Score	415.7	488.1	540.2
<b>Reading School Score</b>	433.7	500.2	555.7
<b>Spelling state</b>	392.0	474.4	533.2
Australian Mean Score	405.9	484.1	537.7
<b>Spelling School Score</b>	416.7	504	523.6
<b>Grammar &amp; Punc.state</b>	403.6	486.2	528.4
Australian Mean Score	421.2	499.7	532.4
<b>Grammar &amp; Punc. School Score</b>	418.9	493.6	549.6
<b>Writing state</b>	400.1	469.7	528.8
Australian Mean Score	415.9	482.6	529.1
<b>Writing School Score</b>	414.1	466.1	512.3

Our scores above the National Mean are those marked **yellow**

### How did we go?

- Our Year 3 did better than the last year's cohort in all areas, and better than the 2010 cohort in all areas except writing and numeracy.
- Year 5s did better than last years cohort in all areas except grammar and punctuation.
- We are above the National mean in 7 of the 15 areas tested.
- Marginally below the national average in 1 area (Year 3 Writing).

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

- This year, we performed the best in Reading across the board, for Year 3, Year 5 and Year 7.

## Celebrating our High Achievers -Progress

### High Progress Year 3 – 5

#### Numeracy & Reading

Darcie Bills  
Chloe Caire  
India Gautier  
Mitchell Hawke  
Riley McCune  
Keaton Riddle  
Liam Wilson  
Charlie Wotton  
Alicia Ward  
Emma Thomas  
Lilie Nykamp  
Tarkyn Little  
Daniel Kupczynski  
Cooper Hough  
Riley Banks  
Marni Banks

### High Progress Year 5 – 7

#### Numeracy & Reading

Sophie Ball  
Peta Clements  
Liam Doecke  
Leah Hockin  
Jack Kipling  
Jonathan Liebelt  
Caitlyn Melville  
Cooper Nykamp  
Sarah Porter  
Eliza Stafford  
Riley Stone  
Jon Thomas  
Ruby Washington  
Cai Rees  
Manon Le Deunff  
Bailey Hough  
Jessica Gore  
Seth Gardner  
Hannah Gaborit  
Georgina Doddridge

## NAPLAN results cont.

There are two ways of measuring high achievement. We celebrate with our students who have made the most progress since they sat the previous NAPLAN.

Congratulations to these students (previous page) for their high progress in Reading or Numeracy or both. We know how much work this represents!!

We also congratulate these students who achieved in the top band of achievement for their year level in one or more areas.

## Top Band Achievement

Year 3	Year 5
Zach Bell	Lachlan Warhurst
Bailey Camp	Taylah Wallace
Chermia Elston	Ryder Taylor
Jed Geary	Olivia Stone
Caitlyn Gore	Keaton Riddle
Annelise Griggs	Aleesha Proeve
Kade Harvey	Joel Parker Boers
Oscar Hong	Riley McCune
Jordan Hunter	Jessica Forbes
Patrick Littlewood	Jayden Clarke
Bailey McKenny	Hunter Boudet-Wilson
Emma McLean	Darcie Bills
Eric Mussett	Year 7
Seth Ormandy	Cooper Nykamp
Kayla Riddle	Caitlyn Melville
Ava Roach	Abbey Kerr
Hannah Squillace	Leah Hockin
Isaac Warhurst	Jessica Gore
	Seth Gardner
	Eliza Stafford

### Progress in Maths

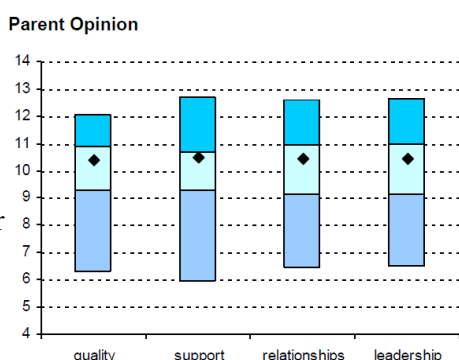
We have put considerable resources in our mathematics program over the last 4 years, and we have aimed to increase our scores by 3 points a year in this period. This year, we have succeeded in doing this for:

- our Year 3 cohort... who achieved a mean score 12 points above the 2009 mean and for our Year 5 cohort, who achieved 25 points above the Year 5 mean in 2009.
- We did not quite achieve this for our Year 7 cohort, who achieved 5 points above the 2009 mean.

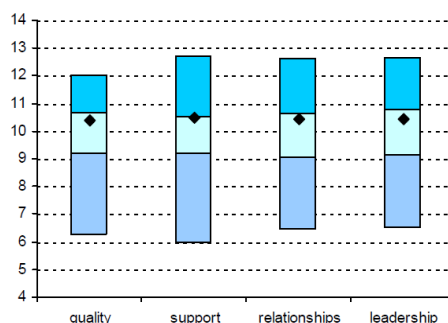
### Improvements Needed in Writing

Our Year 3 students did quite well in writing, with their mean score only just below the National mean score. Our Year 5 & 7 students didn't do so well. This gives us a clear focus for 2013!

REGION COMPARISON



STATE COMPARISON



12 This school encourages students to have a sense of pride in their achievement.

Responses from the region and state have been adjusted to show a mean of 10. Our school (black diamond) is shown against regional and state responses.

## We Value Your Opinion – Parent Opinion survey

This year 25 parents responded. Last year, we posted paper versions of the surveys to all school families, and more than 100 responded!

You will notice that our parents this year rated us higher than parents rated other schools across the Adelaide Hills Region, and even higher than the average responses across the state. Our parents rated us highest for support of learning.

The responses from the staff survey, with a better than 50% response, showed similar high results. Our staff rated us especially high for relationships and communication.

The results for the student survey were not as with state and regional averages. We are not complacent, and are always looking at ways we can improve. Some issues we need to address from the individual comments are:

- electronic communication... what is happening? *Electronic newsletters have commenced and statistics now show a 50% read rate.*
- teacher absence due to T&D other issues *A few parents have commented that there seem to be lots of TRTs in the school. For some classes this has been higher than others. Teacher absence for illness or tragedy is a situation that we would never wish on any staff member, and leave for these purposes is a HR condition. We find that releasing teachers in a planned way to attend Training and Development or for collaborative planning with other teachers is a practice highly valued by teachers, and one which has a great effect on classroom programs and learning outcomes for students.*
- key personnel out of school together *Yes, sorry, this did happen this year and is not ideal.*
- parent perceptions re bullying *Despite our best efforts, there is still some parent concern.*
- A few student comments “My teacher screams very loud”. *Teachers and parents alike want communication students to be respectful. Staff have discussed this.*

**The questions from the survey below are those in the section which deals with support of learning.** These are the questions where our average parents response was 20% better than the average state response.

- 1 My child is motivated to learn at this school.
- 3 My child has access to quality materials and resources that help him/her to learn.
- 6 The school changes its programs and activities to improve student achievement.
- 8 Overall, I am satisfied with the management of facilities at the school.



## Our Students

**Retention:** Our School is growing, as this table will show!

**Enrolments** (Term 3)

Year Level	2009	2010	2011	2012
Preschool	42	53	64	72
Rec	42	47	68	79
1	39	33	39	50
2	42	40	41	41
3	38	41	38	39
4	41	40	47	41
5	51	42	34	50
6	33	53	45	34
7	20	32	45	50
Total School	306	328	357	384

**Attendance:** Complete data available in appendix, on request

- Attendance has improved over 2011 levels; but is still below other schools with a similar level of disadvantage (-0.6%);
- Our Year 6/7 students have the best attendance 94.4% higher than all comparison groups;
- Our Year 2 students attendance was especially low, lower than Year 2 in DECD
- Attendance for Year 1—3 students is lower than the region, and will be a focus for improvement in 2012.

**Attendance Rate (per cent) Semester 1**

	2009	2010	2011	2012
School	93.2	93.5	92.5	93.4
State	92.9	93.3	91.9	91.9
Adelaide Hills Region	91.9	92.1	92.9	93.3
Index		94.2	94.0	94.1

*Index allows comparison with other schools with our level of disadvantage*

**Student Behaviour**

	2006	2007	2008	2009	2010	2011	2012
Yellow Card (yard)	193	141	75	108	126	152	208
Yellow Card (class)						33	39
Red Card	100	56	18	25	21	27	22
Suspensions	10	4	5	3	5	2	7

Please note that all of the Yellow Card incidents for the classroom involved students in R-4 classes. Classroom incidents had not been included before 2011. The seven suspensions in 2012 were for violence and bullying.

**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. Students are asked to name others who they feel have bullied them in the yard or in class that term. Those students who are named by more than 4 other students in the school receive Lunchtime Counselling sessions 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. Data now shows that of the 16 students who have been involved in this counselling in 2011 and 2012, only 2 have been named again by 4 students or more.

**In Term 3 83% of students reported no incidents at all in the Yard, and 91% reported no incidents in class.**

## Our Staff

**Welcome** In 2012 we welcomed Julie Claridge, Sarah Slee, Narelle Thomas and Helen Forrest to our staff. Sarah soon took a year's maternity leave and was replaced by Piero Barazin. Sarah will return from leave in July 2013. We welcomed new SSOs, Sandra Ferber, and Debbie Jackson. Alison McLean and Julie Griggs (Preschool) also joined our staff for Term 4.

**Short Term and Contract Staff**

Three of our teachers, Alison Bishop, Leonie Chatfield and Brigitte Meyer were permanently appointed to our school at the beginning of 2012. We congratulate Danielle Stone, who won permanency from 2013!

**Farewells** The five teachers we farewelled at the end of 2012 are Julie Griggs and Paris Huffman, who we hope to see again, Naomi Smyth who has been appointed to Crafers Primary School, and Toni Burford who will be taking a leadership position as Australian Curriculum Facilitator teacher for the Adelaide Hills Region. We also farewelled Piero Barazin who has accepted a position at Glenunga International High School. Maree Pomery, our talented school secretary and Lucy Cahill, our energetic Garden specialist, also left us. We thank these staff members for their contribution to our school and wish them all the best in their new positions.

Staff Retention	Staff 2011	Staff 2012	Turnover
Permanent Teachers	13	19	0 left 6 joined
Contract & Short Term Teachers	13	8	4 left 3 joined 4 made permanent
Permanent Ancillary Staff (SSOs, grounds)	6	7	0 left 1 made permanent
Temporary Ancillary Staff	8	7	0 left 1 made permanent

**Staff Qualifications** Our staff are well qualified, and especially impressive has been the commitment of our School Services Officers to training in the last two years. One has completed a Diploma in Children's Services, 3 have completed a Certificate 3 in Children's Services, with 5 completing modules toward a Certificate 3 in Literacy and Numeracy.

Qualifications	Teachers (27)
3 Year Diploma of Teaching (Dip T)	11
B.Ed. or B. T.	6
B Ed. + Dip T	5
B.A. + B. Ed/ B. T. or B.A. + Dip T	4
M.Ed. B.A. + Dip T	1
Additional Graduate Diploma Advanced Certificate/other	6

