



Littlehampton Primary School and Preschool

Annual Report 2013

2013 – Recognition for our Teachers and our Programs, Positive Education Focus

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Teaching Awards This year our school gained recognition with two teachers winning major teaching awards. Congratulations to Sue Lohmeyer who won a Lifetime Achievement Award and was a state finalist in the Public Teaching Awards. Congratulations also to Alison Saunders for winning the Minister’s Award for Excellence in the Arts in Primary Schools. Mrs Lohmeyer and Mrs Saunders teach music and art, and we are proud that our teachers and quality arts programs have been recognised in this way.



DIAF School Review 2013 saw our 3 yearly School Review, with a group of staff presenting reports on our data and processes to the review panel of David Jolliffe Regional Director, two Adelaide Hills principals, and DECD regional staff. *“The presentations by staff were open and transparent, linked to desired outcomes and were an indication of their commitment and professionalism.” “The panel commends the school on its relentless focus to develop quality teaching and learning.” “The panel commends the school on how it has embraced the importance of data gathering and analysis.”* We were also commended on the *“Professional way the staff are working on the Australian Curriculum”*. See more on p 4.

Positive Education focus We moved ahead with 70 parents and staff attending a workshop by Martin Seligman at Mt Barker High School, 7 staff attended training at Geelong Grammar School, with more to attend in 2014. Ten teachers met regularly as a group to plan implementation. See more on p 7.



Preschool - Involving the Community Teachers attended workshops with Dr Carla Rinaldi, Adelaide Thinker in Residence and committed exponent of the Reggio Emilia philosophy, which our Preschool follows. This led to a focus on involving the community, with activities to visit the community, and visits from community members. Parents were encouraged to have more active involvement in the Preschool, with a knitting group meeting regularly, and a working bee to Yarn Bomb the Yard. We ended the year with a Preschool Picnic and mini-concert with Santa visiting. See more on p 2.

Continued work on Grounds and Facilities In December we had our long awaited Garth Boomer musical seat installed at last. This “Boomerimba” celebrates Garth Boomer a preeminent educator and Littlehampton old scholar. It was funded by a grant from DECD, from an Old Scholars Trust Fund and from a one off contribution from the school. Features such as this celebrate our history and community and what makes us special as a school.



Further work on our buildings and grounds became possible because of the \$66,000 maintenance grant. Completed work includes additional Preschool shade, new stage, painting of classrooms. Yet to come are replacement of swings and climbing frame, and more painting.

Student Award Winners

Student of the Year: Amber Barrow

Garth Boomer Literacy Award:

Maya Harnett

Academic Excellence Award:

Jesse Amos

Kiwanis Awards:

Georgina Calderwood

Jesse Amos

Amber Barrow

Caleb Miels

Jarrah Taylor

Zoe Marshall

Ethan Timms

Liam Lucas

Ella Scott

Chris Bourne Have-A-Go Award:

Maddison Cribb



Art Award: Caleb Miels

Environment Award: Marni Banks

French Award: Amber Barrow

Music Award: Alayna Hawke

Sportsperson of the Year: Ella Lawson

Students represented our school in many events:

- Choir - Primary School Festival of Music,
- Anzac Day Dawn Service
- Remembrance Day Service
- Music Showcase
- When Will I Grow Wings?
- Tournament of Minds
- Art Exhibition
- Youth Environment Council
- Oliphant Science Awards

- Music is Fun Band
- Littlehampton’s Got Talent
- SAPSASA - Courier Cup, Athletics, basketball, Cross Country, football, netball, softball, hockey
- Camps Yr 6/7 Aquatics Camp Years 2-5 Camp, Arbury Park
- Parents joined with us in celebrations and activities:
 - Mothers Day morning tea
 - Sports Day
 - Music Showcase
 - Parents & Friends Disco
 - Art Exhibition
 - Year 7 Graduation
 - Preschool Picnic & Concert
 - Community Carols Night

Highlights– Preschool

Changes in Staff 2013 brought new challenges. When our long serving teacher Jill Revilla took leave due to ill health and later retired, we were fortunate to get Evelyn Lam, the new teacher to lead the Preschool team.

Single Start Date 2013 was the year that we moved to a single start date. Each term a group of students left to begin school, but only two new groups commenced Preschool, in Terms 1 & 2. This meant that numbers in the Preschool dropped midway through the year, and fewer staff were also required. At this time the Term 2 starters were provided with additional sessions, and the staff found this beneficial in getting to know the children. Lisa Weidenbach (Preschool teacher) took a group of children to the school in Term 3, beginning a new reception class, with other children joining in Term 4. Parents have commented that this made the perfect transition to school.

Involving the Community Teachers involvement with Dr Carla Rinnaldi led to a community focus with visits to the Hahndorf Farm Shed, the Art Gallery, and to Platform 1 to visit the pig that had been eating the children's food scraps. Visitors came to the Preschool from the Butterfly Conservation Society, to discuss the importance of conserving plants and advise us on our own butterfly bush and annual butterfly colony. Visits also came from Animals Anonymous, from Caterina following a visit to the art gallery, and from a Living Eggs project.

Making Children's Progress more evident to Parents

Staff continued this major focus from 2012, with a balance of more structured and open ended activities, the program displayed on the wall, and making progress folders more accessible to parents. Parents were involved in Acquaintance Night and offered interviews prior to summative reports going home at the end of the year. A parent survey was posted to all parents, with approx 57% of Preschool families responding.

Moving Ahead 2014

- Planning and working with 65 new children all beginning Preschool together in January 2014;
- Beginning a skills focus, with skills such as holding a pencil, cutting, drawing patterning, bouncing a ball, gross motor skills, hopping and running tested every term, with activities programmed to help increase these skills;
- Working with two separate groups for some of the mat times will enable smaller groups, and better attention to children's needs;
- Continuing the focus on observation of children with activities programmed specifically on the basis of needs observed.



Highlights– School

As well as the highlights listed on page 1, staff also outlined the following as things in our school that make us proud:

SAKG The Stephanie Alexander Kitchen Garden Program goes from strength to strength. Special features for this year are the new hen house "Cluckingham Palace", and the 5 chooks which have proved such a hit with students. The wonderful cookbook "*A Kitchen Garden in the Hills,*" developed by our SAKG team, sold out immediately with a second print run ordered.

Relationships The positive caring relationships between staff, and between adults at the school, with a very supportive Governing Council and Parents & Friends Group.

School Pride The pride that our whole school community shows in our grounds, gardens, flower beds, sculptures, and the well maintained buildings and facilities.

Forums & Student Leadership The excitement and joy our students have in taking action and service to others. The student forums which foster this, and the care that the older students show towards their younger buddies.

Staff especially valued SSOs The professionalism that the SSOs show in their duties is highly valued by the teachers, and we are sure this is shared by parents as well.

Teachers were proud of Students' Achievements such as children improving on the Quick Smart maths catch up program. The fact that children like being at this school and feel safe at school (from student survey and the high standard of students' behaviour) was also noted with pride.

Sport SAPSASA – Winning the grand final in basketball, and the high number of students involved in SAPSASA district events and representative sport at district level. The high number of students in Premier's Be Active Challenge.

Curriculum and Planning The support that Jenny Crossley and the Resource Centre give to staff, providing Australian Curriculum resource links. Staff also continue to value highly our school practice of release for teachers to collaboratively plan units of work.

Lowlight Staff noted the discovery of the possible exposure of some classes to asbestos as a lowlight of 2013. They also noted that it was also a demonstration of the strength of our community as parents and staff came together to support those affected, and to support each other.

Contribution of Parents and Friends & Parent Craft Group:

- Provision of Reading Eggs for Junior Primary children, hand sanitisers for classrooms, outdoor table and benches for Preschool, and financial contribution towards SAKG;
- Provision of the fabulous P&F disco;
- Revival of Parent Craft Group and provision of Mother's Day and Father's Day craft stalls.

P & F are also a valued consultative group with great ideas for our school.



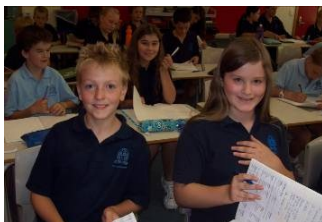
Site Learning Plan Priorities for Improvement

PRIORITY 1 - AUSTRALIAN CURRICULUM

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

Targets:

- 100% of teachers plan and assess using the Australian Curriculum and Achievement Standards by 2015;
- 100% of class teachers have engaged in collecting and moderating work samples with their colleagues during 2012—2013;



2013 saw the appointment of Alison McLean, our new Co-ordinator leading staff in the implementation of the Australian Curriculum. Littlehampton staff are now successfully using the Australian Curriculum in English, Mathematics, Science and History to inform teaching.

Area of Study - English

Teachers:

- Were provided with additional expert reading support through the appointment of Lorna McLean as Reading Teacher;
- Early Years staff participated in Running Records training with both Lorna McLean (Reading Teacher) and DECD advisors;
- Worked closely with Lorna McLean to investigate the Leveled Reading Program to support early years reading development;
- Hosted and participated in a professional development day on reading and reading comprehension with Anne Bayetto;
- Focused on reading comprehension in the classroom while participating in a training session with Sheena Cameron;
- Began consultation on English Agreements with a particular focus on reading;
- Took part in online reading assessment through the PAT Reading Assessment tool.



Students from Years 3-7 completed the PAT Reading online assessment in June or November with some impressive results:

- Year 3 - 65% of students performing at or above expectations;
- Year 4 - 91% of students performing at or above expectations;
- Year 5 - 91% of students performing at or above expectations;
- Year 6 - 90% of students performing at or above expectations;
- Year 7 - 97% of students performing at or above expectations;

Moving Ahead 2014:

- SSO staff will implement the Leveled Reading Program to support reading development in the early years;
- Creation & implementation of English agreements R-7;
- Teachers to attend Sheena Cameron workshops on writing;
- Continue collecting and analysing data from Running Records and PAT Reading.

Area of Study - History

2013 saw the implementation of the new History Curriculum across the school.

Teachers:

- Successfully reviewed and realigned the Inquiry scope and sequence to represent the Australian curriculum History and Geography units;
- Assessed and reported on the Australian Curriculum History units and the required outcomes;
- Shared and utilized new resources purchased to support History units;
- Collaborated with Teacher Librarian Jenny Crossley to teach History Inquiry units;
- Shared good practice through the creation of backwards planners and support materials for History.



Students:

- Engaged with a range of History topics across R-7;
- Were involved in inquiry based learning opportunities with a history focus;
- Had the opportunity to make connections with the global community through learning about the history of our world and the people within it.

Moving Ahead 2014:

- Familiarisation of the new Geography curriculum;
- Working with coordinator Alison McLean to create backwards planners for Geography;
- Focus on building resources for Geography units;
- Staff to be provided with access to History and Geography professional development opportunities;
- Creating links between the rich history of the Littlehampton Community and the new History curriculum.

Moderation

Moderation is the term used when teachers from the same year level come together to examine examples of student work. They discuss the goals of the task and note whether the student work sample demonstrates the achievement of goals. Moderation has proved to be a powerful process in building and sharing quality assessment tasks, ensuring teachers have common understandings regarding student outcomes and have shared standards in allocating grades.

- From 2008 - 2011 Littlehampton Primary School teachers were involved in the moderation of student work in Science;
- In 2012 and 2013 our teachers worked with other teachers from the region to moderate student work in Maths.



PRIORITY 2 - ASSESSMENT FOR LEARNING

Goal: Staff and students are using proven Assessment for Learning Strategies for improved student achievement.

Targets:

- 100% of teachers are using OnePlan in their student support planning with SSOs;
- 100% of members of the Assessment for Learning Professional Learning Community are trying out AFL strategies, observing each other and providing feedback to each other;
- 75% parent satisfaction with the new Australian Curriculum report formats in the parent opinion survey.

Priority 2 - Assessment for Learning cont.

OnePlans These are the short term learning plans staff use for students with special needs. The priority is placed on simple achievable goals with frequent reviews.

- In 2013 training was given in staff meeting in using these plans;
- In 2014 teachers will be provided with time to access these student plans, and supported in the continued use of these plans;
- In 2014 we aim to extend the use of OnePlans to all students with identified learning difficulties.

Assessment for Learning Professional Learning Team

In 2013 nine teachers met together twice a term to access professional readings and videos, to plan implementation of the 5 key Assessment For Learning strategies and to share practice. In our 2013 School Review, we were commended for the work done in this area.

We commend the school for ... "Assessment for Learning, development of the PLC and their agreements, powerful process, impacting on one another." We recommend .. "that you build on the work already being done, that the school as a whole further develop its understanding of AFL practices so that it becomes embedded into classroom practice." *DIAF School Review 2013*

Student Reports The report format was changed in 2013 to align our areas of study to the Australian Curriculum, and to introduce letter grades. The results from the parent survey are as follows:

- 87% parents agreed or strongly agreed with the statement, "I find the teacher's comments provide helpful advice and show a deep knowledge of my child";
- 59% of parents agreed or strongly agreed with the statement "I think the letter grades on the new school reports give an accurate picture of my child's progress"



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.

Targets:

- 100% of staff have read and understand the *Gifted and talented Children and Students Policy* from DECD;
- Nine staff attend Positive Psychology training at Geelong Grammar school and meet regularly to trial positive psychology strategies with their classes and provide feedback to each other. Their experiences are shared with other staff;
- 100% teachers access records and use these for future planning;
- The major focus for 2013 was in the area of Positive Psychology, or Positive Education.

1. Staff involvement in learning practising and teaching the skills of Positive Education:

- Leonie Chatfield and Danielle Stone were given a leadership role in Positive Education, and presented at our school review and to staff at regional office;
- Seven teachers attended 4 day workshops in Positive Education at Geelong Grammar School;
- Many staff also attended training run throughout the year at Mt Barker High School and Adelaide;

From Parent Survey 79% of parents agree or strongly agree with the statement "I know about the schools' focus on Positive Education/ Positive Psychology, and have some knowledge of what it means"

- A group of 10 teachers met together twice a term in a professional learning team to read professional readings, share practice and plan implementation of positive education;
- More than 75 parents attended a workshop with Dr Martin Seligman at Mt Barker High School last year;
- Our Year 6/7 students again participated in the MDI wellbeing assessment.

The Positive Education Focus spread rapidly through the school, with information shared in newsletters, and students involved and active in practising PERMA strategies (see newsletters Term 3 Week 4 and Term 4 Week 4, on the school website, www.littlehams.sa.edu.au)

Gifted and Talented Students We continued to cater for gifted and talented learners through a differentiated curriculum and the provision of targeted activities to extend students' thinking such as Tournament of Minds, with one team gaining an honourable mention for their efforts.

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 the following of our targets last year:



Targets 2013:

- Email family contacts list is operational for each class and whole school by end 2013;
- Christian Pastoral Support Worker is fully involved in school life, and runs courses for identified groups eg What's the Buzz;
- Garth Boomer literacy seat by end 2013;
- Community Carols evening for 2013;
- Volunteer training in RaN, induction processes formalised, criminal screening checks systematised for all volunteers by Term 3 2013.

A highlight in 2013 was the welcoming of our **first Christian Pastoral Support Worker Kate Oglanby** into our school community. Kate quickly became an invaluable staff member, supporting students, staff and families in many ways: through courses for targeted groups needing support such as friendship building, social skills or anger management, through one on one counselling sessions, and through helping families with meals and connecting to services needed in the local area. Often it just seemed Kate noticed when someone needed a kind and thoughtful word or deed. An end-of-year review showed overwhelming support for Kate's role and the work she did in 2013, from staff, students and families. We are really happy that she will be continuing with this role in 2014.

From Parent Survey: 93% of parents agree or strongly agree with the statement, "I think Littlehampton Primary School fosters a strong and supportive school community"



VALUING & BUILDING COMMUNITY cont

We held our **first Community Carols evening** in December, which was a great success. Our new outdoor stage was completed just in the nick of time and we all enjoyed listening to the carols led by the Singing into the Community Forum group, and then watching all students spontaneously singing and dancing on the stage to Christmas music after our special visit from Father Christmas, arriving in Mrs Lewis' convertible!



Early Years Literacy & Numeracy Plan

During 2012 our 9 teachers from R-3 worked with Julie Burchell, our Early Years Leader. They were also supported by Lorna McLean, Reading Support Teacher.

During our team meetings we have

- Reviewed Jolly Grammar for Year 1 and 2. This year we trialled worksheets for Spelling 1 as consolidation and extension activities to allow for all levels of entry for students. A decision was made to prepare similar worksheets for Year 2s to use in 2014.
- Discussed and shared our literacy programmes. We decided on common agreements and understandings regarding reporting and a consistent editing process used for each year level.



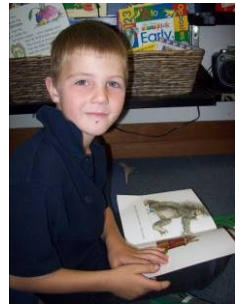
Early Years Literacy & Numeracy Plan - cont.

- Discussed the Australian Curriculum Plan in English and how we can effectively teach this at all year levels;
- Discussed about the changes required to manage transition from Preschool and one intake of receptions in 2014;
- Discussed resources needed to implement the ANC in English, Science and Maths for Early Years.



Our combined T&D for R-2 teachers this year has been school based in Maths and English, in using the Australian National Curriculum and moderation.

- 100% of teachers R-2 have been involved in **data collection of students writing** by using our Writing Assessment Rubrics. We use the assessment rubrics to assess the first and last piece of writing for each text type we teach.
- 100% of teachers R-2 have been involved in **data collection of student reading** using Running Records.



We have continued to work on improving our students' writing skills by introducing planning tools, using rubrics to assess or for students to self assess, introducing editing skills, and teaching decoding and comprehension strategies.

Reading Levels, Reception to Year 3

TARGET: New targets were introduced to our school in 2013, in line with DECD recommendations. They are higher than previous targets, in recognition that most students will be able to achieve reading levels well above the minimum levels.

Students who have not achieved the old minimum levels will be provided with support:

Reception:	Level 5	9.4%
Year 1	Level 15	19.3%
Year 2	Level 22	19.6%



NEW DECD & School targets In recognition that most students can and will achieve reading levels well beyond this, the new targets listed below. We aim that the greater part of the class, from 66% - 75% of our students, will achieve these targets:

Reception	Level 9-11	Year 2	Level 24
Year 1	Level 17-19	Year 3	Level 27

Year Level	Number of students	New Benchmark level DECD/school	Number over DECDtarget	2013 % above target	2012% above target
REC	74	Level 9	50	67.5%	66%
Yr 1	62	Level 17	42	68%	75%
Yr 2	51	Level 24	24	67%	62%
Yr 3	37	Level 27	28	75.6%	Not reported

National Literacy and Numeracy Results

NAPLAN Results 2013. These are based on the most recent data available which include adjustments since last reported.

	Year 3 Mean	Year 5 Mean	Year 7 Mean
Numeracy state Australian Mean Score	380.1	467.7	530.9
Numeracy state School Score	396.9	485.9	542.2
Numeracy School Score	363.9	481.4	559.2
Reading state Australian Mean Score	409.7	492.1	535.8
Reading state School Score	419.1	502.2	540.4
Reading School Score	396.4	499.6	562.0
Spelling state Australian Mean Score	403.5	481.8	543.2
Spelling state School Score	410.7	494.0	549.2
Spelling School Score	384.7	480.3	542.3
Grammar & Punctuation Australian Mean Score	414.3	488.0	528.6
Grammar & Punctuation School Score	428.2	500.8	535.4
Grammar & Punctuation School Score	390.4	493.6	558.9
Writing state Australian Mean Score	401.1	464.7	517.1
Writing state School Score	419.1	477.8	516.9
Writing School Score	370.0	444.6	523.0

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

Table 4: Year 3 Mean Scores

Mean Scores	Year 3		
	2011	2012	2013
Numeracy	370.4	383.1	363.9
Reading	387.2	433.7	396.4
Writing	367.6	406.0	370.0
Spelling	383.0	416.7	384.7
Grammar	387.9	418.9	390.4

Table 5: Year 5 Mean Scores

Mean Scores	Year 5		
	2011	2012	2013
Numeracy	491.7	494.1	481.4
Reading	486.0	500.2	499.6
Writing	449.2	466.1	444.6
Spelling	475.9	504.0	478.9
Grammar	503.7	493.6	480.3

Table 6: Year 7 Mean Scores

Mean Scores	Year 7		
	2011	2012	2013
Numeracy	542.6	530.3	559.2
Reading	541.5	555.7	562.0
Writing	518.7	512.3	523.0
Spelling	537.1	523.6	542.3
Grammar	548.2	549.6	558.9

Note:

- Once again, our attendance at the tests was excellent, with 100% attendance at Yr 7 level.
- One student was withdrawn from the tests by parents at Yr 3 level, and only one or two students were absent for reading and numeracy at both Yr 3 & 5 level.
- Our students are doing very well in Reading at Yr 5 & Yr 7 level.
- Our Year 3 results this year were not as good as last year, when they were exceptionally good, however were comparable with 2011. Our Year 3 girls did significantly better than the boys, with their results especially good in reading.
- Our Year 7 cohort has achieved the best results of any year 7 group in recent years, with results better than 2011 and 2012 in all aspects of the tests, and our mean is above the National Mean in all areas except Spelling.

National Minimum Standards.

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

- Year 3- 6 children in 11 areas
- Year 5- 4 students in 5 areas.
- Year 7- 2 students in 3 areas each

High Progress, our biggest achievement

- The number of children achieving in the top 25% for progress since they last sat the test 2 years ago. Note we had 36% Yr 5 Numeracy, 32% Year 5 Reading, and 40% Year 7 Numeracy and 28% Year 7 Reading. This means the students have worked hard in the last 2 years and their progress is very good.

High Achievement 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.

High Progress Year 3 – 5 Numeracy & Reading

Christian Bald
Georgia Bannister
Ben Barrow
Sophie Barrow
Cooper Clarke
Bryce Colotti
William Forbes
Max Galettis
Darcy Hutchinson
Amy Leigh Jocks
Julian Jones
Llewellyn Jordaan
Paige Lambe
Jemma Lawson
Jade Marshall
Cameron Moultsmith
Brittney Proeve
Aedden Rees
Paris Samwell

High Progress Year 5 – 7 Numeracy & Reading

Georgina Calderwood
Cheyenne Campbell
Maya Harnett
Alayna Hawke
Lachlan Hesse
Joshua Hogben
Dylan Hopgood
Conrad Jeitner
Kira Ladhams
Liam Lucas
Caleb Miels
Damien Oddwell
Isabella Polli-frone
Rafael Sallis
Ella Scott
Jarrah Taylor
Ethan Timms

High Achieve- ment (Top Band Achievement) Year 7

Jesse Amos
Georgina Calderwood
Maya Harnett
Conrad Jeitner
William Lanes
Ella Lawson
Liam Lucas
Clodagh Riley
Jarrah Taylor
Ethan Timms

Year 5
Christian Bald
Ben Barrow
Sophie Barrow
Max Galettis
Cameron Moultsmith

Year 3
Sarah Culp
Marlee Curnow-Harrold
Simone Harnett
Tiah Hough
Sophie Medlin
Noah Mialaret
Angus Schmidt



We Value Your Opinion

Parent Opinion Survey

Once again in 2013 we posted out surveys to all parents, and we received 79 responses, 27% of school families. The last time we did this in 2011, we received 101 parent responses. We are unable to compare the responses with previous years, except for the Littlehampton specific questions because the main survey is a national survey used for the first time this year.

The National survey results are printed here in full. Particularly pleasing is the very high response for “teachers expect my child to do his or her best”, and “My child likes being at this school.”

Littlehampton-based questions which were asked in both 2011 & 2013 <i>Shown here, % of parents who agree or strongly agree.</i>	2013	2011
I think LPS does a good job of keeping me informed and seeking my opinion	86%	74%
As a result of the SAKG program I've seen improvement in healthy eating and wellbeing for my child	51%	29%
I think the SAKG is beneficial to my child's learning in sustainable gardening and/or science	83%	82%
Littlehampton Primary school does a good job of teaching my child mathematics	83%	74%

National Survey for all schools	Strongly Agree	Agree	Neutral	Disagree or Strongly Disagree
Where “...” is used the words “at this school” have been omitted, to save space				
Teachers expect my child to do his or her best.	38%	58%	5%	0%
Teachers provide my child with useful feedback about school work.	28%	55%	10%	8%
Teachers at this school treat students fairly	33%	55%	11%	1%
This school is well maintained	35%	56%	6%	3%
My child feels safe at school	46%	51%	3%	3%
I can talk to my child's teachers about my concerns	57%	39%	1%	3%
Students behaviour is well managed ...	23%	65%	13%	0%
My child likes being at this school	59%	41%	0%	0%
This school looks at ways to improve	39%	48%	11%	1%
This school takes parents' opinions seriously	25%	54%	18%	2%
Teachers at this school motivate my child to learn	34%	58%	6%	1%
My child is making good progress ...	39%	55%	4%	3%
My child's learning needs are being met ...	36%	54%	9%	1%
This school works with me to support my child's learning	35%	51%	13%	1%

Note:

- The school has been working on improving our communication, so the 12% increase in parents who agree or strongly agree that we do a good job in keeping parents informed is pleasing;
- While parents who view the SAKG program as beneficial to their child's learning remains high, the percentage of parents who consider they have seen improvement in healthy eating and wellbeing for their child as a result of the program has increased substantially. The program has now run for 3 years;
- There has been an increase in the percentage of parents who consider LPS does a good job of teaching mathematics;
- 87% of parents agree or strongly agree that “the teacher's comments provide helpful advice and show a deep knowledge of my child”. However only 59% agree that the new letter grades accurately reflect their children's achievement, with a much higher percentage unsure;

Staff & Student Surveys

Once again our staff survey reveals a highly committed staff who believe in what they are doing, and love being at Littlehampton. A special feature of our staff is the highly collegial and collaborative culture, with 96% of staff agreeing there is good communication between staff, 96% agreeing that staff and students care about each other, and 100% stating there are positive relationships between teachers and students, and that staff care about each other.

The student survey reveals that students feel they belong at Littlehampton and feel safe at school and like being at Littlehampton Primary School.



Our Students

Enrolments (Term 3, 2013) Our School continues to grow.

Our school has increased by one third in the last 5 years as increased enrolments in the Preschool have fed through to the school. Because these enrolments are Term 3 enrolments, the reception numbers include an additional one term's intake of children.

Attendance Rate Semester 1

Attendance has improved for our Reception to Year 4 students quite dramatically over the past 3 years. For some year levels it has improved by 3%.

- Year 2 was a trouble spot again in 2013.
- DECD aims for attendance to be 95%, and we still have a way to go to get there.

Student Behaviour

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.

Year	2009	2010	2011	2012	2013
Pre-school	42	53	64	72	
Rec	42	47	68	79	90
1	39	33	39	50	61
2	42	40	41	41	52
3	38	41	38	39	38
4	41	40	47	41	40
5	51	42	34	50	34
6	33	53	45	34	53
7	20	32	45	50	35
Total R-7	306	328	357	384	403

Attendance by Year Lev-	% Attendance		
	2011	2012	2013
Reception	91.3	93.7	94.5
Year 1	91.9	93.0	94.6
Year 2	92.5	91.6	92.7
Year 3	91.2	93.3	94.4
Year 4	92.2	93.7	94.6
Year 5	94.3	93.4	94.4
Year 6	94.6	94.4	93.8
Year 7	92.2	94.4	94.2
Total	92.5	93.4	94.2

	2006	2007	2008	2009	2010	2011	2012	2013
Yellow Card (yard)	193	141	75	108	126	152	208	189
Yellow Card (class)						33	39	29
Red Card	100	56	18	25	21	27	22	34
Suspensions	10	4	5	3	5	2	7	1

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.

Students appreciate the opportunity to report bullying confidentially in this way, and many students write very positive comments on their Bully Audit surveys, eg: 'I think this is a great way to communicate bullying issues.' 'I have been really happy all year.' 'Nothing bad has ever happened to me at this school.' 'I have had a great time and I haven't been bullied in any way.' 'I told my teacher and Madame Sarre and then it stopped.'

In 2013 86% of students reported no incidents of bullying at all in the Yard, and 94% reported no incidents in class.

Our Staff

Retirements: In 2013 we farewelled Jill Revilla, who retired in December after leading our Preschool for over 18 years. Jill was greatly loved by our school community for her child focus, and her ability to create a magical environment in any building, no matter how unfavourable. Lesley Hutten, much loved Reception teacher, took leave and also retired at the end of the 2013 school year. At the end of 2013 we farewelled the popular and talented Phil Douglas, who retired after 39 years of teaching, 10 years in our school.



Welcome: In 2013 we welcomed Lorna McLean as our Reading Support Teacher, and Alison McLean as Coordinator. We also welcomed Sophie Molyneux, an energetic reception teacher.

Short Term and Contract Staff

Congratulations to Lorna McLean who won permanency from 2014, as did Dawn Clampitt, Debbie Jackson, Janelle Robinson, Sandra Ferber and Kylie Moulton Smith, valued SSOs.

Staff Retention	Staff 2012	Staff 2013	Turnover
Permanent Teachers	19	17	2 retired, 2 left, 1 joined, 2 took leave 2013
Contract & Short Term Teachers	6	9	2 left, 1 made permanent, 6 joined
Permanent Ancillary Staff (SSOs, rounds)	7	6	1 left, 0 joined
Temporary Ancillary Staff (SSOs, SAKG,)	7	9	1 left, 3 joined (2 SSOs, CPS worker)

Farewells: As well as the teachers retiring above, we also farewelled Sophie Molyneux, and wish her the best for her career. Mention should also be made of Julie Griggs, Sue Garforth, Judy Tremaine and Deahnn Copeland, temporary teachers who took on extended contracts at our Preschool and school during 2013. We would like to thank all these teachers for their contribution.

Staff Qualifications Our staff are well qualified, with two of our teachers currently undertaking further study. We would like to especially congratulate our SSOs whose work and study have been acknowledged with a change of level: Pauline Bolto who has taken on leadership as a SSO3, and Janelle Robinson, Paula Simmons, Deborah Jackson as SSO2s.

Qualifications	Teachers (25)
3 Year Diploma of Teaching (Dip T)	9
B.Ed. or B. T.	6
B Ed. + Dip T, B.A. + Dip T	4
B.A. + B. Ed/ B. T. Or B.Ed. + B. Tch	4
M.Ed., B.A. + Dip T M Tch, + BA	2
Additional Graduate Diploma, Advanced Certificate/other	5

