



Littlehampton Primary School and Preschool

Annual Report 2014

2014 - Doing it Better!

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After a very hard working 3 or 4 years with the establishment of new programs and development of new buildings, 2014 was a year when no major new projects were started. While 2014 lacked major new initiatives, there was certainly plenty of hard work while we concentrated on embedding our high quality programs and doing them better. 2014 was a year of consolidation.

NAPLAN Results Check out our NAPLAN results on page 6. We are proud of our results for 2014, which we consider are a result of improvements in support programs and curriculum put in place over the last 3 years.

Facilities 2014 saw the culmination of projects begun in 2012 with the \$66,000 grant money provided by SA Government. Our classrooms and administration block were painted, new security screens were installed throughout, the outdoor play area improved with a brand new stage, climbing frame and swings, as well as relocated slide. The Preschool gained additional shade area, and acoustic carpet was installed in Room 10.

Positive Education We continued work on spreading our Positive Education Focus across the school with 17 of our staff members attending a 4 day training delivered by Geelong Grammar at Mt Barker High School. This was a huge commitment by staff who gave up 3 days of their school holidays for this purpose. We thank them for this. This makes a total of 19 teachers and 4 SSOs who have completed 4 day training in PERMA.

Community Wellbeing Seminars: We were proud that we were able to offer three community wellbeing forums in *Anxiety, Sleep and Behaviour Disorders* and *Cyberbullying*. These were well attended by parents.

Governance Matters We continued the work begun in 2013 in reviewing our Governance structures and established two Governing Council subcommittees, each with terms of reference. Thank you to P&F for their initiative on this, and for a fabulous year of major contributions to our school. The Fundraising and Events Sub-committee was established, and took on overview of all school fundraising, as well as scheduling of curriculum events to ensure they are manageable for parents. This aligns our Governance Structures to what is more suitable for a larger school.

Community Events Our Art Exhibition was a huge success with large numbers attending, and many comments on what a wonderful atmosphere there was. The catering was marvellous (school baked pizzas, strawberries). Congratulations to the SAKG committee for organising such a successful community event. The added benefit was that all money raised goes to support our Stephanie Alexander Kitchen Garden Program. The Parents and Friends also hosted the very successful Littlehampton Ladies Evening and the P&F Disco. Other wonderful community events were the Community Carols Evening the Preschool Christmas Concert and Picnic and Father's Day Breakfast.



Student Award Winners

Student of the Year: Olivia Stone

Garth Boomer Literacy Award:
Darcie Bills

Academic Excellence Award:
Keaton Riddle

Kiwanis Awards:

Carla Gore
Max Culp
Sophie Norris
Olivia Stone
Keaton Riddle
Marni Banks
Gavin Barrett
Lachlan Warhurst
Zara McCauley

Chris Bourne Have-A-Go Award:
Zac Lambe



Art Award: Lily Nykamp

Environment Award: Max Culp

French Award: Olivia Stone

Music Award: Chloe Caire

Sportsperson of the Year:
Cooper Hough

Volunteer of the Year: Jarred Riddell

Students represented our school:

- Choir - Primary School Festival of Music,
- Anzac Day Dawn Service
- Art Exhibition
- Tournament of Minds
- Art Exhibition
- Youth Environment Council
- Oliphant Science Awards
- Year 3/4 Play, Midsummer Night's Dream

SAPSASA - Courier Cup, Athletics, Basketball, Cross Country, Football, Netball, Softball, Hockey, Tennis, Cricket, Soccer

Camps Yr 6/7 Aquatics Camp
Canberra Trip, Adelaide Excursion
Week

Parents joined with us in celebrations and activities:

- Father's Day Breakfast
- Sports Day
- Music Showcase
- Parents & Friends Disco
- Art Exhibition
- Year 7 Graduation
- Preschool Picnic & Concert
- Community Carols Night



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Highlights– Preschool

Staffing When Evelyn Lam took leave to have baby Michael in June, Lisa Weidenbach stepped up to be lead teacher and Jason Fishers joined the teaching staff. A former Littlehampton student, Jason made a great impression on the children, as male teachers are a rarity. We proactively planned for continuity of staffing in other ways by scheduling a smaller number of SSOs for longer periods. Jenny Dunium joined as an additional teacher in Term 4.

Quality Improvement Plan Re-vamp We invited consultants Barb Wilmott and David Coulter to work with our staff. This was a fabulous opportunity to develop a Quality Improvement Plan from scratch, with the input and agreement of every Preschool Educator. A summary of the QIP is on display in the kitchen, and it is monitored in staff meetings and leadership meetings.

Review of Philosophy Statement & Healthy Eating Policy The latter was done with full opportunity for input by parents, and changes were introduced mid year.

Term 1 Interviews for parents were introduced in 2015, with opportunities for parents to find out about their children's learning, and for staff to learn more about the children from parents.

Changed Routines to foster increased level of engagement and deeper learning by children. Staff tried out several changes of routine for this purpose, and kept data on student outcomes with some changes made permanent.

Front Yard Redevelopment took place, with the help of a community working bee and the Biodiversity student forum. Tania Kunze, school parent and ceramics artist "Tatty K" came in and worked with children to hand make tiles for a sculpture which celebrates the history of the Preschool. Children were involved by making hand made tiles, choosing important words for tiles, and tiles were printed with art work on them.

Evelyn Lam presented to the Butterfly Conservation Society explaining how our Preschool uses the butterflies, and in our curriculum studying the life cycle of the butterfly.

Environmental programs were also emphasised with the establishment of the worm farm, and a productive garden growing tomatoes, beetroot, sunflowers, beans and carrots... and cooking with these vegetables too.

Moving Ahead 2015

- Continued work on our Quality Improvement Plan;
- We plan to re-introduce a celebrations activity each term such as Easter Sports Day, a History day with parents and family members encouraged to attend;
- Looking at the DECD Literacy and Numeracy plan for

Preschools, 2014 and building it into our program.



Highlights– School

As well as the highlights listed on page 1, staff also outlined the following as things in our school that make Littlehampton Primary and Preschool a wonderful community and school:

Relationships with students and parents "great parental support", "lovely families and children", "the enthusiasm of the students", "happy children who greet me by name" are just some of the things teachers listed in what went well for the school this year.

Training and Development Staff especially appreciated the Sheena Cameron workshops in writing and applied what they learnt from the Comprehension workshop last year. Also valued were Assessment for Learning workshops, and the *Discovering Positive Education* Workshop (by Geelong Grammar at Mt Barker).

Collaborative Planning, and the involvement of our coordinator and teacher librarian. Once again teachers valued highly the opportunities to collaboratively plan units of work with their peers. They also valued the involvement of Alison Marsh, curriculum coordinator and Jenny Crossley teacher librarian.

Specific Programs - there are lots of them! Teachers made special mention, and took special pride in our Band (wasn't it excellent last year?), Choir, the Stephanie Alexander Kitchen Garden Program, Positive Education Programs, SAPSASA opportunities for our students, the Year 6/7 science program and the Canberra trip. We consider the high quality special programs are a highlight feature of our school.

Levelled Literacy Intervention Program Beginning this year, under the leadership of Lorna McLean, our reading teacher, Pauline Bolto and Kerry Marshall taught this intensive reading program to 35 children this year.

Contribution of Parents and Friends

2014 was the year we revised Governance of our Parents and Friends, who became a subcommittee of Governing Council, with Terms of Reference. While this made little difference in the way P&F operated, it does bring in a P&F structure more suitable for a bigger school, in recognition of growth.

Once again P&F worked hard with provision of fans in the gym, provision of Reading Eggs for Junior Primary children, hand sanitisers for classrooms, outdoor table and benches for Preschool, financial contribution towards SAKG and the whole school End of Year "Fun Day".

The P&F disco was also a memorable event.

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 are explicitly teaching reading comprehension strategies;
- Increased levels of confidence in teaching History and Geography as indicated in the staff survey.



Area of Study - English

Teachers:

- Implemented focussed teaching approach to reading comprehension, resulting in improvement in end of year data;
- Established and implemented Reading Agreements across the school;
- Were provided with additional expert reading support through the appointment of Lorna McLean as Reading Teacher;
- All staff R—7 participated in Running Records training with both Lorna McLean (Reading Teacher) and DECD advisors;
- Implemented the Levelled Literacy Intervention



program with 36 children completing the program;

- Hosted a training session by international presenter Sheena Cameron on teaching writing;
- Took part in online reading assessment through the PAT Reading Assessment tool from Year 3—7.

Reading online assessment were done in November with some impressive results compared with 2013:

- Yr 3 - 70% students performing at or above expectations up 5%
- Yr 4 - 97% students performing at or above expectations up 6%;
- Yr 5 - 93% students performing at or above expectations up 2%;
- Yr 6 - 95% students performing at or above expectations up 5%;
- Yr 7 - 97% students performing at or above expectations up 1%

Moving Ahead 2015:

- Whole school focus on writing in Term 1;
- Whole school focus on spelling later in the year;
- Additional PAT testing to be implemented to further enhance data collection;
- Staff attending PD with a spelling focus;
- Expansion of LLI to go up to year 3.

Area of Study: Maths

- Yr 3 – 87% students performing at or above expectations;
- Yr 4 - 81% students performing at or above expectations;
- Yr 5 - 77% students performing at or above expectations;
- Yr 6 - 72% students performing at or above expectations;
- Yr 7 - 80% students performing at or above expectations;

Area of Study History - Geography

2014 saw the implementation of the new Geography Curriculum across the school, while for History it was the second year of implementation. Teachers reported that children found their first experiences of Geography challenging, as it requires specific skills, which they might not have encountered in previous years.

Teachers:

- Continued to develop the History Inquiry Units;
- Identified gaps in student learning and the curriculum expectations of Geography;
- Assessed and reported on the Australian Curriculum Geography units and the required outcomes;
- Attended PD sessions with a Geography focus;
- Purchased Geography resources for student and teacher use;
- Increased confidence in teaching Geography (from staff survey).

Moving Ahead 2015:

- Whole school History in school performance planned for Term 2, 2015;
- Staff PD on the History of Littlehampton, Term 1 2015;
- Aligning our Geography inquiry units from our scope and sequence with the Australian Curriculum;
- Collaborative planning of Geography units of work by teachers of the same Year Level with the involvement of Alison Marsh co-ordinator and/or Jenny Crossley Teacher Librarian;
- Continue closing the gap in student geography skills and curriculum expectations
- Further develop Geography resources;



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;
- The % of teachers regularly using Assessment for Learning strategies is increased, 100% of the AfL Professional Learning Community are trialling AfL strategies, observing and providing feedback to each other. Their experiences are shared with other staff. observing 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.

Assessment for Learning Staff Professional Learning Team

While in 2014 this group continued to meet twice a term to further develop and implement their own skills, our progress in spreading these strategies and skills into all classrooms in the school was not as successful as we would like, due to the number of other new learning initiatives for staff.

The use of One Plans to provide a documentation of agreed modifications to students' learning programs for those students requiring extra support is well established across the school.

Student Reports The report format was changed in 2013 to align to the Australian Curriculum, and to introduce letter grades. Further modifications were introduced in 2014 to reflect the introduction of new Areas of study. When first introduced in 2013 there were many questions from parents, as generally the standards for grades is higher than in previous years. Cs denote satisfactory progress, and Bs or As indicate greater depth of learning, and require that knowledge be applied in unfamiliar contexts. This took parents by surprise.

- 86% of parents agree or 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"; (87% in 2013)
- 70% of parents agreed or strongly agreed with the statement "I am satisfied that the new Australian Curriculum report formats provide accurate information about my child's progress" (up from 59% last year.)

Moving Ahead 2015:

- We will be audited for our use of One Plans in 2015. All staff will be required to do a short on-line course on students with learning difficulties or disabilities as a part of this process;
- The Assessment for Learning Professional Learning Community will become a progress planning group, specifically working to embed these pedagogies across the school. Staff meeting time will be given to this priority;
- School Reports - We will continue to work with parents to explain the standards for grade levels, with the aim of boosting parent confidence in the reports.

PRIORITY 3 - HIGH EXPECTATIONS FOR ALL LEARNERS

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

Targets:

- 100% of classroom teacher are planning and implementing a rigorous, inquiry based program to cater for all students.
- The positive education focus is agreed and owned by all staff, and consistent language of PERMA is used by 100% of staff,
- 100% teachers access and implement records for planning,
- Workshops in Positive Education and Wellbeing are provided to parents and these are well attended,
- Improvements in skills in providing differentiated curriculum are evident from data in teacher surveys.

Positive Education focus

Following on the involvement with Martin Seligman, eminent psychologist and Thinker in residence 2 years ago, our Positive Education (Positive Psychology) focus really ramped up in 2014. The Positive Education Professional Learning community group of teachers continued to meet regularly throughout the year, with regional and meetings also advertised.

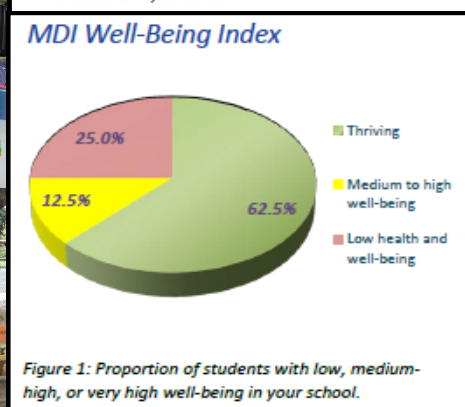
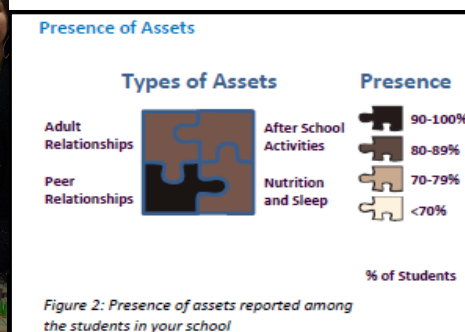
Our last day of Term 2 was a pupil free day, which enabled 17 of our staff to attend 4 day "Geelong Grammar in Mt Barker" Positive Education training.

In the parent survey, parent were asked to rate the statement "I know about the strategies used by my child's class teachers in positive education, positive psychology and understand the reason they are used (3 good things, mindfulness, gratitude)"

- 48% of parents agreed or strongly agreed with this statement, which shows the messages from the newsletters and from instruction in the classrooms is getting home to the parents. Our aim, of course is to increase this in 2015.

Moving Ahead 2015

- Continue to modify, develop and deepen our Inquiry focus through our Scope and Sequence;
- Train all members of teaching staff in PERMA and further develop the implementation through the school;
- Further develop teacher skills in differentiation of curriculum.



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.

Targets 2014:

- E-mail family contacts list is operational for each class and whole school by mid-2014;
- Improved attendance at school community events in 2014
- Website redesigned by end 2014;
- 3 Community Wellbeing Forums evening sessions organised for Term 2;
- Art Show Term 4 is redesigned to become an inclusive community event, involving Littlehampton Community Association and P & F;
- All volunteers working in school have induction, RAN & CHS Checks;
- CPSW formalises strategic Work Plan with classes.

VALUING & BUILDING COMMUNITY cont

Feedback from parents, students and staff indicate that we have a very strong a sense of community at Littlehampton PS. A highlight in 2014 was our Art Show which brought the whole community together to enjoy student Art, games, entertainment and food in our gymnasium and garden. Community Wellbeing seminars were very well received by parents and we have decided to continue this initiative in 2015.



We are very fortunate to now have a very high number of regular volunteers in our Kitchen Garden program, LAP and MultiLit volunteers, 'Fun and Games' coordination program, Working Bees and helping with reading or maths activities in the classroom. All of our volunteers have undertaken Criminal Screening checks, Responding to Abuse and Neglect training for Volunteers and a site specific volunteer induction. We have tried to lift the professionalism of the role through individualised nametags, making the kitchen a welcoming centre for volunteers and Volunteers' Thank You morning tea; and we hear from volunteers that they receive great satisfaction from the work they do as well.

Moving Ahead 2015:

- We continue to hear from parents that they would value more regular communication between home and school. In 2014 email family contact lists were trialled, and in 2015 we aim for these to be regularly used by all class teachers to communicate with parents;
- Website redesigned by end of 2015;
- Social media policy to ensure positive and respectful communication, created by end of 2015.



Early Years Literacy & Numeracy Plan

Once again, Lorna McLean worked with our Junior Primary team to ensure our children's success in literacy.

Reception single entry intake

2014 was the first year of the single entry date for reception students, with all new students beginning together in January 2014.

Literacy intervention

In 2014, 8 students were given individual literacy support through the Early Intervention program with Janelle Robinson.

In 2014 we also began supporting students in Years 1-3 on our new Levelled Literacy Intervention program. This is a small group guided reading program where students work in groups of 3 with an SSO for a half hour session 4 times per week over 2 terms. 35 students in total accessed the Levelled Literacy program in its first year.

Year 2 and 3 students were also able to access the MultiLit program to improve their sight word knowledge.

Professional development

All staff R-7 received training in Running Record reading assessment from the Reading Support teacher, Lorna McLean.

Reading Targets for Reception to Year 3

Our targets for reading were increased significantly in 2012, and we are proud that the majority of students are achieving these increased targets.

Reception to Year 3 Reading Level Targets

Reception – level 9-11

Year 1 – level 17-19

Year 2 – level 24

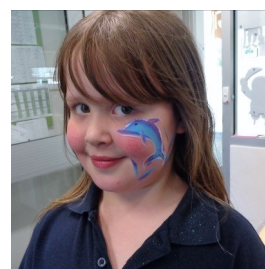
Year 3 – level 27

These targets are in line with the DECD recommendations, and we aim that the greater part of the class, from 66%-75% of our students, will achieve these targets.

Year level	No. students	Target reading level	No. students at /above target	2014 % at / above target	2013 % at / above target	2012 % at / above target
REC	63	Lev 9	38	60%	67.5%	66%
Yr 1	71	17	58	82%	68%	75%
Yr 2	64	24	43	67%	67%	62%
Yr 3	56	27	43	77%	75.6%	Not reported

Note:

- There has been a jump in the number of Year 1 students achieving targets, and this is most likely due to the Levelled Literacy Support Program which has mainly targeted Year 1 students.
- There has been a drop in the % of Reception students achieving the targeted reading level, and the 40% of students who did not achieve the target will benefit from the Levelled Literacy support program for Year 1 students.
- The percentage of Year 2 and Year 3 children achieving the targets is about the same as in 2013.



National Literacy and Numeracy Results

Each year our students in Years 3, 5 and 7 sit the National Literacy and Numeracy tests. Here are our results.

- Our scores at Year 7 are especially good, with scores significantly above the Australian means. Littlehampton scores were 20 to 35 points above in all areas except Writing.
- Our Reading scores across the board for Years 3, 5 & 7 are very pleasing
- NUMERACY at all year levels is very pleasing;
- Our Year 3 students did well this year with school means above the Australian means in Grammar, Reading and Numeracy, and within a point or two in Spelling

Are there any areas of Concern?

Our Persuasive writing scores are lower than we would like, and given that this has been the case for several years now, this needs to be an area of focus for the remainder of this year and for 2015.

National Minimum Standards We aim to have all our students achieve above National Minimum Standards.

- 100% of our students in Year 3, 5 & 7 were above National Minimum Standard in Numeracy.
- 100% of Year 7 students were above the National Minimum standards in Reading Numeracy, Spelling and Grammar and Punctuation. 4 students were below national minimum standard for Writing.
- 100% of Year 5 students were above the National Minimum standards in Numeracy with 1 below for reading in Year 5; 3 students below in Spelling and Grammar and Punctuation, and 5 students in Writing.
- 100% of Year 3 students were above National Minimum standard in Numeracy, and 1 student below in Writing, 2 in Grammar and Punctuation 3 in Spelling and 4 in Reading.

Congratulations to our students who achieved in the top band in one or more areas

High Achievement

Year 3	Year 5	
Jamieson Adler	Zach Bell	Ava Roach
Lily Brown	Jed Geary	Oscar Hong
Carmen Bubner	Annelise Griggs	Seth Ormandy
Sophia Dvorak	Jordan Hunter	Kayla Riddle
Daniel Fimmano	Amber Kennett	Isaac Warhurst
Nyah Gaff	Emma McLean	
Jack Geary	Thomas Wilmott	
Keira Gerrard		
Annika Hall		
Zachary Hart		
Lucy Hong		
Abbey Hutchinson		
Patrick Jeitner		
Sophie Leach		
Charlotte McAvaney		
Kye McDonald		
Brook Newton		
Dylan Riddle		
Noah Rose		
Jack Scudds		
Jasper Szilassy		
Georgie Wotton		

NAPLAN 2014

Our school mean (average) scores are listed here, compared with state and Australian mean scores. Those areas where we achieved above the Australian Mean are shaded in yellow

Above Australian Mean

NAPLAN 2014 school achievement compared	Year 3 Mean	Year 5 Mean	Year 7 Mean
Numeracy state	385.1	470.5	534.1
Australian Mean Score	401.8	487.2	545.9
Numeracy School Score	405.4	481.1	574.3
Reading state	407.9	489.2	541.2
Australian Mean Score	418.6	500.7	545.8
Reading School Score	432	513.2	570.9
Spelling state	401.4	488.8	539.6
Australian Mean Score	411.9	497.7	545.3
Spelling School Score	409.9	495.5	561.2
Grammar & Punctuation	407.2	491.4	538.5
Australian Mean Score	426.2	504.1	543.9
Grammar & Punctuation School Score	442.8	492.8	577.4
Writing state	384.7	455.5	509.1
Australian Mean Score	402.1	468.2	511.5
Writing School Score	395.9	463.5	498.3

Congratulations to students who made high progress since last sitting the tests 2 years ago.

High Progress

High Progress Year 3 – 5 Reading	High Progress Year 5 – 7 Numeracy & Reading
44% of our students in top 25% nationally for progress in Reading since they last sat the NAPLAN in Year 3. Only 9% of our students in bottom 25 % for progress in Numeracy:	37 % of our students in the top 25% nationally in amount of progress made since last test for Numeracy, 29% in top 25% nationally for progress in Reading:
Zach Bell	Jayden Clark
Bailey Camp	Blake Cordes
Saxon Eades	Lauren Crossfield
Isaac Formston Crilly	Ryan Fishers
Jed Geary	Jessica Forbes
Annelise Griggs	India Gautier
Oscar Hong	Carla Gore
Jordan Hunter	Caleb Griggs
Sanujaya Kalugala Hewage	Liam Guest
Don	Grace Kipling
Annie Krop	Tarkyn Little
Seth Ormandy	Riley McCune
Eddie Pike	Georgia Mitchell
Mitchell Streng	Sophia Norris
Jonas Van Den Brink	Lilee Nykamp
	Aleesha Proeve
	Jarred Riddell

We Value Your Opinion

Thank you to the 73 families who responded to our school surveys this year. The responses this year are very favourable, though in most areas the average response is down slightly from last year. The text comments are especially helpful, and outline quite clearly things parents value about the school, and also some areas for improvement.

Things we do well - While not a comprehensive list, these things were mentioned multiple times by parents:

- Sense of Community **Enforcement of uniform**
- Stephanie Alexander Kitchen Garden program
- Safe learning environment **Celebrations of success**
- Great sense of belonging **Anti- Bullying policies**
- Community Activities, disco, hot food days
- OSHC is fantastic **Child wellbeing a high priority**
- Respect throughout the school **Teaching the basics**
- Student Support - LAP, Multitask Quicksmart, SSO help
- Student /teacher relationships **School Grounds**
- Parent participation, eg this survey, assemblies, Fathers Day breakfast **P&F activities**
- 10 minute dedicated eating time School well publicised
- Great science & maths programs Cultivates fun learning
- Good communication via newsletters, notes
- Good range of specialist programs
- Positive atmosphere, instils integrity as a core value
- Maintains good relationships with parents
- Friendly environment between staff and parents
- Creating a happy secure environment
- Strong and stable teaching staff who genuinely care for children
- Positive culture **Clear behaviour expectations**

Things we could improve once again, not comprehensive, but items mentioned several times by parents:

Communication: We have been working on improving communication for several years, and generally parents outlined that this had improved with the MGM messaging system, Safenewsletters, our newsletters generally were praised, and the Littlehampton Primary Crew Facebook page (while not an official school site) was acknowledged in the survey. However several parents outlined that they would like more communication from classrooms. Class newsletters or use of diaries was seen as not happening consistently between classes, and several parents requested more communication by email. (This is happening in some but not in all classes.)

First Aid Issues: were mentioned several times by parents, with request for a designated first aid room, request for ringing of parents for any injury, more senior first aid staff available or even a full time school nurse. These were addressed in a comprehensive article in the Newsletter for Week 4 Term 4 which is available on the website.

Student & Parent Opinion Survey

Student Survey- Scores were high (above 4 on 5 pt scale) for:

- My school looks for ways to improve
- My teachers expect me to do my best
- My school is well maintained
- I feel safe at school
- I like being at school
- My teachers motivate me to learn
- My school gives me opportunities to do interesting things.

Student Survey Scores were lower (3.5 or 3.6) for:

- Student behaviour is well managed at my school
- My school takes students opinions seriously
- I can talk to my teachers about my concerns

Parent Opinion Surveys:

Note that the scores for this year, while still good, are down a point or two on last year's parent response.

The scores highlighted in yellow are those that are consistently high across all distributions of the survey.

Year and Survey	2013	2014	2014
2013 80 respondents, 2014 digital 67 respondents	80	67	6
2014 paper 6 respondents.			

Teachers at this school expect my child to do his or her best.	4.3	4.2	4.0
Teachers at this school provide my child with useful feedback about his or her school work.	4.0	3.8	4.0
Teachers at this school treat students fairly.	4.2	3.8	3.7
This school is well maintained.	4.2	4.3	4.2
My child feels safe at this school.	4.4	4.3	4.2
I can talk to my child's teachers about my concerns.	4.5	4.3	4.5
Student behaviour is well managed at this school.	4.1	3.9	3.7
My child likes being at this school.	4.6	4.4	4.3
This school looks for ways to improve.	4.2	4.1	4.3
This school takes parents opinions seriously.	4.0	3.8	3.5
Teachers at this school motivate my child to learn.	4.3	4.0	4.0
My child is making good progress at this school.	4.3	3.9	4.3
My child's learning needs are being met at this school	4.2	3.8	4.2
This school works with me to support my child's learning	4.2	3.6	4.2

Scoring. 1 Strongly Disagree, 2 Disagree, 3 Don't know or neither disagree nor agree, 4 Agree, 5 Strongly agree. A score of 4.0 or more is very good.

The Questions below are specific to our School.

Year and Survey	2013	2014	2014
2013 80 respondents, 2014 digital 67 respondents, 2014 paper 6 respondents	80	67	6
1. I think Littlehampton PS does a good job of keeping me informed & seeking my opinion.	4.1	3.8	4.0
2. As a result of the SAKG program I've seen an improvement in healthy eating and wellbeing for my child	3.7	3.4	3.3
3. I think the SAKG program is beneficial to my child's learning in sustainable gardening and/or science.	4.3	4.1	4.6
4. Littlehampton Primary School does a good job of teaching my child mathematics.	4.0	3.8	4.2
5. My child talks about their learning at home.	3.4	3.2	2.8
6. I am satisfied that the Australian curriculum report format used by the school provides accurate information about my child's progress. New question 2014	3.6	3.7	3.8
7. I find the teachers comments on the school report provide helpful advice and show a deep knowledge of my child	4.2	4.0	3.8
8. I know about the strategies used by my child's class teachers in the area of Positive Education/ Positive Psychology and understand the reasons they are used 3 good things, mindfulness, gratitude. (New questions 2014)	3.8	3.3	4.0
9. I think Littlehampton Primary School fosters a strong and supportive community	4.3	4.1	4.3



Our Students

Enrolments (Term 3, 2014) Our School continues to grow. Although our numbers were roughly the same as the 2013 total, for all years prior to 2014 the reception numbers included an additional intake of children, as prior to 2014 children started school in the term after turning 5.

Attendance Semester 1

There was a disappointing drop in attendance across the school in semester 1, with the lowest rates in Reception, Year 5 and Year 7.

- While other schools in our Region had an average attendance of 93.5 the same as Littlehampton, as a category 7 school we would expect to have higher attendance. Other schools with our category of disadvantage average **94.3 % attendance**

Attendance	2012	2013	2014	Change
Year Level	School	School	School	2013-2014
Reception	93.7	94.5	92.7	-1.8
Year 1	93	94.6	94.1	-0.5
Year 2	91.6	92.7	93.9	1.2
Year 3	93.3	94.4	93.3	-1.1
Year 4	93.7	94.6	93.9	-0.7
Year 5	93.4	94.4	92.9	-1.5
Year 6	94.4	93.8	94.5	0.7
Year 7	94.4	94.2	92.5	-1.7
Total	93.4	94.2	93.5	-0.7

- DECD aims for attendance to be 95%,** and we still have a way to go to get there.

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Yellow Card (yard)	193	141	75	108	126	152	208	189	295
Yellow Card (class)						33	39	29	36
Red Card	100	56	18	25	21	27	22	34	43
Suspensions	10	4	5	3	5	2	7	1	1

Student Behaviour We had an increase in Yellow and Red card incidents in 2014. Yellow and Red cards are given to students as a consequence if they do something more serious, and when teachers determine that a reminder is not enough to help them learn to change their behaviour (eg hurting or insulting another student, swearing, disrespecting others). It is also a means of letting parents know about incidents that happen at school involving their child, since Yellow and Red cards need to be signed at home. Most of these behaviour incidents occur in the yard during recess and lunch, and in 2014 the majority (64%) of these were from students in Junior Primary.



Our Staff

Welcome: In 2014 we welcomed Alister Davies as our Year 4/5 teacher, Susan Close as Year 2 teacher and Brigitte French returning from leave. We also welcomed Deb Tarca who was appointed permanently to our school and began work at our school in July.

Retirements: In 2014 we farewelled Julie Burchell, who retired after teaching in Term 1. Julie is a committed teacher, who worked for DECD for over 40 years, and always wanted to be a teacher, from the time she was a little girl. We also said goodbye to Simon Munt at the end of the year as he has taken leave for 2015.

Thankyou: As well as the teachers above, we also thank the teachers who taught for short term contracts in 2014: Judy Tremaine in the school and Jenny Duniam and Jason Fishers in the Preschool. We also thank Sharon Pearson and Dayna Beames who had short term contracts as part time finance officers in 2014.

Congratulations to Gillian Bevan, Alison Saunders, Evelyn Lam Helen Kupczynski who won permanency for 2015.

SSOs: Our SSO numbers have grown, and are to be congratulated for their professional approach. All Student support SSOs completed a 20 hour course in Understanding Autism this year.



Staff Retention Teachers	Staff 2013	Staff 2014	Turnover
Permanent Teachers	16	20	2 retired, 3 joined, 1 returned from leave, 1 made permanent.
Contract & Short Term Teachers	8	6	2 joined, 1 left, 1 made permanent
Permanent Ancillary Staff (SSOs, rounds)	6	9	3 made permanent
Temporary Ancillary Staff (SSOs, SAKG)	9	7	3 made permanent, 1 joined

Staff Qualifications : Our staff are well qualified and committed to their profession.

Qualifications Teachers Principal, DP	Teachers (28)
3 Year Diploma of Teaching (Dip T)	10
B.Ed. or B. T.	9
B Ed. + Dip T, B.A. + Dip T	3
B.A. + B. Ed/ B. T. Or B.Ed. + B. Tch	4
M.Ed., B.A. + Dip T M Tch, + BA + BSc.	2
Additional Graduate Diploma, Advanced Certificate/other	5

Bully Audit Information

'Bully Audit' surveys in 2014 also showed students were not feeling quite as safe as in previous years (19% reporting being bullied in the yard in 2014 compared to an average of 15% during 2011-13). Interestingly, students continued to report they felt very safe in the classroom as in other years (93% reporting never being bullied in class in 2014, compared to 92% overall from 2011-2013). To address the yard issues we put a number of measures in place: increased yard play areas for Junior Primary students, increased supervision at recess and lunch, positive behaviour classes for students in Year 2 experiencing difficulty with play and personal boundaries, small group sessions with CPS Worker Kate Oglanby on developing skills (eg anger management, group skills, fair play, friendship building, listening), and Lunchtime Counselling sessions for students named on the Bully Audit by 4 students or more. Student wellbeing is always a top priority for us, and we are hopeful that these measures will mean that all students feel safe in the yard in 2015.