



Littlehampton Primary School and Preschool

Annual Report 2015

2015 Step by Step, Toward our Goals

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2015 at Littlehampton Primary School was a year when we made some significant steps toward improvements we have been working on for some time. Big steps and small, we are pleased to see our planned improvements taking place. I'm sure as parents you will celebrate our achievements with us!

- We've made some progress in improving students writing, as is demonstrated by the NAPLAN report on p 6.
- There is a reduction in reported bullying, and in yellow card behaviour incidents in the yard, see p 8.
- We began a new oral French program which many students found difficult, but by the end of the year parents were impressed at how confident and articulate their children were while performing plays in French.
- Our MDI results show fewer students who consider they can't speak to an adult at school about their problems. We celebrate to see our planned strategies have resulted in improved outcomes for students, p 5.

We're also proud of our Year 7 Leaders. Again in 2015 our Year 7 leaders impressed! We started with a much smaller than usual cohort with just 25 students and the Year 7s stepped up! We truly are proud of the leadership of our Year 7s in running student forums, taking a lead with the litter free lunches and other environmental projects. It is such a delight to see the students who began school as reception children grow and develop into responsible young adults with initiative and drive and ideas for their world. See more on p 2.

Improvements were made in Student Support and Special Education. 2015 was a big year for teachers and the school in increasing our knowledge and skills in providing for students with special needs. Stage 2 of Levelled Literacy support program was introduced, teachers and SSOs attended 4 training sessions in student support, including SMART training, and also practised new skills in their classrooms and across the school.

Our Facilities continued to improve. We were delighted with the final stage of the redevelopment of the OSHC grounds. All the school benefits as this is used as a play area at recess and lunch for Reception to Year 2 students. Other facilities work includes the demolition of 11 William Street which finally took place in the January school holidays, and thanks to the generosity of Parents and Friends and the school community we have a new Butterfly Bench in the preschool in honour of Jill Revilla, long serving preschool teacher.

Our School Community continues to go from strength to strength with provision of Friday Fiesta which was greatly valued by parents, and the Positive Psychology Seminars run across two nights for parents. See p 4.

The beginning of improvements for ICT took place, with more than \$70,000 spent on improved infrastructure to pave the way for our vision of ICT. See p 4.



Student Award Winners

Student of the Year:

Ethan Roberts

Garth Boomer Literacy Award:

Ben Barrow

Merit for Persistence and Improvement:

Tye West

Kiwanis Awards:

Ethan Roberts

Tahnee Adams

Sophie Schultz

Ben Barrow

Nick Possingham

Jemma Lawson

Darcy Hutchinson

Chris Bourne Have-A-Go Award:

Jemma Lawson

Art Award: Amy Jocks



Environment Award:

Nick Possingham

French Award:

Georgia Bannister

Music Award:

Sophie Schultz

Sportsperson of the Year:

Sophie Barrow

Students represented our school in:

- Choir - Primary School Festival of Music,
- Anzac Day Dawn Service
- Tournament of Minds
- Youth Environment Council
- Oliphant Science Awards
- SAPSASA - Courier Cup, Athletics, Basketball, Cross Country, Football, Netball, Softball, Hockey, Tennis, Cricket, Soccer

Students participated in:

- The Colonial Show
- Music is Fun Band
- Gymnastics
- Footsteps Dance
- Camps** Yr. 6/7 Aquatics Camp
- Year 3-5 Arbury Park Camp
- Year 2 Zoo snooze
- Parents joined us in celebrating**
- Mother's Day Breakfast
- Sports Day
- Music Showcase
- Parents & Friends Disco
- Friday Fiesta
- Year 7 Graduation
- Preschool Picnic & Concert
- Community Carols Night



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Highlights– Preschool



Once again our preschool had a busy year working with children and their families. With a lower number of children in the preschool (47 children across 2 sessions) there was no longer the need for two full time teachers and Lisa Weidenbach dropped back to part time, picking up some teaching in the school. Our busy preschool staff team worked hard on the quality improvement plan, and are especially proud of:

- Using the literacy and numeracy indicators and learning stories to track children's learning;
- Introducing a community event each term with parents and grandparents welcome to participate. Highlight events were Chinese New Year, the very first Preschool Easter Sports Day, History Day at Old Tailem Town followed by Grandparents' Day and the end of year visit to Platform 1 and Preschool Graduation and Concert.

The results were very high ratings in the annual Preschool Survey where a mean rating of 4.3 or more on a 5 point scale was achieved for 20 out of the 28 Questions.



Highlights– School



The photo on the right depicts six of our graduating Year 7 students who appear in the photo on the left as reception students on their first day of school in 2008.

Highlights for staff were the great staff teams, "Being able to work closely with team members who are truly dedicated", "Great parents and volunteers, the best I've seen at any school"; and the students, "Working with gorgeous children made coming to work every day a pleasure!" There was also gratitude to the SSOs for their skills and support.

High Quality Professional Development Workshops

"Pupil free days which are practical and make a difference to your teaching". Top of the list was Chris Killey's presentation of a whole school approach to spelling, which will be adopted from Years 1-7. Also highly valued were:

Highlights– School

- the history tour of Littlehampton, where teachers learned some of the special features and history of our local community;
- the Inquiry pupil free day which had teachers out finding answers to questions in the school community, modelling the process they were to use with children; and
- the Assessment for Learning training day and Professional Learning Team.



Music Showcase Our much admired 2015 Music Showcase (AWESOME said one teacher,) attracted attendances of over 700 for the two nights of this popular event which showcases the students learning and development in Music.

The other Events offered for students:

the Art Project, Stephanie Alexander Kitchen Garden program, Student Forums, choir events, Swimming, Sports Day, Arbury Park Camps, Fundraising Forum events (including Jump Rope for Heart), Bike Ed., Music is Fun Band, Colonial Show, Gymnastics, French plays and Friday Fiesta.



Litter in the Yard

With the help of the Wipe Out Waste student forum group, daily litter display boards and publicity to the school, we finally tackled the issue of litter in the yard and made good headway! Due to a neighbour's complaint (which was justified) we took the initiative of keeping our grounds litter free, and also doing a weekly pick up of litter originating in the school along street verges of William Street and Darnley Street. While not perfect (yet) our 2016 new staff have commented on the cleanliness of the grounds.

Parents and Friends Once again P&F worked hard with provision of lunches at Sports Day for parents and students, *Reading Eggs* program for Junior Primary children, hand sanitisers for classrooms, financial contribution towards SAKG, the butterfly bench and the whole school end of year "Fun Day".

As always, the P&F disco was well organised and lots of fun. We would like to thank P&F for the way they contribute to our community and provide resources for our school.

Parent Craft Group 2015 also saw the introduction of another new parent group, the Parent Craft Group, led by Tamra Haylock. Meeting take place on Thursdays in the Rainbow Room. This creative group makes gifts which are sold for Mother's Day, Father's Day and Christmas stalls, with money raised going to SAKG.



Site Learning Plan Priorities for Improvement

PRIORITY 1 - AUSTRALIAN CURRICULUM

Goal: To support staff to understand and implement the Australian Curriculum, and to increase literacy and numeracy outcomes for Littlehampton students.

Targets:

- 100% of class teachers explicitly teaching agreed strategies for Writing (identified area for improvement 2015);
- 100% of class teachers engage in collecting and moderating work samples with their colleagues;
- Increased levels of teacher confidence in teaching History and Geography as indicated in staff survey. (For specialist teachers in their areas of study).

English - Literacy Based on NAPLAN results it was a goal to improve students writing and spelling results.

Persuasive writing Staff undertook training in staff meetings with the aim of improving student NAPLAN results in persuasive writing. As a staff we set teaching and learning goals and shared our practice. This process resulted in an improvement in NAPLAN results for writing in 2015.

Spelling Based on staff requests we began the search for an R-7 spelling curriculum to allow for a more consistent approach to spelling in all classrooms across the school. Staff attended a Chris Killey PD day where they were shown research proven approaches and strategies to improve spelling and word knowledge. Links were made to the "Words Their Way" program.

In Term 4 staff agreed to the implementation of the Words Their Way program in 2016. In preparation for 2016, staff were given the opportunity to observe a "word sort" spelling lesson in progress. Early Years teachers began to assess and group their children according to the developmental program. Early feedback has been positive.

PAT testing and Data Analysis This year saw classes from Years 2-7 take part in PAT online testing in early October.

1. Testing - Maths and Reading are required to be completed in early October while the school selected the Spelling and Vocab from a list to trial. This was the first year that Year 2 students had taken part in online testing.

2. Data Analysis - Teachers were provided with collaborative planning time to work with a member of leadership to analyse their results. This involved comparing PAT results with the 2015 NAPLAN results and identifying any similarities or differences.

Teachers then identified areas of weakness and began to plan learning activities that would focus on these areas in an effort to improve student understanding prior to 2016.

This process highlighted some interesting points:

- a) There is a difference between results from the written NAPLAN and the online PAT;
- b) Some areas of weakness in one year level flowed through to others suggesting an ongoing issue;

c) Student's approaches to the NAPLAN and PAT tests were quite different. (NAPLAN seemed to be taken more seriously by students while there appeared to be a lot of 'click and go' with the online PAT tests.

Area of Study History - Geography

In 2015 teachers continued to develop the Geography and History Inquiry Units which are still relatively new areas of the Australian curriculum. Teacher confidence in these has grown in the last two years:

- History- 6% neutral, 71% confident and 24% highly confident.
- Geography- 24% neutral, 52% confident and 24% highly confident.



Moving Ahead 2016:

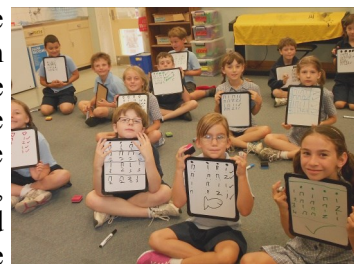
- Implementing the *Words Their Way* spelling program from Yr. 1-7 in 2016. This will involve additional training for new staff, planning and implementing in Year levels and observation in other classrooms and schools. We also plan to explain this new program to parents through newsletters, brochures, involving parents in homework activities, and perhaps some workshop sessions.
- Maths emerged as a priority area, because it is a HEYSEN Partnership priority, with funding and training available in our cluster of schools. We will make the most of opportunities to access this with an early pupil free day in 2016.
- Providing collaborative planning for Geography and History and for analysing NAPLAN and PAT test data. This will continue, as 100% of teachers stated they found this beneficial.

PRIORITY 2 - STRENGTHENING OUR CORE PEDAGOGIES

Goal: Staff are using our Core Pedagogies, which are research proven strategies to increase student learning outcomes. These are Assessment for Learning Five Key Strategies (Dylan Wiliam), Inquiry Framework and Backwards Planner, and Positive Education.

Targets:

- 100% of teachers attend at least one full day workshop in Inquiry and Assessment for Learning in 2015;
- 100% of classrooms display posters relating to Positive Education, Assessment for Learning and Inquiry;
- 100% of teachers are able to articulate how they have implemented these strategies in Performance Development meetings;
- Staff surveys show a growth in confidence by staff in core pedagogies.



Detailed data from our staff survey shows that staff who rated themselves as confident or highly confident in implementing the 5 key strategies varied from 57% of staff for use of student self assessment to 76% for use of Questioning techniques. This helps identify starting points for 2016.

Priority 2 - Assessment for Learning cont.

In Positive Education, four staff members completed certification as Techwerks trainers, licenced to provide training for parents and fellow teachers. Margie and Jenny presented a workshop on Littlehampton's approach to Positive Education at the national PESA conference at St Peter's College in February. Information on Positive Education was regularly shared at staff meetings. We adopted an area of Positive Education to focus on each term in all classes in order to increase students' and teachers' PERMA, such as Growth Mindset, Mindfulness, and Specks of Gold.

In our staff survey there was a growth in teacher confidence, in teaching positive education with **55% of staff confident and 15% highly confident. (total of 70% confident)** with 15% neither confident nor not confident, and 15% not confident.

Inquiry Learning This pedagogy forms the basis of teaching in History, Geography, Science and Health. It has been some time since staff updated their training in this area, and the staff training day with Tori Weiss was much valued. In the end of year staff curriculum survey teachers reported:

- Total of 83% teachers confident or highly confident in use of Inquiry pedagogy. (59% confident, and 24% highly confident with 12% neutral and 6% not confident)

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)"

- 53% of parents agreed or strongly agreed with this statement, (up from 48% in 2014.) While positive to see this increase, our aim, is to increase this further in 2016!

Moving Ahead 2016:

- Establishing an Inquiry Committee and continue with the Positive Education and Assessment for Learning Professional Learning Teams,
- Providing release for teaching teams and teacher librarian to team plan using Inquiry pedagogy,
- Ensuring posters are evident in each classroom relating to Inquiry pedagogy, Assessment for Learning and Positive Education,
- Continuing with term by term focus across the school in Positive Education, and
- Techwerks training provided so that all teachers have completed 4 day training, and this is available for parents also.

PRIORITY 3 - DIGITAL TECHNOLOGIES & 21ST CENTURY LEARNING

Goal: Our students are creative and engaged learners, have ownership of their learning and take a giant leap in what they achieve through the use of Digital Technologies.

Targets:

- The percentage of issues with the network fixed within a week is tracked and increased,
- 100% of classroom teachers are building skills in digital technologies & 21st Century learning strategies to cater for all students' needs.

2015 was a year of preparation, with attention given to improving our infrastructure to enable a good platform for digital learning in future years. \$70,000 was allocated to upgrade our network with new server, new active equipment capable of 10 Gig, new computers and new computer image.

Through the guidance of Harry Powell (DECD ICT Business Relationships), a partnership was formed with USG, and this work took place.

I am delighted that a new leadership position was established with Nathan Sanders winning the new Assistant Principal with Digital Technologies and 21st Century Learning a focus. This 5 year position commences in 2016.

Over the holidays further work was done on the network to install wireless devices in the main office, staff room, library, Molly Miels building, and Rooms 10, 11 and 12. This will enable wireless devices to be used by upper primary students in these areas, in line with our plan.

The members of ICT committee continued to work in an active way with staff introducing new plans and new teaching strategies to take advantage of digital technologies.

Moving Ahead 2016

- Setting up a wireless network, and trialling the use of mobile devices;
- Establishing a vibrant staff committee in Digital Technologies and 21st Century Learning to guide us through the necessary pedagogical changes to achieve our vision and goals;
- Continuing to build our ICT resources, and utilise social media and other systems to improve communication throughout the school.

PRIORITY 4 - A POSITIVE COMMUNITY -SCHOOL & PRESCHOOL

Our vision is that students, families, staff and friends of Littlehampton Primary School 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:

- Email family contacts list is operational for each class and whole school by mid-2015;
- Families report a greater understanding of Positive Education and use strategies at home;
- All identified students receive targeted social / emotional assistance;
- 20% reduction in bullying incidents identified by students through the Bully Audit by 2017; and
- Improvement in communication as identified by parent surveys

2015 was a year of strengthening our already solid Positive School Community in many areas. Junior Primary classes developed their emotional intelligence through explicit teaching of the Kimochi feelings program, and a number of staff were trained in this area. We received funding for a school counsellor for one day a week, and Margie Sarre undertook this role.



POSITIVE COMMUNITY -SCHOOL & PRESCHOOL cont.

She met weekly with Kate Oglanby our Pastoral Support Worker to formalise strategic Work Plans with individual students and groups in the areas of resilience, anxiety, friendships, and general social skill development. We hosted Growth and Development Evening Seminars for parents to attend along with their children. Positive Education Seminars for parents were attended by approximately 30 Parents and were very well received.

A number of community events enabled us to get to know one another better in 2015. 50 school community members joined us for a Working Bee in March, and worked together to make great improvements to our garden. In May we held a Friday Fiesta to raise money for our SAKG program, and we all enjoyed sharing burritos cooked by parents and the fabulous entertainment provided by busking students, staff and families. Over 100 mums enjoyed a Mother's Day breakfast together in the school kitchen. We finished the year with our Community Carols night, which is now firmly established as a great opportunity for families to mingle in the warmer weather.

Moving Ahead 2016:

- Plans for further Positive Education Seminars for parents and further training for staff;
- Parent Representatives and contact registers for each class established to increase home - school communication;
- Class teachers to communicate with families by email;
- Community events will be planned to foster connectedness, including the Art Show and Carols Night.

Middle Years Development Index

Of the 56 students undertaking the MDI wellbeing survey for Year 6/7 students, all were able to identify important adults at Littlehampton Primary School, and there were no students with all negative responses to Questions 25 – 27. For 47 students (87%) responses were all positive. For 9 students (16%) responses were a mixture of positive and negative.

For a number of years we have been concerned that some students have responded to surveys such as our annual student survey or the MDI, Middle Years Development Index that they cannot talk to their teachers about their problems. In 2015 13% of students, stated this, which is roughly four students per class. We are still concerned about this, and have planned ways of ensuring students know teachers are interested in listening and will make the time to do so.

However, while this remains a concern, it is an improvement on last year, and the improvement is even clearer when we look at the Middle Years Development Index survey which our Years 6 & 7 students. Results for 2015 in yellow box above.

Questions from the Middle Years Development Index, answered by Yr 6 & 7 students

Q24 How many important adults are there to you at your school?

School Connectedness

Q25 At my school, there is a teacher or another adult who **really cares about me**

Q26 At my school, there is a teacher or another adult who **believes that I will be a success**

Q27 At my school, there is a teacher or another adult who **listens to me when I have something to say**

Early Years Literacy & Numeracy Plan

Once again, Lorna McLean worked with our staff in the role of Reading Teacher. A large part of this role is tracking the literacy levels of our Junior Primary students, and ensuring children needing support are provided with special support.

Levelled Literacy Intervention

In 2015, 10 students were given individual literacy support through the Early Intervention program with Janelle Robinson. Two students received a term each rather than the usual 2 terms of support.

In 2015 we completed our second year using the Green System of the Levelled Literacy Intervention program, and we also purchased and began using the Red LLI system. 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.

Early Years Literacy Review 2015

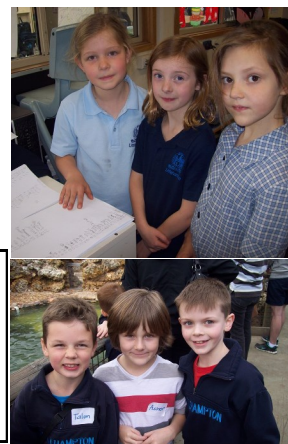
Reception to Year 3 Reading Level Target changes

Around mid 2015 DECD released new reading targets aimed at students reaching the new levels by the September EDSAS data collection. These new levels are still DRAFT at this stage.

Year level	Old target	New target
Reception	Level 9-11	Level 5 or above
Year 1	Level 17-19	Level 15 or above
Year 2	Level 24	Level 21 or above
Year 3	Level 27	Level 27 (not mentioned in changes)

We aim that the greater part of each class, from 66%-75% of our students, will achieve the targets recommended by DECD. With the new lowered levels, the aim is 90% achievement in September.

Our achievement against the targets is outlined below. You will note that we achieved the revised targets easily, but not the previous target for Receptions, though we achieved that too for Years 1 to 3.



Early Years Literacy & Numeracy Plan

Yr level	No. of students	NEW Target reading level	No. of students at/above NEW target	2015 % at/above NEW target	OLD Target reading level	2015 % at/above OLD target	2014 % at or above target level	2013 % at or above target level
REC	70	Level 5	58	83%	Level 9	53%	60%	67.5%
Yr 1	62	Level 15	50	81%	Level 17	66%	82%	68%
Yr 2	66	Level 21	56	85%	Level 24	67%	67%	67%
Yr 3	53	Level 27	37	70%	Level 27	70%	77%	75.6%

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 for 2015:

- Our results for Year 7 were excellent, above the Australian Mean in all areas except for grammar and punctuation.
- Our 2014 results for Year 3 were exceptionally high, and our Year 3 results did not match them, however they were above the 2013 results.
- While writing scores are lower for Year 3 than last year, we are pleased with the improvements we have made in writing generally, as this has been an area of focus for a number of Years. Yes we do still need to improve further.

National Minimum Standards (NMS)

We aim to have all our students achieve above National Minimum Standards. Here are our results:

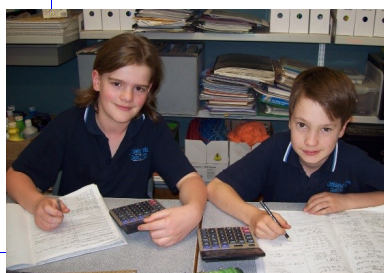
- Writing – no students below minimum standards for writing in Year 3 and Year 5. This is pleasing given our focus on improving students writing.
- At Year 5, 100% students at or above the National Minimum Standards in Numeracy, 1 below NMS in Reading, 2 in each of Spelling, Grammar and Writing.
- At Year 3 level, 5 below NMS in Numeracy, 1 in Reading, 3 in Grammar and 1 in spelling. 100% of students above NMS in writing. Congratulations teachers and students!
- At Year 7, 2 students below NMS in writing and 3 in Grammar, 100% students above NMS for Reading, Numeracy & Spelling. Congratulations teachers and students.



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

High Achievement

Year 3	Year 5
Emily Bands	Sarah Culp
Theo bell	Marlee Curnow-Harrald
Isaac Blatchford	Mollie Demasi
Cooper Bowry	Sophie Medlin
Evie Clarke	Noah Mialaret
Charlotte Copping	Mitchell Muster
Nicola Davis	Imogen Smith
Abbey Daws	
Bella Denton	Year 7
Noah Dunn	Tahnee Adams
Georgia Grant	Georgia Amos
Eden Hopkins	Georgia Barrow
Sophia Jeitner	Cooper Clarke
Corey Johns	Darcy Hutchinson
Brooke Linke	Jade Marshall
Madeleine Little	Isaiah Pollifrone
Jessica Luxon	Nicholas Possingham
Caiden Metcalfe	Ethan Roberts
Claudia Robson-Mullard	Paris Samwell
Tyler Searl	Sophie Schultz
Ashton White	



NAPLAN 2015

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

	Yr. 3 Mean	Yr. 5 Mean	Yr. 7 Mean
Numeracy state	382.8	477.7	537.9
Australian Mean Score	397.8	492.3	542.6
Numeracy School Score	382.0	479.9	544.7
Reading state	416.0	487.9	541
Australian Mean Score	425.8	498.2	545.9
Reading School Score	407.5	483.5	550.7
Spelling state	401.8	498.6	540.8
Australian Mean Score	409.2	498.1	546.4
Spelling School Score	400.9	475.4	557.4
Grammar & Punc. state	416.3	491.5	534.6
Australian Mean Score	432.7	503.8	541.3
Grammar & Punc. School Score	427.7	475.2	538.9
Writing state	398.9	463.4	509.3
Australian Mean Score	416.3	478.1	510.5
Writing School Score	384.4	468.5	524.6



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

High Progress

High Progress Year 3 – 5 Numeracy & Reading	High Progress Yr 5 -7 Numeracy & Reading
Jack Bills	Tahnee Adams
Sarah Culp	Ben Barrow
Molly Demasi	Cooper Clarke
Simone Harnett	Darcy Hutchinson
Lilah Hogben	Noah Muster
Lucas Jordaan	Ethan Roberts
Jimmy Lynch	Cai Staunton
Alana McDonald	
Sophie Medlin	
Noah Mialaret	
Joshua Miels	
Jayde Reddy	
Poppy Samwell	
Nicholas Streng	



We Value Your Opinion – Parent & Student Opinion Survey

Thank you to the 72 families who responded to our school surveys this year. The responses this year are very favourable. They are generally higher than last year (with average scores on a 5 point scale), but not as high as two years ago.

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

Parent Opinion Surveys:

*45% of the parents surveyed this year either agree or strongly agree with the statement "As a result of the SAKG program I have seen an improvement in healthy eating and wellbeing for my child". This is very high!

Scores out of 5 on 5 point scale

Parent Survey, and Year	2013	2014	2015
2013 : 80 respondents, 2014: 67 respondents , 2015: 72 respondents			
I think Littlehampton PS does a good job of keeping me informed and seeking my opinion	4.1	3.8	3.6*
Littlehampton Primary School does a good job of teaching my child mathematics	4.0	3.8	3.8
My child talks about their learning at home	3.4	3.2	3.5
The report format provides accurate information about my child's education	3.6	3.7	3.8
The teacher's comments on the school report provide helpful advice and show a deep knowledge of my child	4.2	4.0	3.8
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 and gratitude	3.8	3.3	3.2
I think Littlehampton Primary School fosters a strong and supportive community	4.3	4.1	4.1
As a result of the SAKG program I've seen an improvement in healthy eating and wellbeing for my child *	3.7	3.4	3.4
I think the SAKG program is beneficial to my child's learning in sustainable gardening and/or science	4.3	4.1	4.2
New Question 2015 I think LPS provides well for the students in the area of Information and Communication Technologies			3.7

*The questions above are school generated questions to gain information on school specific goals.
Below are questions from the National Survey designed to be completed by all schools in Australia.*

The questions above are school specific, those below are asked of parents in all DECD schools.

Parent Survey cont.....	2013	2014	2015
Teachers at this school expect my child to do his or her best	4.3	4.2	4.3
Teachers at this school provide my child with useful feedback about his or her school work	4.0	3.8	3.8
Teachers at this school treat students fairly	4.2	3.8	4.0
This school is well maintained	4.2	4.3	4.3
My child feels safe at this school	4.4	4.3	4.5
I can talk to my child's teachers about my concerns	4.5	4.3	4.3
Student behaviour is well managed at this school	4.1	3.9	4.1
My child likes being at this school	4.6	4.4	4.4
This school looks for ways to improve	4.2	4.1	4.2
This school takes parents opinions seriously	4.0	3.8	3.8
Teachers at this school motivate my child to learn	4.3	4.0	4.1
My child is making good progress at this school	4.3	3.9	4.2
My child's learning needs are being met at this school	4.2	3.8	4.0
This school works with me to support my child's learning	4.2	3.6	4.0

Scoring: 1 Strongly Disagree, 2 Disagree, 3 Don't know or neither disagree or agree, 4 Agree, 5 Strongly Agree. A score of 4.0 or more is very good.

Areas where we consider we can improve:

- Knowing about the strategies used by teachers in Positive Education;
- Keeping parents informed and seeking their opinion;
- Recognising Academic Achievement;
- Communications, including via email;
- Oval maintenance;
- Recognising indigenous perspective in history;
- Technology programs- more computers

There were also comments on the Uniform policy, the French Program and relief teachers which warrant consideration.

Student Survey- Scores were high (above 4 on 5 point scale) for most areas. Staff are still concerned at the number of students who consider they cannot talk to their teachers about their concerns (13%). However this is an improvement from previous years, and can be considered in conjunction with the results of the MDI survey reported on Page 5.

Student Surveys, for students in Yrs 4-7	2014	2015
Number of students answering the survey	107	144
My teachers provide me with useful feedback about my school.	4.5	4.6
Teachers at my school treat students fairly.	4.0	4.1
My school is well maintained.	3.9	4.0
I feel safe at school.	3.9	4.1
I feel safe at my school.	4.2	4.3
I can talk to my teachers about my concerns.*	3.7	3.6*
Student behaviour is well managed at my school.	3.6	3.7
I like being at my school.	4.1	4.2
My school looks for ways to improve.	4.1	4.2
My school takes students opinions seriously.	3.6	3.7
My teachers motivate me to learn	4.2	4.3
My school gives me opportunities to do interesting things.	4.2	4.2

Our Students

Enrolments (Term 3, 2015)

We found it necessary to restrict our enrolments to just our zone, beginning with the preschool. This is done to control growth. We began the year with a larger number of students, approximately 12 left prior to September when these figures were taken.

Attendance Semester 1

Well done to receptions, Year 4s and Year 7s who improved their attendance to over 94%. There was a disappointing drop for the second year in a row of attendance overall.

- As a Category 7 school we would expect to have higher attendance. Other schools with our category of disadvantage average **93.7 % attendance**.
- DECD aims for attendance to be 95%**, and we still have a way to go to get there.

Attendance	2013	2014	2015	Change
Reception	94.5	92.7	94.7	2
Year 1	94.6	94.1	92.3	-1.8
Year 2	92.7	93.9	93.6	-0.3
Year 3	94.4	93.3	91.8	-1.5
Year 4	94.6	93.9	94.6	0.7
Year 5	94.4	92.9	91.9	-1
Year 6	93.8	94.5	93.1	-1.4
Year 7	94.2	92.5	94.5	2
Total	94.2	93.5	93.3	-0.2

Student Behaviour

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Yellow Card (yard)	193	141	75	108	126	152	208	189	295	202
Yellow Card (class)						33	39	29	36	13
Red Card	100	56	18	25	21	27	22	34	43	67
Suspensions	10	4	5	3	5	2	7	1	1	5

In 2015 we worked hard to address yard behaviour after an increase in Yellow 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 (e.g. hurting or insulting another student, swearing, disrespecting others). In 2014 'Bully Audit' surveys also showed students were not feeling as safe as in previous years. To address the yard play issues we:

- added the OSHC grounds as a play area for JP students,
- increased supervision at recess and lunch,
- Ran small group sessions with our CPS Worker and Counsellor on developing skills (e.g. 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.

Year	2012	2013	2014	2015
Preschool	72		70	47
Rec	79	90	64	70
1	50	61	71	61
2	41	52	65	68
3	39	38	47	59
4	41	40	39	46
5	50	34	40	40
6	34	53	34	39
7	50	35	45	23
Total R-7	384	403	405	406

We were pleased to see that the end of year data shows these measures are working. Data from Bully audits in box below.

Yellow Cards fell from 295 in 2014 to 202 in 2015, and 15% students reporting bullying in the yard in 2015, down from 19% in 2014. Students consistently report they feel very safe in the classroom (95% reporting never being bullied in class in 2015, compared to 92% overall from 2011-2014).

Our Staff

Welcome 2015: We welcomed Candice Perkins as Year 3 teacher, Kelly Shute, Year 1 teacher and Deahnn Copeland.

Retirements: In 2015 we farewelled Jenny Crossley who retired after teaching for 40 years, 5 at LPS. Simon Munt who took leave for 2015 also retired at the end of 2015, after 14 years at Littlehampton.

Thankyou: We farewelled Gillian Bevan who left for Canada in July, our curriculum coordinator Alison Marsh who completed her tenure at LPS and our reception teacher Helen Forrest who has taught with us for 4 1/2 years. We would like to thank all these teachers for their fantastic contribution to Littlehampton and wish them all the best in the future.

Congratulations to Kelly Shute, teacher and Kerry Marshall, SSO who won permanency in 2015.

SSOs: We welcomed Sandra Mitchell as part time finance officer, Belinda Krotofil and Belinda Banks as student support SSOs. Sam Butcher took leave for most of the year and Sam Gray who also worked in the preschool took her place as kitchen specialist. It is great to have Chris Bourne back with us, our much loved deputy principal of 18 years, this time as grounds man as Wally Brunbauer took leave.

Staff Retention Teachers	Staff 2014	Staff 2015	Turnover
Permanent Teachers	20	23	4 made permanent, 1 took leave
Contract & Short Term Teachers	8	4	4 made permanent
Permanent Ancillary Staff (SSOs, grounds)	9	11	2 made permanent
Temporary Ancillary Staff (SSOs, SAKG)	7	6	2 made permanent, 1 left 2 took leave 5joined

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

Qualifications Teachers Principal, DP	Teachers (27)
3 Year Diploma of Teaching (Dip T)	8
B.Ed. or B. T.	8
B Ed.+Dip T, B.A.+Dip T,	4
B.A./BSc + B. Ed.	5
M.Ed., B.A. + Dip T	2
M Tch, + BA + BSc.	
Additional Graduate Diploma, Advanced Certificate/other	6

