

Under legislation going back a long time in Tasmania, non-government schools have always had to successfully complete a process of registration to commence operation. Every few years afterwards, their registration is reviewed to ensure compliance with a defined set of standards. Those standards are refined periodically but in essence have always required schools to demonstrate a suitable standard of operation in the following areas:

- curriculum
- teacher qualifications
- school facilities
- numbers and kinds of students
- enrolment and attendance
- financial viability
- governance and administration
- grievance processes
- staff code of conduct
- review and development

Schools are required to submit documentation that gives evidence of compliance with these standards, which is then considered by a panel from the Schools Registration Board. That panel also visits the school, spending hours in meeting with key personnel and touring the facilities.

The Launceston Preparatory School went through its most recent review of registration last year. A significant volume of documentation was submitted at the end of Term 1 and the SRB panel visited in Term 3.

In November 2017 we received notice from the Office of the Education Registrar that The LPS had been approved for re-registration for the maximum period of five years. Of particular note, that letter included the following paragraph:

When making this determination, the Board noted that the School provides an excellent education to students and that it has very capable staff. The Review team was very impressed by the breadth and detail of education provided and believed that the school sets the benchmark for other schools in the region.

With the review of registration being such a significant event of last year, and receiving as we did such high praise in feedback, we have chosen to present our report on 2017 in light of those comments. We “set the benchmark for other schools” in many ways and it is noteworthy to consider our operations last year through that filter.

Our primary focus is, of course, our students and we set very high standards in the multitude of ways that we care for and foster the well-being of students in our care.

Throughout 2017 we continued to deliver a curriculum that is all-encompassing, rigorous and accommodates the needs of individual children.

We maintained our ability to include nine key learning areas (English, Maths, Science, ICT, HASS, Philosophy, The Arts – which includes all of Drama, Music and Visual Art, HPE and LOTE) for all students, every week. This is no mean feat when there are excursions and outdoor education camps, visiting speakers and performers, sports carnivals and special programmes, as well as all the other things that society thinks “should be done in schools”, competing for space in the 23¾ hours of class time each week! With the education of the whole child being central to the mission of The LPS, we continue to resist managing a crowded curriculum like many other schools do – by giving small blocks of subjects to students once or twice a year.

In addition, teachers continue to make individualised learning a feature of their curriculum delivery – developing Individual Learning Plans for several students and ensuring that students of *all* abilities are catered for within our differentiated learning activities. Our Teacher Aides are invaluable in this process and we take this opportunity to thank them all. At the end of last year, we farewelled Mrs Michelle Preece who had worked as a Teacher Aide at The LPS since April 2006.

We also have several committed parents who continue to make weekly commitments to our Multi-Lit programme that supports younger students’ literacy skills. In 2017 we had four/five parents who helped us in this area, week in, week out, making a difference in children’s lives. We are so grateful for their help!

Our themes continue to make learning interesting and fresh for students and teachers alike. During 2017 our themes were:

- It’s A Jungle Out There!
- Above and Beyond
- The Great Australian Adventure, and
- From the Other Side.

Cross-age tutoring continued well throughout last year, with each of the senior peer groups having dedicated terms for tutoring younger students once a week, together with weekly cross-age literacy sessions for the junior students. These sessions are regularly reported as being valued by students and their families alike. In addition, we implemented constructive play sessions for the 4 – 7 year olds last year, where Early Learning, Kindergarten, Prep and Group One students shared an afternoon of facilitated play activities each week.

Last year we also continued the practice of allowing students to choose to play indoors one lunchtime each week, immersing themselves in quieter individual or small group activities that allow students time and space to recharge within the “busy-ness” of the school day.

Weekly Resilience Sessions have become an entrenched means of supporting our students’ well-being. In their vertical groups, students meet weekly to discuss and resolve social and attitudinal issues in a Socratic way, reinforcing positive behaviours and articulating strategies they can use to become and remain confident and resilient young people.

Acknowledging children's efforts – no matter how large or how small, in whatever sphere of academic, physical, emotional, artistic or behavioural activity – is another effective way of supporting our students' well-being. Throughout 2017, Golden certificates for achievements continued to be presented at weekly assemblies, the 7-9 year olds celebrated "students of the Week", and from the whole school an "Aussie of the Month" was recognised each month for his/her qualities of good citizenship.

We have found that keeping the Group 4 students together as a home group in first term is valuable in supporting the students' transition to the senior part of the school. This practice continued last year, and we also kept the Leavers together as a home group in Term 4 – supporting their transition from primary to high school.

A core mission of our school is to prepare children for life. A significant part of this is to prepare students for their next phase of learning. For evidence in this area, we rely on exit surveys distributed each year to our Leavers and their families. From the small sample received back from the 2017 cohort, these stakeholders recognise such factors as inclusion, small class sizes and a variety of opportunities as those they had valued most from their years at our school. Perhaps the most telling evidence came recently from a parent of one of last year's Leavers after her daughter had commenced elsewhere in Grade 7:

I would like to say a very big "Thank You" to you both for being such awesome teachers and principals. It's clear you both love your jobs and that is why you both do such extraordinary things and not to forget the fantastic team you both work alongside. I strongly believe the knowledge and experience (my daughter) has gained from the LPS is the strong underpinning force behind her success so far.

In summary, it is evident from these few examples from last year that The LPS really does "set a benchmark for other schools" in the way it supports the well-being of its students. But the Schools Registration Board also made specific mention of the capable staff of our school and there were many achievements last year in this area too that are noteworthy.

The Board noted that "the School provides an excellent education to students and that it has very capable staff". This comment from the Schools Registration Board is at the heart of the way in which The Launceston Preparatory School "sets the benchmark for other schools in our region".

The teachers in our school are extremely capable and work very hard to provide the best possible learning opportunities for our students. Not only are they trained to work with the age groups they teach, they teach the subjects they enjoy. Many of our staff have a special interest in particular areas of the curriculum and over a number of years have built up their knowledge, skills and expertise through their own research, collaborating with fellow staff members and professional learning opportunities. This in turn exposes our children to lessons that are well planned, based on a sound knowledge of the subject and taught with enthusiasm.

Professional development for our staff remained a priority and took place alongside many in-house professional learning opportunities led by the Co-Principals. Our teachers attended external training or experts were called in from outside to facilitate further education in our quest to improve teacher expertise and consequently student achievement. Professional development from external sources for the staff in 2017 included:

- Orff Schulwerk Association Creative Music and Movement Education (Level 2) – Menteeship in Vocal Recorder;
- Staff first aid training with St John Ambulance – Education and Care First Aid including CPR, Anaphylaxis and Asthma training;
- Multi-Lit training;
- Australian National Choral Reading Day;
- Salvation Army *Safe from the Start* program;
- Annual updates of swimming qualifications for teachers supervising water-based learning;
- A presentation by Susan Assouline on *Addressing the Excellence Gaps* hosted by the Tasmanian Association for the Gifted and Talented;
- NAPLAN Online Readiness;
- Three sessions hosted by IST on *Nurturing Numeracy in the Early Years*;
- A workshop on the Tasmanian Science Talent Search;
- A workshop on the ELLA program to promote the learning of LOTEs in Early Childhood classes;
- A workshop on the implications of the NDIS for schools and the work of the State Government’s Safe Families Co-ordination Unit;
- *Embedding Oral Language Across the Curriculum*;
- *Understanding the Needs of Children with Language Difficulties*;
- *Respectful Relationships Australia*;
- *Understanding Dyslexia*;
- *Understanding the Needs of Children with Working Memory Difficulties*;
- *Understanding ADHD*;
- *The Nationally Consistent Collection of Data – Quality Improvement and Assurance Train the Trainer*;
- *Creating Child Safe Organisations*;
- *Developing Geometric Reasoning*;
- *Using NAPLAN Writing Marking Guide as a Formative Assessment Tool*;
- *Gaining the Most from PIPS Data*;
- *Creating Child Safe Organisations*;
- participation in *NAPAN Online Readiness Trials*;
- *The Australian Council for Health, Physical Education and Recreation State Conference workshops and networking with other professionals in the HPE area*;
- A leadership masterclass at the annual Education Summit focussing on school improvement
- an ASBA (Association of Business Administrators) conference.

When our staff attend these external workshops, meetings and conferences, it is expected that they then share their learning with the other teachers at subsequent staff meetings.

This process continues to broaden the knowledge of all our teachers and is useful across all subject areas of the curriculum. Our teachers are also encouraged to share their knowledge and research in staff meetings. They often share interesting articles or teaching ideas with their peers which helps maintain our collaborative and team-based approach to curriculum delivery.

The in-house Professional Learning conducted throughout 2017 included:

- Policy reviews as part of our annual policy review cycle;
- An information session on the progression to NAPLAN online;
- Performance appraisals with all staff, both general and teaching;
- A session on tackling the implementation of the first cycle of our School Improvement Plan.

In 2017 we once again used the collaborative model of professional appraisal that saw the teachers self-assess their performance against the AITSL Professional Standards and the general employees against their position descriptions. This gave the Co-Principals an opportunity to discuss the successes our staff have experienced and jointly develop goals and professional learning needs to foster a cycle of self-improvement in performance and development.

At The LPS we feel the parental engagement in our children's education is another contributing factor to us "setting the benchmark for other schools in the region". It is one of our continuing challenges to engage parents in meaningful ways both in the classroom and school life and we work hard to help our parents be active partners in the education of their children. We use our newsletters, our website, parent/teacher meetings and informal chats both before and after school to emphasise the importance of parents being involved and engaged in their children's learning. We also encourage our parents to use the *Parenting Ideas* website and the Australian Government's *Learning Potential* app as resources for sound ideas for ways to engage in the education of their children.

We know that our parents love to come to school for events in which their child/children are involved. With this in mind, all events that we hold at school have a strong student element. Our students introduce guest speakers, run our ANZAC Day and Remembrance Day services, stand up and thank people who come in to perform for us, guide our visitors around the exhibitions we run and speak to prospective parents as they are shown around the school. Every child from Early Learning to Group 6 has a part in our annual School Production and this is an event our school family really looks forward to each year.

We take EVERY opportunity to involve our students in an effort to get our school family along to share in their learning. Ways in which our wonderful school family were involved in 2017 included:

- The 5-7 years old put on musical performance for their parents;
- Our Leavers led the school ANZAC Day service which family members and school neighbours were invited to attend;
- The senior students curated an Art Exhibition for their fellow students, teachers and family members;

- Family members of students in P-6 were invited to read with their children before school;
- The Group 2/3 children invited their parents in to read with them in the morning, they had a “buddy reading” session with the Prep/1 children and then had a session reading stories to the Kindergarten children.
- Kindergarten students were invited to bring their families to a reading session with Miss Wise at the Launceston LINC;
- the Prep/One children hosted a “Wigs and Work” afternoon for their families, a celebration of the work of Andy Warhol (who loved to wear wigs);
- parent sessions in the Group 2/3 Maths classes;
- the Group 2/3 parents and extended families were invited to an exhibition of their children’s art work;
- a Bush Dance for the EL to Group 6 children and their parents
- the Leavers and their parents attended the Woodfield Camp debrief evening in the Multi-purpose Hall;
- A number of our school families accompanied Miss Wise on the Kids and Paws Walk;
- Miss Wise and Mrs Chugg ran their Kindergarten and Early Learning Orientation sessions for the children of 2018 and their parents;
- A grandmother coming into Kinder to teach them to dance;
- Two parents came in to inspire budding photographers with their knowledge and advice for the SNAP photography competition;
- Prep/One had a jungle concert for their parents;
- A grandmother brought in her painting by Robin McKinnon to inspire the Group 2/3 artists and then she opened their exhibition;
- A parent came in to talk about Plastic Free July and promote this positive initiative to the children;
- Art Club – knitting with grandmothers and various family members;
- Parents coming in to talk about their great Australian adventures;
- Using ochre and learning about indigenous art with one of our grandmothers;
- One of our family’s Airedales came into Prep/One Art to be drawn by the children
- Manfred and Uncle Wolfgang (family members) came in to help the EL children make a gingerbread house and there was lots of practice speaking German.

The LPS Parents’ Club is a small group of hard-working and enthusiastic parents who also help to bring our school family together on a regular basis. They hosted a lovely function at the beginning of the year to welcome us all to the new year and a Christmas BBQ in December to celebrate another successful year at The LPS.

Fundraising for resources for the children to use each day at school is the Parents’ Club’s main priority and in 2017 they ran two successful raffles and the inaugural Car Boot Sale and Cake Stall which was a fun-filled and inclusive way to both raise much-needed funds and get our school family working together, with the children being able to actively participate. It was so wonderful to see the children performing in our 2017 School Production and using the choir risers that were purchased with Parents’ Club funds.

We take this opportunity to extend our sincerest thanks to the Parents’ Club for all their hard work and dedication to the welfare of our school.

Another way in which our school “sets the benchmark for schools in the region” is in our utilisation of human and physical resources within our local community to augment our students’ learning.

There are many benefits to be gained from having people – many of whom are experts in their field – come into our school and share their knowledge with our students. As good as our teachers are, having someone new in the classroom is interesting and refreshing! They often teach us new things, perhaps in areas where their knowledge is greater than ours. It creates opportunities for parents to be involved and for members of the wider community to get to know our school. Visiting speakers can present ideas in different ways and, besides, they are just fun to have in the classroom!

Throughout 2017 we were fortunate to have the following visitors share their skills and knowledge with our students:

- Michelle Rowell, from the Commonwealth Bank, who ran Financial Literacy sessions
- Jonas Tandoh who used audience participation, singing, dancing and drumming to inform students of the culture of Ghana
- author and illustrator Michael Salmon
- the Glen Dhu “Super Skippers”
- author Jane Godwin
- the Australian Playhouse performers who presented their show *Puss in Boots: Pet Detective* which portrayed positive messages about friendship, perseverance and determination
- an educator from Family Planning Tasmania to run a “Growing Up” programme for senior students
- Andrew Palmer who ran dance sessions for all students
- Kristin Mathiessen who ran yoga sessions
- Winter Olympian Jarrod Hughes (Snowboarder) who “visited” through the wonders of digital technologies
- members of the Little Athletics Association who took workshops with students
- musician Jon Madin who led students through some creative musical experiences with his “wacky instruments”
- development officers from Basketball Tasmania
- Meerkat Productions who performed “Gary” which was based on the CBC shortlisted children’s book of the same name
- Bravehearts’ performance of “Ditto’s Keep Safe Adventure
- an officer from the Tasmanian Fire Service who ran Fire Education sessions
- St John Ambulance trainer who ran first aid sessions
- former students who shared their memories of The LPS in days gone by
- Senator Helen Polley who ran a design competition for her annual Christmas card
- Alderman Danny Gibson as a guest judge for the annual “Truth and Happiness” (musical bands) and Socrates Shield inter-house debating competitions

- family members who shared their skills and knowledge in many areas such as the Japanese and German languages, dance, photography, painting, knitting, Australian adventures, indigenous art, science in Antarctica and in laboratories, their pets and other animals, cooking and listening to students read.

Because we see our classroom walls as “permeable” – which allow avenues for learning to flow seamlessly throughout our school – students also enjoyed many opportunities for learning beyond the perimeter of our school environment. In 2017, these included visits to

- the CBD where students were taken on a guided walk around heritage properties
- Newstead X-Ray and other facilities at the Newstead shopping centre
- the Royal Flying Doctor base at Western Junction
- QVMAG’s Planetarium
- Princess Theatre for a performance of “The Addams Family” by the Stage Right Youth Theatre Company and, later in the year, a performance for schools by the Tasmania Symphony Orchestra
- Tasmania Zoo
- SOC middle school for inter-school debating
- *The First Tasmanians* exhibition at QVMAG (Royal Park)
- LCGS junior school to share in a visiting performance of indigenous music
- “Singfest” at the Albert Hall
- outdoor education camps at Mt Cameron Field Study Centre, Woodfield Centre at Dysart and in Hobart and Port Arthur
- the Launceston Police Station
- Elphinwood Gardens retirement village
- the Glover Exhibition at Evandale
- Launceston LINC

The Launceston Preparatory School maintains a commitment to using facilities that already exist elsewhere in our community as well as those we have on site. Thus, last year we continued to use

- PCYC for gymnastics classes
- Launceston Aquatic and the Launceston Swim School for our swimming and water safety programmes
- NTCA ground, Hoblers Bridge netball courts and Birch Avenue soccer grounds for matches in the inter-school roster
- Riverside pool for our swimming carnival
- St Leonards Athletics and Hockey Centre for our athletics carnival and inter-school hockey games
- Hart Street tennis courts for our “Jump Rope For Heart Day”.

In turn, we support our local, state and national societies through community service and partnership programmes. In 2017, these included the:

- *Clean Up Australia* project
- McGrath Foundation with a “Pink Stumps Day”
- school and Launceston ANZAC Day and Remembrance Day services

- *Walk Safely To School* initiative
- development of our school's own Street Library
- Kindergarten students developing a partnership with residents of Elphinwood Gardens
- *Maddie Riewoldt's Vision* project
- *LPS Car Boot Sale* event to which the neighbourhood was invited
- "Count Us In" singing session
- "Kids and Paws Walk"
- Recognition of our school volunteers during National Volunteers Week
- bagging up leaves from our school trees in autumn to give to our school families as mulch
- City Mission's *Can Drive*
- Plastic-free July
- National Tree Day

Another standard in the Schools Registration documentation that demonstrated how The LPS "sets the benchmark for other schools in the region" is Review and Development. Since the announcement in November, 2015 that "Schools will have to provide 'school improvement plans' from January 2017 to show how taxpayer funding is lifting students' results," we have been in the process of developing a School Improvement Plan for The Launceston Preparatory School. During 2017 we continued the process of developing our School Improvement Plan which had begun in 2016.

This plan has been designed to be used as a working document, changing as the needs of our school stakeholders alter. A focus of this plan is to explain ways in which we can identify targets within the school to improve upon and also to place an emphasis on the many things we already do well and must continue to foster within our school.

The development of our School Improvement Plan began by researching and reviewing a number of documents to guide the process. A decision was made that the ACER National Improvement Tool with its nine domains for improvement suited our needs and would ensure we took into account all the areas of our school that could be reviewed and improved. These domains are:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School-community partnerships

An important part of this process has been to gain staff input into the development of our cycle of improvement; to lift the results of our students, the teaching staff need to be involved in the development of meaningful and achievable goals.

Having attractive, well-maintained facilities and resources is in keeping with our school philosophy and fits comfortably within the explicit improvement agenda and targeted use of resources domains of the School Improvement Plan. Whilst maintaining the history and charm of our buildings, which has always been a priority, under the expert guidance of Mrs Jody Onn-Wilkinson, The LPS made some wonderful improvements to our facilities that will benefit the teachers and children alike for many years to come. Many of our rooms are shared spaces, not being the “room” of any one teacher, and the improvements that have been suggested by our teachers and acted upon by Jody have definitely improved the efficiency and usefulness of these learning spaces.

Our beautiful buildings and facilities foster a sense of pride and are often commented on by visitors and prospective parents as they tour our school. During 2017 the improvements included:

- The interior of 119 Elphin Rd was given a fresh coat of paint;
- Notice boards have been upgraded and some bright and colourful new furniture was purchased for the vestibule in Tyson House;
- The exterior of the multi-purpose hall was given a make-over and colourful seating was purchased for the downstairs learning space;
- Redesign of garden beds to make them more attractive and easier to maintain;
- A new shelter was built at the Greenfield providing much needed shade from the sun and protection from the rain;
- A new long jump pit was installed at the Greenfield.

2017 also saw the introduction of a new bucket-style hat to improve our school uniform. It has been a popular alternative to the legionnaire hat that has been a part of our school uniform for some years. It not only looks very smart but provides effective sun protection which is important as we maintain registration as a Sun Smart school.

Each year the Leavers, with the help of Mrs Margaret Turner, think of a gift they would like to give the school to remember them as they move on to high school. The 2017 Leavers decided to give 119 Elphin Road a name, as previous Leavers had done to our building at 117 which is now known as *Ewanhurst*. The Leavers of 2017 decided upon “Tyson House” in recognition of the Tyson family who were past owners of the house. The gift was in the form of a plaque that has now been placed proudly at the front door of the building.

The Launceston Preparatory School is very fortunate to have a supportive and committed group of Association members who make up our school Board. Their commitment to the strategic view of the school’s operation and support for us as Co-Principals in the operational management is much appreciated and demonstrate yet another means by which our school sets benchmarks for others.

Throughout 2017 the Board worked on several elements of the Strategic Plan developed initially in 2015:

- managing the human, physical and financial resources of The Launceston Preparatory School to ensure an appropriate framework exists to support fulfillment of the educational philosophy
- actively participating in an Enterprise Agreement review

- developing a cash budget in response to the identified strategic needs of The LPS
- finalising development of new risk management registers
- identifying full user requirements of the website as a basis for further website development
- developing and financing an ICT strategy that is well-informed, consultative and practicable; one that will support the future and changing needs of all staff and students
- continuing to investigate and work further towards the improvement of road and pedestrian infrastructure to maximize the safety of all within the school community
- determining the facility and resource requirements of the Early Learning and Kindergarten area so as to provide for future enrolments

At last year's AGM, we acknowledged the service of Kate Alcorso who had been a former student in the early days of The Launceston Preparatory School and served on the Board for six years. We welcomed another former student, Hannah Phillips, in Kate's place and appreciate her service through the year.

The Board and Co-Principals continue to be supported by our hard-working Business Manager, Jody Onn-Wilkinson, and we take this opportunity to thank Jody for her dedication and hard work in service of the school through 2017 – her tenth year in this role.

In March last year we regretfully accepted the resignation of our school Secretary, Karen Fenton, who left us to pursue a new career in nursing and aged care. The assembly where our whole school community farewelled Karen indicated the esteem in which she was held over her five and a half years at our school. We were very fortunate though to secure the services of Kate Torney in Karen's place and we thank Kate for picking up the reins of School Secretary so capably over the last year.

Undoubtedly the most significant change in governance and administration in 2017 was the change of Co-Principalship. After competing against strong candidates from around Australia, Harriet Thyne commenced as the sixth Co-Principal of The Launceston Preparatory School on 1st January 2017. It would be an understatement to say that Harriet had a baptism of fire, with a range of challenging tasks coinciding during that particular year. It is a testament to Harriet's suitability to the role that she not only coped with these challenges but dealt with them so successfully. We are indeed fortunate to have her as a leader of this school, contributing considerably to the way we also "set the benchmark for schools in the region" through our strong governance and administration.

There are many factors that contribute to the success of schools, and the results gained from the many ways in which we collect data about our students and staff members are testament to the fact that The LPS does "set the benchmark for other schools in the region".

The National Assessment Program for Literacy and Numeracy (NAPLAN) is one of the ways we gather data to measure our student's level of achievement in literacy and numeracy. The data is also used as a teaching tool to assist with identifying the learning needs of the children. In 2017 the data gained from the NAPLAN results is evidence that The LPS is producing effective learners who perform above both state and national averages.

Our school performed consistently above the Tasmanian and Australian averages for each area of the tests.

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<i>The LPS</i>	486	449	434	502	456
<i>Tasmanian average</i>	424	405	396	425	402
<i>Australian average</i>	431	414	416	439	409

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<i>The LPS</i>	578	515	527	577	539
<i>Tasmanian average</i>	499	465	484	488	481
<i>Australian average</i>	506	473	501	499	494

Alongside NAPLAN, our teachers use many other forms of assessment to get a more complete picture of student attainment. Standardised tests such as YARC, CELF, Waddington and PAT, along with specific assessment tasks and anecdotal evidence collected in each subject area are all measures of learning and for learning and help teachers to develop learning opportunities that promote the educational success of each and every child. In 2017 specific learning opportunities and outcomes for the children were reported back to the parents through parent/teacher meetings in the first half of the year for all children from Early Learning to Group 6 and supported with written reports in June and December.

The statistical benchmarks we reach would not be possible without the quality of teachers and the dedication they show to their teaching. In 2017 The LPS employed thirteen teachers of whom five held a full-time teaching load with the remaining eight teaching in a part-time capacity totalling to 10.61 FTE. We began the year with ten of our teachers having full registration and three having provisional registration. During 2017, one teacher moved from provisional to full registration whilst the other two are in the process of making that move.

Commenced employment 2013 – 2017	Commenced employment 2008 – 2012	Commenced employment before 2008
4	2	7

In May we welcomed our newest staff member, Mr Michael Burgess, who came with a wealth of knowledge in the areas of Maths and Science. Mr Burgess teaches Maths to our Group 4-6 children and Digital Technologies to the Group 2/3 children.

Having nine teachers with more than ten years teaching experience at our school brings a wealth of knowledge to the teaching and learning. This knowledge and understanding of the way our school works, combined with new ideas, pedagogical practices and vision from our newer teachers provides wonderfully rich learning for both teachers and students alike.

Our teaching staff use the AITSL Professional Standards to set themselves on a path of self-improvement. The goals they set in their Professional Appraisal sessions help them move upwards through several levels ranging from Graduate to Lead teachers.

In 2017 we had 1 teacher who rated herself at a Graduate level, 6 at Proficient, 4 at Highly Accomplished and 2 at a Lead level. The standards give our teachers a clear path to move along to ensure their cycle of improvement continues throughout their teaching careers.

The maintenance of small class sizes also recognises our continued commitment to setting and maintaining a high benchmark of student learning. In 2017 our average class size was just under 16 (Prep -6), and (by the end of the year) 9.6 for Kindergarten and 10 for Early Learning.

We would like to take this opportunity to thank all our staff for their dedication, professionalism and commitment to the education of the children at our school. It was very rewarding for us all to be seen as “very capable” teachers who “provide an excellent education for students” by the Schools Registration Board.

Student attendance is also often regarded by governments as a measure of schools’ success. The Launceston Preparatory School completed 2017 with an average attendance rate of 94%. This figure shows that the work we do towards maintaining the health and well-being of our students is paying dividends. In keeping with our Enrolment Policy, we also place an importance on maintaining as equal a balance as possible of boys and girls. In 2017 we had 67 girls (49%) and 71 boys (51%) and this will continue to be a consideration when enrolling students into the future.

A strong indicator of our success through 2017 was the fact that we continued to hold our enrolments to their maximum level – 130 full-time equivalent students. There continues to be a demand for the high quality, non-denominational education through delivery of a broad curriculum delivered Socratically to students in classes that are small by design that our school has to offer. In addition to that, it is noteworthy that during last year we continued to see the new trend of former students enrolling their own children at The LPS. When parents want for their own children the quality of education that they themselves received, we see this as a statement of satisfaction with the school.

The process of registration review that our school went through last year was rightfully a rigorous one. Whilst it involved a lot of work on our behalf, we appreciated the opportunity to compile the evidence that shows to people just what a strong school this is, how hard we work for the benefit of our stakeholders, and the way we lead the educational community in so many ways.

When the Schools Registration Board, made up of leaders in business and education who see practices in **all** non-government schools in Tasmania, reviews our documentation, visits our school to see for themselves and concludes that this “*School provides an excellent education to students and (...) sets the benchmark for other schools in the region*”, that evaluation is significant. 2017 provided a snapshot for the SRB of the ongoing success of The Launceston Preparatory School. It was a big year, a busy year, but another great year in a long succession which we have no doubt will continue into the future.