We often think of the work of teachers and school leaders in terms of their visible work – what we see teachers and school leaders do every day as they foster learning, engage with parents and carry out their administrative duties. However, a large part of the work of teachers and school leaders goes unseen. One of those aspects is professional reading.

As teachers AND school leaders, barely a day goes by when we do not spend some time dipping into professional articles online, in social media and in print. Some of these we chalk up as mildly interesting; others engage our thinking and reflection. Every so often, there is a gem of an article that we read and read ... and then read again because it resonates so strongly with us or really challenges our thinking and practice.

So it was with an article in School News last year (issue 07, Term 1 – 2018) when we read a special report by editor Suzy Barry. She was examining the key ideas promulgated by Sir Ken Robinson, the internationally recognised researcher, writer and speaker whose self-proclaimed mission is “to transform the culture of education and organizations with a richer conception of human creativity and intelligence” (Sir Ken Robinson’s website).

In this article, the writer “connected with him for his take on the future of education, what we should change, what to hang on to, and how teachers and principals can transform learning for their 21st century learners – so schooling in Australia is meaningful, fulfilling and relevant.” As she summarised Sir Ken’s ideas, it was as though we were listening to someone who understood the mission and practices of The Launceston Preparatory School and who was issuing us with a challenge to keep honing those practices in the years ahead.

For this reason, we have decided to use Sir Ken Robinson’s ideas as the lens through which to reflect on last year. We are going to combine this with part of the name of our school, using it as an acronym to summarise the events of 2018. PREPARATORY is difficult for some people to say, impossible for many people to spell, and rarely thought about in the context of this school. It has a direct link with our mission – to prepare young people for the rest of their lives.

We therefore begin with the first P for PURPOSE, pausing for a moment to remember why our school exists.

“There are all kinds of institutional habits and expectations that have gathered around schools, which are often obstructing learning and stifling the enthusiasm and curiosity upon which great education depends,” says Sir Ken Robinson. Removing or hurdling obstructions to learning and positively cultivating curiosity were central to the establishment of The Launceston Preparatory School in 1982 and continue to form part of the core of our mission. As we examine the various aspects of our work in 2018, we hope you will be able to see clearly this ongoing vision.

According to Ken Robinson R for Rich Curriculum, is one of the most important ingredients that goes into making a great school and forms a big part of the core of our mission. He maintains that his approach to education “is neither hypothesis nor theory”.

1
He states:

“I’m simply describing what happens to be the case when you go into schools. If there’s a rich curriculum, if there’s interactive teaching, if there are close links with the community, kids flourish.”

At The LPS we are very proud of the fact that we are able to timetable, each week, nine key learning areas for all students. English, Maths, Science, Digital Technologies, Philosophy, HASS, Drama, Music, Visual Art, Health and Phys. Ed and LOTE are the subjects that are taught to the children, but our curriculum is made so much richer by the various school camps, incursions and excursions, sporting events and special programs that we see as so important to the children’s learning and the development of the whole child.

Having a theme each term is a wonderful way to add richness to our curriculum. Last year our themes were:

- Team Australia
- Light and Dark
- LOOK!
- It’s a Celebration

These themes encourage our teachers to think outside the box when planning learning opportunities for the children and ensure the curriculum areas are covered in new and interesting ways each year. 2018 was full of wonderfully rich learning opportunities:

- A First Aid course for the Group 4-6 children;
- The Leavers went on camp to Mount Cameron Field Study Centre;
- Summer Sports roster with teams in Girl’s Cricket, T-Ball and Speedball rosters;
- The LPS Swimming Carnival;
- The NIJSSA inter-school swimming carnival;
- The LPS biannual Paper Plane Competition;
- The Swimming and Water Safety Program for Prep-Group 6 children;
- Walk Safely to School Day;
- *Ditto’s Keep Safe Adventure* performed by Bravehearts;
- The Growing Up program for the Group 4-6 children;
- The PCYC program for Prep – Group 6 children;
- The Australian Mathematics Competition for Leavers and a number of Group 5 children;
- A Guided History Walk around Launceston for the Group 2/3 children as part of their HASS program;
- Book Week celebrations;
- HPE Day activities;
- The School Debating Program for the Group 4-6 children;
- Inter-school Debating Competition for the Group 4-6 children;
- Golf lessons for the Group 4-6 children;
- A talk by Mrs Margaret Turner about the history of The LPS to the Group 2/3 children;
• The “Cabinets of Wonder” exhibition;
• The “Peek at Picasso” Art Exhibition;
• The Leavers’ camp to Woodfield;
• After-school sports training for children from Groups 3-6;
• Outdoor Classroom Day for Early Learning and Kindergarten children;
• Mardi Gras (Fat Tuesday) celebrations in French;
• The Socrates Shield Debating Competition;
• The NIJSSA inter-school athletics carnival;
• The Group 4/5 camp to Port Sorell;
• A Group 2/3 birthday party in the City Park;
• The “Truth and Happiness” Competition;
• A surprise excursion for the Leavers to Launceston Lanes;
• The Language Nut and ELLA programs;
• The Aussie of the Month Award;
• The Sphero Challenge;
• Kinders adopting a patch of our school garden;
• The LPS Disco lead by Stomp Dance Company;
• The DEEP Program;
• Incubating and hatching chickens in Group 2/3.

An addition to our curriculum in 2018 came in the form of the DEEP program (Developing and Exploring Extra Potential). This program gives our senior children the opportunity to choose a project (initiated by the teachers) that is designed to encourage investigation and exploration whilst developing skills and knowledge. The projects on offer last year included the Shibori technique of dyeing fabric, woodwork, and mouse-trap cars. The results of these projects were amazing and the children were very proud to exhibit their work to the school community at the end of the year.

As teachers, we understand that all children all are different. They learn at different rates and whilst some children find learning easy and need extension, others need extra help to access the curriculum. There are many ways in which we help the children to get the most out of their learning and these include:

• the preparation and implementation of Individual Learning Plans
• making adjustments to lesson plans to enable individual children access to the curriculum at their level
• having expert teacher aides to provide literacy and numeracy support
• having trained parents to run our Multi-Lit program giving literacy support to the 5-8-year olds

The LPS Production is a wonderful way for us to showcase our rich curriculum and is one way of demonstrating to the school community just how much progress our children make each year. In 2018 “Capture the Magic” captured all that is important to us at The LPS – children who rise to challenges, make the most of opportunities that are presented to them and work together, with the teachers, to be the best they can be.
The E in our acronym could be the start of EXCELLENCE, EDUCATIONAL OPPORTUNITY, EMINENCE or EXCEPTIONAL STANDARDS! Sir Ken Robinson, however, talks about the importance of schools having “EXPERT, well-supported” teachers and that continued to be the individual and collective goal of teachers at The Launceston Preparatory School throughout 2018.

Teachers in Australia are expected to use the Professional Standards for Teachers to guide and improve their practice and consequently the educational outcomes for students in their care. Teachers have to be constantly on a mission to improve their EXPERTISE in order to know students and how they learn (Standard 1), know the content and how to teach it (Standard 2), and engage in professional learning (Standard 6). As Robinson says, “Great teachers are like great doctors or lawyers. They have a whole reparatory of skills, techniques and approaches and a lot of experience, but the real skill is knowing which skill to apply where, and how to adapt it to the people in front of you.” We encourage all our staff to constantly improve their expertise and acknowledge here the work they do in pursuit of that goal, which in turn, produces better outcomes for our students.

Teachers and general staff in our school took part in the following in-house and external learning in order to improve their EXPERTISE throughout 2018:

**In-house**
- a review of the School Rules and Teachers’ Duties, Asthma and Anaphylaxis Statements and other policies in line with our annual policy review cycle
- unpacking the AITSL standards, examining how they look in practice and also the performance and development cycle with its focus on goal setting
- sessions focussing on the methods teachers use to record assessment and anecdotal records

**External**
- Education and Care First Aid (including CPR, Anaphylaxis and Asthma) annual refresher training
- National Conference of Orff Schulwerk
- Tasmanian Orff Schulwerk Association Summer School
- Bronze Medallion updates
- ELLA (Early Learning Languages Australia) workshop
- a series of seven workshops convened by IST on Planning and Assessment professional learning workshops
- updates on the transition to NAPLAN Online
- Digital Technologies workshops offered by TASITE on behalf of the Australian Computing Academy (for the University of Sydney)
- workshops run by the Mathematics Association of Tasmania on “Algebra as Story-telling” and “Number Genetics”
- ASME (Tasmanian Chapter of Australian Society for Music Education) workshop
- regular meetings of the IST Special Learning Needs professional learning network
- regular meetings of ASBA (Association of Business Administrators)
• a course on “The Explicit Teaching of Writing F-6” conducted by the Primary English Teachers Association of Australia
• a session with speech pathologist, Sue Brown, on auditory processing disorder
• the MLTAT Biennial State Conference
• a presentation by Lynne Maher – President of the Tasmanian Association for the Gifted – on matching the pace of learning to the child’s needs, considering what different types of accelerated learning exist and how they can be implemented in Tasmanian classrooms
• workshops on “Developing Emotional Regulation Skills in Individuals with Anxious, Oppositional and Aggressive Behaviours” and “Assessing-Preventing-Managing Challenging Behaviours”
• the annual ACHPER (Australian Council for Health, Physical Education and Recreation) Conference
• mentoring a UTas Master of Teaching student on his Professional Experience placement
• a session run by the Mathematical Association of Tasmania entitled Reasoning and Problem Solving (Grades 2-10)
• a workshop presented by ECET North (Early Childhood Educators of Tasmania) on Curious design and technology projects in the early childhood classroom
• a session run by Susie Davis-Splitter entitled Sing, Dance, Uke and Play in the Orff way!
• workshop on implementing the Digital Technologies curriculum which included specialist educators from the Australian Computing Academy, UTAS, the DoE, ACARA and the Australian Council for Computers in Education

Performance and Development appraisals for all staff continued throughout last year. Those for teachers were conducted in alignment with AITSL’s Performance and Development Framework and the Professional Standards for Teachers. The aim of all appraisals is to provide feedback on staff performances and set development goals for the next twelve months. (See Appendix for Teaching Staff qualifications and standards.)

Our students benefited greatly from the care and support in basic skills they received from our new Teacher Aide in 2018, Mrs Jessie Livingston. Jessie worked enthusiastically with all students, mostly those older children requiring literacy and numeracy support. We were very sad to farewell Jessie at the end of 2018 as she prepared for a possible move interstate with her family.

Ken Robinson talks of the importance of having links with the greater community, but we also think a great school has strong links with the school community as well. Luckily for us at The LPS, alongside our expert teachers we have a dedicated and supportive parent body who want to come in and share their skills, help out whenever required and to be engaged in their children’s education. Ken is quoted as saying “Being the custodian of a child’s education is the most important role a parent has outside of providing food and shelter.” Our parents are great custodians as they are interested, questioning and supportive, all of which improve the educational opportunities we provide for the children.
**P for Parental Engagement** has long been a focus for us as we look for ways in which our partnership with parents, in the education of their children, can continue to grow and strengthen. To this end, we continued to share information through our weekly newsletters, our website, parent/teacher meetings and informal chats at the beginning of the day in home group time or at the end of the day at the back gate. We continued to subscribe to the Parenting Ideas website and shared with our parents many of the valuable articles that provide useful advice about ways they can engage in their children’s education.

In 2018, we as Co-Principals were interviewed for a project entitled *Re-energising Parent Engagement in Australian Primary and Secondary Schools: Principals’ Perspectives*. This project was being undertaken as part of collaboration between the University of Southern Queensland, the Catholic Schools Parents Association, and in consultation with the Australian Research Alliance for Children and Youth.

The purpose of this project was to better understand the relationships between parents and schools, and to build an Australian evidence base about the perspectives, practices and experiences of Australian school principals with respect to parent-school engagement.

Greg Boon, who interviewed us, had been a member of the School Registration Board Review Panel that visited our school in 2017. He had been impressed at that time by our school’s efforts to engage parents in their children’s learning and wanted to add our insights to the information being gathered for the project.

Last year we continued to provide opportunities for the children to be the centre of all our school activities. Parents and family members love to come in and see their children fully involved in the preparation and running of special events like our school ANZAC and Remembrance Day services for our families and neighbours, the Volunteer’s Assembly, Grandparents’ Day celebrations, the “Prep Preview” afternoon and the Leavers’ Assembly.

There were so many other ways in which our parents and school families were engaged with the children’s learning last year. Their engagement and involvement added to the richness of our curriculum and enhanced many of the learning opportunities the teachers planned for the children. These included:

- Linda Corbould talking about training Guide Dogs;
- Prep/One put on a mini concert for their families;
- Parents and families coming in for various “play” sessions;
- A family visit to the Bike Safety Centre as part of National Families Week;
- Cooking with Grandparents (Max and Esther’s) in Kindergarten;
- Before school reading sessions with parents;
- “Reading in the Dark” with the Prep/Ones;
- An expert parent teaching the children about dental hygiene;
- A visit by Constable Chandler to Prep/One;
- The Baillie family talk about their life in South Korea;
- Juliana Lim talking to the Prep/Ones about Chinese New Year;
- Robin Barnes talking about Hanukah with the Prep/Ones;
- The Shorthouses talking about their life in Arnhem Land;
- Hamish Landers talk about his goats and his family’s involvement in showing them;
- Lynette Hill talking about sea stones;
- Dr Gerry talk about Christmas in the Netherlands;
- Lynette Hill and Ruby Martin with their pet lamb;
- Parents coming in to cook in each week with the Group 2/3 children;
- “Family Fun Fridays” in Kindergarten;
- Minami Takanewa talking about traditional Japanese Cherry Blossom festivals with the Prep/One children;
- The Car Boot Sale;
- The Early Learners invited their parents to their Teddy Bear’s picnic;
- Grandparents’ Day celebrations including the Ask Gran Not Google events;
- Parental assistance with sporting carnivals (swimming, athletics and cross-country);
- French “Come and Play” days in Kindergarten;
- The School Christmas BBQ/Picnic;
- The Leavers’ performance of “A Christmas Carol” for the school families.

A number of chances were also provided for our parents to come in and learn about what happens at school and we provided some information sessions that we hope the parents found valuable. These included:

- The Woodfield Information Night for the Leavers and their parents;
- Early Learning Orientation mornings;
- Kindergarten Orientation sessions;
- A parent Q & A session on immunisations with Katie Flanagan;
- A parent information session on the Everybody Program.

Our school community is also brought together on a regular basis throughout the year by our Parents’ Club, through the functions and activities they organise. This small group of hard-working parents meet monthly during term time to discuss ways they can raise funds for valuable resources for the children, provide information sessions for our parent body and celebrate what is great about being a parent at The LPS. Along with welcoming the school community at the beginning year with a very successful function, they also hosted another wonderful Christmas BBQ to end the year on a high. During 2018 they also organised the following events and fundraisers:

- Easter raffle
- The sale of Entertainment Books
- Car Boot Sale
- Parent Information Night – War on Waste
- Christmas raffle

Through their fundraising efforts, the Parents’ Club were able to purchase an additional choir riser for use in the Multi-Purpose Hall, a huge number of big books for the children’s use in all areas of the curriculum and a worm farm that is proving valuable in our management of waste from the children’s lunch boxes, along with providing wonderful fertiliser for our school garden.
We sincerely thank the Parents’ Club for their efforts throughout the year and their dedication to the ongoing success of our school.

Sir Ken Robinson states “If there is a rich curriculum, if there is interactive teaching, if there are close links with the community, kids flourish.” We have already reported on the first two of these; now let us examine the third … A strong link to the community.

In the early years, this feature of our school’s activity is closely related to implementation of the Early Years Learning Framework. One of the three pillars of this Framework is “Belonging” – “Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children’s interdependence with others and the basis of relationships in defining identities.” This was very evident in 2018 as our students in Kindergarten and Prep continued to develop their relationships with residents of the nearby Eureka Gardens Retirement Village and regularly visited local businesses.

Throughout the school, though, these relationships also build with our community as we use local resources and facilities for our lessons, support causes that improve life for our fellow community members, host visiting experts in our classrooms, enjoy performances in the local community, and welcome artists into our school. In 2018 these included:

Use of local facilities
- Using the local PCYC for our gymnastics program
- Exploring local history through a guided Launceston Historic Walk
- Enjoying a behind-the-scenes Woolworths Discovery Tour at the local supermarket
- Practising bike safety at the local Transport and Road Safety Centre
- Visiting the Launceston Library
- Celebrating a book character’s birthday in the City Park
- A surprise sporting excursion for the Leavers to Launceston Lanes (ten-pin bowling)

Support of local causes
- Collecting resources for the “Share the Dignity” charity
- Collecting plastic bottle caps for recycling by the Envision charity into prosthetic hands
- Continuing to maintain our school Street Library for the school and local community
- Raising funds for homeless people through the CEO Sleepout
- Cleaning litter from our school grounds and the local community on Clean Up Australia Day

Excursions and local events
- members of the Art Club participated in the “Think Outside the Square” photographic competition
- attending Stage Right Youth Theatre’s performance of Seven Little Australians
- participating in inter-school debating competition with other State and Independent schools
- walking into East Launceston to watch the Commonwealth Games Baton Relay
- visiting the local airport for special tours of the RAAF C17 Globemaster and C27 Spartan aircraft
- Participating in the Kids and Paws Walk
• Touring the Glover and Artrage Art exhibitions
• Celebrating special days like Harmony Day and St Patrick’s Day
• Walk Safely to School Day
• Celebrating National Families Week
• Hosting a musical performance from Planet Rhythm
• Visiting the Launceston Fire Brigade premises
• Viewing exhibitions at Design Tasmania
• Celebrating National Family Reading Month
• Participating in the Hawks Watermelon Challenge at Aurora Stadium during a Hawthorn match
• Sharing French Mardi Gras in a parade of costumes around the local area
• Celebrating Outdoor Classroom Day with a visit to Landfall Farm
• Performing a flash mob Christmas song in the Brisbane Street and Quadrant Malls
• Participating in National Simultaneous Storytime
• Celebrating Book Week
• Visiting the QVMAG to see the Spiders exhibition
• The Early Learners held a Teddy Bear’s picnic at the Greenfield
• Enjoying a performance of A Christmas Peter Pan by the Launceston Youth Theatre Ensemble
• Visiting the Mackinnons’ farm

Incursions
• First aid training for senior students from St John Ambulance
• students bringing their pets (lambs, goats) into school and associated talks with classmates
• Australian Playhouse performance of Red Robyn Hood
• Terrapin Puppet Theatre performance of A Not So Traditional Story
• Health professional from Oral Health Services came in to talk to the Kinder students
• a local golf pro to foster golf skills in HPE
• Constable Chandler visited to talk about the role of the police
• talks from school families who had lived in South Korea, Arnhem Land, Netherlands
• enjoying dance workshops and a disco by the STOMP dance company
• working with the Tornadoes basketball team
• Bravehearts’ performance of Ditto’s Keep Safe Adventures
• various Australian of the Year awards recipients came to talk to us
• ANZ Hot Shots visited to promote tennis
• parents visiting to share their knowledge of sea stones, Chinese New Year, Hanukah, Guide Dogs, cooking, and Japanese festivals
• Rosetta Thomas from the Aboriginal Centre visited the school to take some indigenous music sessions with the younger students
• the Bright Sparks program delivered by experts from Aurora Energy helped our students develop safe and responsible practices around electricity
• the Growing Up and Everybody programs were run by visiting health educators
• sharing time and activities with grandparents as we made the most of “Using Gran, not Google”
• former students visited to share their memories of The LPS
• Hawthorn Football Club players conducted an Aussie Rules skill workshop
• Meerkat Productions gave an entertaining performance based on the CBCA short-listed picture book *BOY* by Phil Cummings
• *Didgeribone* indigenous music performance
• a visit from artist Kerry Tyler

Alongside our rich curriculum, expert teachers, committed parents and strong link with the community, we see the ongoing development and maintenance of our **Resources and facilities** as being a very important part of making The LPS a great school and is the R in our acronym. During 2018, under the enthusiastic direction of Jody Onn-Wilkinson, we continued a cycle of ongoing maintenance to ensure the presentation of our school is the best it can be and that the work/health safety measures we take to protect the school and all those who come through the gates are managed and maintained.

In 2018 we were fortunate to get new and beautiful storage areas in the Room of Wonder, the Health Room and downstairs in 117 Elphin Road which has ensured our working spaces are free from clutter and give us more room in which to teach the children. We also began working on extensive plans for new playground spaces in both the school garden and at the Greenfield which will be beautiful areas in which the children can participate in imaginative and passive play. Our facilities are often commented upon by visitors to the school and foster a sense of pride in us all.

In line with the school’s **Information Communication and Technology Strategy Statement** which talks about our commitment to providing students with access to information and communication technology programs in ways that meet our educational philosophy, we purchased the resources to make that happen. We added six new laptops to our bank of existing laptops for use by all students throughout the school and we upgraded our firewall protection to ensure the children are safe when using technology at school.

In 2018 we also upgraded and maintained our resources and facilities in the following ways:
• the purchase of numerous items for our STEM curriculum
• the purchase of musical equipment
• an overhead projector was installed in the classroom upstairs in 117 Elphin Road
• the back fence of the school was painted
• waterproofing and drainage in the garden bed of 117 adjacent to the downstairs classroom
• a glass wind-break was installed on the fire escape of the multi-purpose hall.

By the end of last year, the plans were finalised for the re-development of our Early Learning and Kindergarten building. This was the culmination of a process that began in 2015 and involved collaboration between the architect, the Board, the Co-Principals, Jody Onn-Wilkinson and the Early Learning and Kindergarten teachers.
These plans include extending both the current classroom spaces, reconfiguration of some of the existing rooms, the addition of a large undercover deck on the front of the building, new toilets, a new teacher office/work area and a hit-up wall on the northern end of the building. It is an exciting project and will provide a beautiful space for the children and teachers to learn and work in.

During 2018 we worked through the second year of the two-year cycle of our School Improvement Plan. As a staff, throughout 2017 and 2018, we worked on four particular domains of improvement:

- Analysis and discussion of data;
- Systematic curriculum delivery;
- A culture that promotes learning;
- Differentiated teaching and learning.

The teachers formed teams to work on particular goals in each of these areas. After lots of hard work (mostly outside of school hours) and several team meetings, we accomplished many of the goals we set out to achieve. During this cycle of improvement, we have:

- Developed a documented school plan and timetable for the annual collection of data on student achievement and well-being;
- Developed scope and sequence audit tools for each of the nine learning areas of the LPS curriculum;
- Developed a school curriculum delivery plan;
- Developed a Prep checklist for identification of specific needs amongst the Prep children;
- Found ways for parents, Co-Principals and teachers to work together in mutually supportive ways to support students learning;
- Developed strategies to reduce incidents of disruptive behaviour;
- Encouraged differentiation to become a priority for all teaching staff;
- Developed a process to identify students requiring a Learning Plan (ie. more than regular differentiation)

We thank the teachers for their dedication to achieving their particular goals and we are all putting to good use the many tools and resources that have been developed in the quest to improve the outcomes for all our students. We now are entering the next cycle of improvement in which new, meaningful and achievable goals will be created.

The next A in our acronym stands for Assessment. Like us at The LPS, Sir Ken Robinson deplores the increasing tendency in schools where students are “sitting at desks all day, having the life tested out of them” but advocates instead for “informed assessment” as an integral ingredient of a great school. There is a fine line between the two approaches and we continue to advocate for assessments that inform future learning and gather information to report on students’ progress to their families, whilst “pushing back” against testing for testing’s sake.
As previously reported, Mrs Melissa Freeland attended in 2018 a suite of professional learning in Purposeful Planning and Authentic Assessment. Last year she began feeding that professional learning back to the rest of the teachers and this continues to be a valuable way in which we refine our assessments and connect them to planning for rigorous, connected and differentiated learning for students.

It is, however, a condition of the funding that we receive from the Federal Government that our Grade 3 and 5 students participate annually in NAPLAN – the National Assessment Program of Literacy and Numeracy Assessment. Our school’s overall performance on NAPLAN in 2018 was a credit to our teachers and the way they cater for the learning of talented students as well as those with learning difficulties.

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<th>YEAR 3</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<td>Australian average</td>
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In preparation for NAPLAN online (which commences this year), in 2018 students in Groups 2, 4 and 6 participated in the NAPLAN School Readiness Testing program. These tests were designed to provide students with experience in the online format and ensure the technical readiness of our school.

Throughout the first half of 2018, all families were offered the opportunity to meet formally with teachers to discuss students’ progress. In addition, we continue to make ourselves available on a daily basis to maintain regular communication with students’ families. Mid-year reports were distributed during second term, again in line with government requirements of formal A to E reporting on all key learning areas. Much more comprehensive written reports were again provided in December last year, giving detailed analyses of students’ strengths and areas in which further work is required.

We have talked about the things which Ken Robinson thinks make a great school but we would add a number of other ingredients. **The data (T in the acronym)** we collect each year is evidence that we are continuing our commitment to ensure that our school remains “small by design”. In 2018 our average class size was just under 14 (Prep-6). By the end of the year, we had 17 students enrolled in Kindergarten and 12 enrolled in Early Learning, but of course these enrolments were only part-time.
It is obvious on a day-to-day basis that our students enjoy coming to school. The LPS ended 2018 with an average attendance rate of 93.1%. Our efforts to try and maintain the health and well-being of our students, as well as trying to foster a love of learning, are obviously working.

Enrolment numbers are also a good indicator that we are offering an education that parents want for their children. In 2018 we had 136 students enrolled, 67 girls and 69 boys. It is wonderful news to add that in October 2018, after a number of attempts over the last few years, and the continued determined effort of our Board of Management, the Launceston City Council agreed to the removal of the cap to our numbers of students and teachers from our property title. This does not mean we are now going to dramatically increase our numbers, but it ensures we have the “wriggle room” needed to avoid the sometimes impossible task of juggling session times in Early Learning and Kindergarten towards the end of each year as parents seek to increase the time their children have at school in readiness for the following year.

In reporting on the 2018 year for The LPS, it is easy for us as Co-Principals to set out for you all the wonderful things we did across the year! However, a better measure of our success is the **Overall** satisfaction of the families we seek to serve, which brings us to the **O** in our acronym.

We actively seek feedback from our stakeholders and there are a number of objective measures we put in place each year. These include exit surveys for our Grade 6 students and their families, as well as for families leaving the school before their children reach the conclusion of their Leavers’ year.

The student and parent responses on the Leavers’ Exit Survey reveal the information shown in the table below.

<table>
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<th>Top Student Responses to Leavers’ Exit Survey</th>
<th>Top Parent Responses to Leavers’ Exit Survey</th>
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<td><strong>What are the 3 best things that happen in our school?</strong></td>
<td><strong>What are the 3 best things that happen in our school?</strong></td>
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<tr>
<td>Camps x10</td>
<td>Friendly atmosphere x1</td>
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<td>The variety of subjects x6</td>
<td>Good Maths, English and Science x1</td>
</tr>
<tr>
<td>Being the big kids and tutoring the younger children x4</td>
<td>Good involvement in Sport x1</td>
</tr>
<tr>
<td>DEEP Program x4</td>
<td>Varied learning opportunities x1</td>
</tr>
<tr>
<td>Teachers x4</td>
<td>Teachers who care x1</td>
</tr>
<tr>
<td>CEO Sleepout x3</td>
<td>Happy children x1</td>
</tr>
<tr>
<td>Digital Technologies x3</td>
<td></td>
</tr>
<tr>
<td>Water play x3</td>
<td></td>
</tr>
<tr>
<td>A production that involves everyone x2</td>
<td></td>
</tr>
<tr>
<td><strong>What are the 3 worst things that happen in our school?</strong></td>
<td><strong>What are the 3 worst things that happen in our school?</strong></td>
</tr>
<tr>
<td>Checking lunches x7</td>
<td>Nothing recorded on the surveys</td>
</tr>
</tbody>
</table>
Throughout the year, we received some positively affirming comments, emails and letters that provided information on the overall satisfaction of our students and their families. Just a sample from our emails indicates positive feedback, even when providing notice of intention to leave!

9th February 2018

Just wanted to say how positive the first week back at LPS has been for (our) family. We think the DEEP (program) is fabulous and offers skill development across so many areas for students. Really impressed that the school values creativity and problem solving, not just traditional academic learning.

6th March 2018

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 child) has gained from The LPS is the strong underpinning force behind her success so far.

12th April 2018

Thank you for the way that you keep us so well informed. I’m always grateful for the care that you take to make sure that we’re in the right place, with the correct equipment at the right time. It’s a lovely feeling of belonging that you give us.

22nd May 2018

As I have said to the boys many times, I wish we could pick up Launceston Prep School and put it in either St Helen’s or Arnhem Land! You do an incredible job there, and if we had been able to make it work with the travel we would have stayed.

<table>
<thead>
<tr>
<th>Assembly x6</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenfield x5</td>
<td></td>
</tr>
<tr>
<td>The mushroom x3</td>
<td></td>
</tr>
<tr>
<td>Line up for the toilets x3</td>
<td></td>
</tr>
<tr>
<td>No variety with lunch orders x1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the 3 things you will miss most?</th>
<th>What are the 3 things you will miss most?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly teachers x13</td>
<td>The family environment x2</td>
</tr>
<tr>
<td>Friends x11</td>
<td>Knowing all the children and who my child’s friends are x1</td>
</tr>
<tr>
<td>Small classes/small school x7</td>
<td>School events x1</td>
</tr>
<tr>
<td>The school grounds x2</td>
<td>Camps x1</td>
</tr>
<tr>
<td>Kind school community x1</td>
<td></td>
</tr>
</tbody>
</table>
28th June 2018

Just wanted to convey our heartfelt gratitude and to pass on how wonderful we think your teaching staff are ... We have never looked back on our decision to enrol both of our children and are looking forward to many more happy and positive years within you school!

26th September 2018

(Our son) will be leaving at the end of this year with (his older brother). We've absolutely loved the learning and support he has received at LPS but logistically we need to have the boys at the same school.

27th September 2018

It is with great sadness that we write to inform you (our sons) will not be attending LPS next year... logistically and financially it makes sense to send the boys (where their mother is working). We wanted to take the time to thank you for accommodating our family and thank you as (our son) has truly settled in so well.

12th October 2018

We would like to thank you both and the amazing teachers (our children) have had over the past years. We are very grateful for the wonderful start they have had to their school years. This truly is one of the most difficult decisions we have had to make and as I write this I can only hope it is the correct one!

15th October 2018

Due to personal circumstances we have decided not to continue (our daughter’s) enrolment at LPS after Term 4, 2018. It has been an extremely stressful time coming to this decision, and we are grateful for the nurturing environment and care that her teachers and the school community have given her.

19th December 2018

Our family would sincerely like to thank staff and families at The Launceston Preparatory School for providing (our daughter) with such an amazing start to her school journey. Thank you for making our family welcome to your school and taking such good care of (our daughter). All the very best and thankyou again, we have lots of lovely memories.

20th December 2018

Thank you for a wonderful and supportive year ... thank you for all the wonderful class sessions and experiences in and out of the classroom and all the school activities - and furthermore thank you for being great role models and teachers. It takes a village.

The LPS is so lucky to have such a wonderful group of people who give up their own time to assist with Running of the School. Our Board of Management are committed to our ongoing success through the strategic management of the school’s operation and offer great support to the Co-Principals as we undertake the operational management.
At last year’s AGM we acknowledged the service of Eamonn Tiernan who had served on the Board since October 2011 as the Treasurer. In 2018 we welcomed Linda Corbould and Michael Howard, both parents of students at our school, and we appreciate the many talents they bring to the Board and their service throughout the year.

Neither the Board nor the Co-Principals could function as effectively if we did not have the support offered by our Business Manager, Jody Onn-Wilkinson. We take this opportunity to thank Jody for all she did throughout 2018, for all the stakeholders in our school community, and for ensuring our school remains in the beautiful condition you see it in today.

We are also fortunate to have the services of Kate Torney as our School Secretary and thank Kate for all the work she does in helping to keep our school running efficiently and smoothly.

The letter Y brings an end to our acronym and also an end to a most successful year. We began this report by referencing the work of Sir Ken Robinson and “his ongoing campaign to make education more relevant, interesting and productive for children.” In reflecting on 2018, we tend to think that we have continued on this track through yet another successful year. In his article, Sir Ken states

“We have come to think of schools as particular sorts of places, with their own habits and rituals and routines, but schools don’t have to be the way we think they are ... And if we start to reimagine how schools work, you tend to see bigger improvements in the quality of teaching and learning than otherwise.”

Thirty-seven years ago, this school was established “to reimagine how schools work”. Through many pressures and changing social expectations, we like to think that we continue to hold on to that vision, whilst continuing to focus on constantly improving outcomes for students. We thank all members of our school community for helping us to achieve that in 2018.
Further information on The Launceston Preparatory School can be found on the school’s website (www.lps.tas.edu.au) or the MySchool website (www.myschool.edu.au).

Appendix 1

Teacher qualifications 2018

<table>
<thead>
<tr>
<th>Teacher's Name</th>
<th>Qualifications</th>
<th>TRB Registration</th>
<th>Year commenced at The LPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BARNES, Edward</td>
<td>B Teach, B AppSci, Grad Cert Ed</td>
<td>Full</td>
<td>2004</td>
</tr>
<tr>
<td>BATTEN, Alice</td>
<td>B. Ed (ECE)</td>
<td>Full</td>
<td>2008</td>
</tr>
<tr>
<td>BURGESS, Michael</td>
<td>B.Ed (Primary); B. Applied Chemistry; Grad. Dip. Quality Assurance</td>
<td>Full</td>
<td>2017</td>
</tr>
<tr>
<td>CHAPMAN, Angela</td>
<td>B. Ed (Secondary), Music</td>
<td>Full</td>
<td>2008</td>
</tr>
<tr>
<td>CHUGG, Alysha</td>
<td>B. Ed (ECE)</td>
<td>Provisional</td>
<td>2013</td>
</tr>
<tr>
<td>ENGLAND, Nicole</td>
<td>B. Ed, (ECE) Dip. Child Care</td>
<td>Full</td>
<td>1988</td>
</tr>
<tr>
<td>FREELAND, Melissa</td>
<td>B. Ed (Primary)</td>
<td>Full</td>
<td>1993</td>
</tr>
<tr>
<td>HOWARD, Rebecca</td>
<td>B. Ed (ECE)</td>
<td>Full</td>
<td>1993</td>
</tr>
<tr>
<td>McCAMBRIDGE, Sarah</td>
<td>B. Human Mov</td>
<td>Provisional</td>
<td>2015</td>
</tr>
<tr>
<td>McNAIR, Leonie</td>
<td>B. Ed, TTC</td>
<td>Full</td>
<td>1987</td>
</tr>
<tr>
<td>THYNE, Harriet</td>
<td>B. Ed (ECE) TTC</td>
<td>Full</td>
<td>1998</td>
</tr>
<tr>
<td>WISE, Jacqueline</td>
<td>B.Ed, TTC, Grad. Cert. in ECE</td>
<td>Full</td>
<td>2006</td>
</tr>
</tbody>
</table>

As at 1/2/2018, all teaching staff members had current first aid qualifications (Education and Care – St John Ambulance – that included CPR, Asthma and Anaphylaxis), Working With Vulnerable People registration and had completed all modules of the Disability Standards for Education (DSE) e-learning resource offered through the University of Canberra.