

Over forty years ago, there appeared in The Examiner classifieds a notice which stated:

The Launceston Preparatory School, 82A Elphin Road, Launceston.

A new registered sub-primary school for boys and girls opening on Monday, February 15.

Our independent non-denominational school for boys and girls caters for the needs of each child from Kindergarten to the completion of Grade 2. In a pleasing and stimulating environment, we offer a positive and caring approach to the traditional learning disciplines with stress on the three Rs. Individuality of each child is of prime importance, and encouragement and praise are given frequently for each child's use of his abilities, nurturing self-confidence, independence and resourcefulness.

The names and telephone number of the founding Co-Principals then followed. Thus began The Launceston Preparatory School with its first seventeen students in the home of one of the original principals, Mrs Margot Walsh.

A lot has happened since then and we saw highlights played out in the school production at the end of last year. In reporting on the 2022 school year, we reflect on the aspects of the school that have remained true to the original ethos of the school, and the ways in which it has changed and grown into the 21st century.

When the school began, a collegial approach to teaching and learning was an integral part of the school. With just two teachers, and weekly visitors for French, movement, music, physical education, and "Personal Relationships", a collegial approach was a little easier than today! Nonetheless, we still work together to plan each year's themes, share planning and other ideas, and prepare engaging work spaces for the students. Whilst there may be more of us than in 1982, teachers, office staff and teacher aides continue to hold the school and its students at the forefront of their thinking.

In 2022, we farewelled a staff member who had worked at The LPS for 34 years! Mrs Adrienne Lloyd-Webb was originally the secretary for the founding Board Chair, Dr John Grove, in his medical practice. In the early years of the school, she was seconded to add School Secretary to her work and we are very grateful to Adrienne for the many years of service she gave to the school in that capacity.

The thematic approach and integration of learning areas are aspects of teaching and learning at The LPS that continue to be important. An umbrella theme for each term stretches across the teaching and learning from Early Learning to the Leavers. This gives us a rich and inspiring lens through which to teach the Australian Curriculum and the Early Years Learning Framework. Our themes for 2022 were: *Brave, Infinity and Beyond, Community, and 1982.*

The school's focus on the whole child, alluded to in that original 1982 advertisement, has continued throughout the school's life. The academic development of students of course is vitally important. However, we try to give equal support to the physical, behavioural, artistic, social, and emotional development of our students.

This is why we continue to timetable all students for all learning areas every week. They presented the *Toy Story* play for Drama, switched on LPS radio at lunchtimes, participated in swimming, athletics and cross-country carnivals, enjoyed putting on and watching debates, being involved in Kids and Paws Walks at weekends, and putting on the end-of-year production – “LPS: This is Your Life”. Our innovative DEEP program (Discovering and Exploring Extra Potential) has the development of the whole child as its core purpose. In 2022, senior students had the opportunity to cook, grow vegetables, engage in STEM challenges, and go mountain-biking throughout the year.

In 1982, as indicated by that original newspaper advertisement, the *“Individuality of each child is of prime importance, and encouragement and praise are given frequently for each child’s use of his abilities”*. Whilst a less gender-specific approach is taken today, focus on the individual through vertical groupings and differentiated teaching and learning were as vital in 2022 as they were in 1982.

Differentiating the curriculum helps us to support every child at their individual stage of growth. Teachers make adjustments in their planning to ensure all students can access the curriculum; teacher aides provide extra support in literacy and numeracy; and in 2022 our school became a member of the Tasmanian Association for the Gifted. Through this organisation last year, we benefitted from several webinars focused on supporting students at this end of the learning spectrum as well as those who struggle.

As one might imagine, back in 1982 the engagement of parents in the life of The Launceston Preparatory School was vital. It was no less important in 2022, though perhaps parents had become considerably busier over the intervening forty years!

Our Parents’ Club is instrumental in engaging families in school activities. Last year, they organised the annual “Welcome Drinks” event, a cost-free event designed to bring the school community together at the start of the year. They also ran the Easter raffle and *Books, Beans and Bakes Sale*, the profits from which were used to purchase house banners and tarpaulins to be used at school carnival and events. The Parents’ Club also matched our student house fundraisers dollar for dollar as they felt it was important that their group gives something to the local community from their fundraising efforts. The group ran an information night to watch a recorded webinar on students’ cyber-safety, serving soup and bread to participants. Their year culminated in a very successful Christmas Picnic and BBQ in the school grounds where the Parents’ Club sold sausages and hamburgers from the BBQ and ran a very successful Christmas raffle. We are immensely grateful to the small team of Parents’ Club volunteers who worked so hard in 2022 for the betterment of our students and our community.

Our Kindergarten students hosted their “Grandparents’ Café at the end of the year, entertaining grandparents with songs and serving a beautiful morning tea.

In 2022 we continued the valuable tradition of involving our students in learning opportunities within the local community.

This included:

- students in Groups 4-6 attending the Glover Art Exhibition;
- Kinders visiting the Gorge to learn about indigenous perspectives;
- Preps and Group 1s enjoying the SOC performance of *Fantastic Mr Fox*;
- Groups 2 and 3 visiting the Marakoopa Caves and Deloraine Train Park;
- Kinders and Leavers planting trees at the Mowbray Waste Station as part of National Tree Day;
- students in Groups 4 and 5 spending the day at QVMAG for Science Week activities;
- Leavers watching a performance of *The Lion King* at the Princess Theatre;
- students in Groups 2 and 3 visiting the Planetarium;
- Kinders and Leavers spending the day at the Kate Reed and Punchbowl Reserves to learn about the Kings Meadows Rivulet and local Aboriginal history and culture;
- students in Groups 4-6 being involved in Storyathon, an international story-writing competition; and
- students and their families throughout the school participating in Brixhibition.

Learning from visiting experts has always been integral to The LPS approach to teaching and learning and this continued in 2022, including:

- TasWater presenting its Watersmart program to the children in Groups 2-6, teaching them ways they can help manage the use of water in our community
- Jon Madin working with students throughout the school with his “Wacky Instruments” and love of music;
- Ranger Jane Hutchinson visiting the Group 2/3 students to talk about Tasmania’s National Parks;
- a School Performance Tours show entitled *Sussing Out the Solar System*;
- Kinder to Group 3 students attending information sessions at school with Trish Haeusler from Plastic-Free Launceston;
- the Terrapin Puppet Theatre’s show *The Paper Escaper*;
- author/illustrator Gus Gordon presenting a workshop with the Group 2s and 3s;
- Meerkat Productions’ performance of “Stellaphant”, an “Honour Book” in this year’s CBCA awards; and
- indigenous author, Adam Thompson, visiting the school to talk to the Group 2-6 children about his early life in Tasmania and about the books he has written.

Ever since our school’s inception, the goal of fostering good citizenship has always been an essential component of The LPS ethos. This was no different in 2022, with students being involved in the following activities:

- **House fundraising to support charitable works** – In 2022, inspired by a chat with Alderman Danny Gibson, the Ossa Leavers led a campaign to support homeless people in our local community. Kirsten Ritchie, the founder of *Strike It Out*, visited the Group 4 -6 students to explain how her organisation

helps homeless people in Launceston. With a fundraising talent show and support from the school's Parents' Club, Ossa funded six full emergency packs for homeless people (valued at \$185 each) and donated a large supply of blankets, jumpers and coats to a project co-ordinated by Rotary Club Tamar Sunrise in conjunction with the Launceston Benevolent Society and Salvation Army. A lunchtime sausage sizzle in May gave proceeds to the Parents' Club to pass on to the Ossa campaign in support of homeless people.

- **From Our Heart to Yours**, a campaign co-ordinated by Reconciliation Tasmania to raise awareness of the Uluru Statement from Heart composed in 2017 – We hosted a visit from Scarlett Stone representing Youth Speaks Out and Georgie Crockett from Reconciliation Tasmania. Our teachers shared with students Thomas Mayor's book *Finding Our Heart* and invited written or artistic responses to the story. Later in the year, our school hosted Thomas Mayor as part of Reconciliation Week. Thomas read his book *Finding Our Heart, A Story about the Uluru Statement for Young Australians*, listened to some of our students' contributions to the campaign, and spoke about his experiences in advocacy for reconciliation. The Co-Principals then attended the campaign launch at the Launceston Library that evening, where many of our students' work was on display. In November two Leavers and a Co-Principal attended the official launch of the *From the Heart* book, containing all the contributions from school children across the state. This was presented to Bridget Archer MHR, who would then present it to key members of the Australian Parliament for consideration in discussions around a Voice to Parliament.
- **ANZAC Day commemorations** – The Leavers hosted our school ANZAC Day service and two of them then accompanied the Co-Principals to the Launceston ANZAC Day service at the Cenotaph to lay a wreath on behalf of The Launceston Preparatory School.
- **Book Week** was celebrated by all students and included the Bass dress-up fundraiser in support of Ardoch – an Australian Education Charity for the disadvantaged.
- **Footy Colours Day** was celebrated in September. The aim of the day was to show support for children with cancer and donations were voluntary, via a link to the Fight Cancer Foundation. We were amazed to raise \$1370 during this awareness day.
- The Kindergarten children walked around our school neighbourhood to deliver postcards to the school's neighbours, bringing a little Christmas joy along the way.

Maintaining aspects of the school's original charter is important to us, to our students, their families, our staff and Board. In 2022, we clearly held true to a collegial and thematic approach, our focus on the whole child, differentiated teaching and learning, parental engagement, involvement in local learning opportunities, our welcome for visiting speakers and performers, and community service. However, any organisation cannot stay embedded in the past and we also spent much of 2022 on activities that were not even dreamt of forty years ago.

We continue to adapt practices and build upon them to keep the school in step with the 21st century. Back in 1982 we started with seventeen students. Last year, the student population was 149 from Early Learning to Group 6, 72 boys and 77 girls. Student numbers is one of the most obvious signs of change at The Launceston Preparatory School. Whilst we remain “small by design”, student numbers is one of the many things that has brought about change as we successfully move into the future.

In 2022 the school employed fifteen part and full-time teachers, five teacher aides and two administration staff. This amazing group of people works hard every day to ensure our students are expertly educated, treated as individuals and learn in a safe and caring environment. We take this opportunity to thank all of them for their professionalism and their love of the school and all those in it.

At the beginning of 2022, we welcomed Alex Payne as a teacher of HPE (EL – Group 6), senior Philosophy and DEEP. After the resignation of Michael Burgess in Term 1 we welcomed Brendan Rose into the senior Maths role and later in the year farewelled Drew Cox as he moved back to the mainland.

Much of our professional development for teachers last year focussed on staff wellbeing. We started the year with a Mindful Self-Compassion session followed by sessions on staff wellbeing and taking the stress out of teaching. We also initiated the process of assisting two of our teachers in their move from provisional to full registration.

Our staff members are in a continual cycle of learning and adapting their practices. This is aided by attending professional development sessions in each of their areas of expertise. In the appendices to this report you will see the myriad of professional development sessions, both live and via webinar, that our staff attended in 2022 to ensure they keep up to date with the latest innovations and practices.

The expertise and professionalism of all our staff was definitely put to the test in 2022 as we went through the rigorous process of re-registration. Our documentation demonstrated that every aspect of our processes and practices from child safety, work health safety, financial management, Board composition, maintenance, student data, teaching, learning, planning and student outcomes were all completely up to date and “watertight”. We sincerely thank our staff and Board for all their hard work throughout this process which resulted in us gaining unconditional re-registration for the full five-year period.

2022 was also the year in which we worked through the process of updating our school Enterprise Bargaining Agreement. This turned out to be a seamless process and we thank our teaching staff for their input to ensure the process maintained excellent working conditions for all.

Once again, in 2022, we continued our teacher performance appraisals and met formally with each teacher to review their performance and development goals. The teachers had the opportunity to self-assess their progress, outline the support they might need and receive feedback on their work with the children. The Co-Principals also went through a professional appraisal, meeting with Craig Stenton, our Board Chairman and receiving feedback on their performance.

Last year we were also still dealing with the effects of COVID-19. To ensure the safety and well-being of our staff and students, The Launceston Preparatory School's COVID-19 Management Plan was continually reviewed to ensure we were in step with the Public Health regulations. Two relief teachers were hired to cover Weeks 2-5 in Term 1 in case staff were away due to COVID-19 and these two teachers gave our teaching staff opportunities to have some time off class to prepare Learning Plans, work on tasks that could be sent home to children who were away from school isolating, set up ZOOM meetings for the children who were away and prepare or Parent/Teacher meetings. This was very much appreciated by teachers and ensured we could cover lessons when they were away from school.

Back in 1982, and during the ensuing early years of our school, the teachers were definitely not required put the students through as many assessments as are required these days. Assessments of student learning and data on the outcomes of these assessments were one area in which the Schools Registration Board were most interested. Our Group 3 and 5 students once again participated in NAPLAN testing. The students participated in online practice tests in the lead-up to the testing week and it is worth noting that our mean scores for Years 3 and 5 in each assessment paper were consistently higher than the average for Tasmanian and Australian schools. (See appendices for results) The LPS was the third best performing primary school in the state and the highest performing primary school in the north of Tasmania.

Many of our senior students also participated in the Australian Maths Competition. Each year all our Grade 6 students give this competition a go and we are pleased that the majority of our Grade 5 students take the initiative and volunteer to participate as well. We are so proud of all their efforts.

We are also very proud of our Digital Technologies program and the students of 1982 would stare in wonder at the opportunities our students were given in this area in 2022. As the children's access to the digital space has increased, so has the need for online safety. During 2022 our school explored the Safer Technologies for Schools (ST4S) initiative – a standardised approach to evaluating digital products and services used by schools across Australia against a nationally consistent security and privacy control network. We signed up to this initiative and it gives us access to summary reports aimed at reducing risks when choosing digital products and services.

Our teachers also watched a presentation on the digital rights and responsibilities of students and educators delivered through the eSafety Commissioner Teacher Professional Learning Program.

The year of Digital Technologies for the senior students culminated in the Prep-Group 3 children visiting their DT and Science classes to look at the projects they had been working on. The interactive element of these projects would have truly astonished the students of 1982.

Another way of ensuring we keep up to date with our practices is networking with other schools. Leonie McNair's seat on the Independent Schools Tasmania Board is an excellent way for us to keep abreast of everything that is happening in the independent school space. Both Co-Principals attended various meetings throughout the year and in 2022 Leonie attended the Principal's retreat in Hobart.

IST is an excellent source of professional development for our staff and they regularly organise opportunities for teachers from all independent schools to share their ideas.

Our teachers also have the opportunity to mentor others. We thank Melissa Freeland, Alice Batten and Jacqui Wise for hosting VET and Bachelor of Education students on their 2022 placements.

As opposed to the incidental ways in which teachers in 1982 focused on student wellbeing, deliberate measures are now taken to look after the wellbeing of our students. Not only do all the children from Prep to Group 6 attend weekly resilience sessions, we also run mindfulness sessions for various age groups and the students also take part in annual sessions of *Ditto's Keep Safe Adventure* and *The Everybody Program*.

In Term 4 the teachers assisted the students to transition to their next year group by running *Transition Thursday* where each home group had time with the home group teachers they would be working with the following year. The Early Learning and Kinder children had orientation days in which new students and those moving up to Kindergarten came into the school and became familiar with the surroundings and their new classmates.

At The LPS we work hard to make the students' Leavers' year one to remember. Apart from the camps and the many responsibilities they get being a Leaver, they also celebrate their time at our school with a Leavers' Dinner and Leavers' Assembly in their last few days of school. These are wonderful times to celebrate the end of the Leavers' primary years and they all talk very fondly of their schooling at The LPS.

Our students also participated in many extra-curricular activities in 2022. They competed in our school swimming, cross country and athletics carnivals and, depending on their performances, were chosen to represent the school in the NIJSSA carnivals.

The senior students were also fortunate to be able to compete in the Friday afternoon inter-school sports roster and we fielded teams to play soccer, netball, hockey, cricket, speed-ball and tennis against other local primary schools. We once again fielded a large team in the All Schools Triathlon in Devonport. The competitors were fortunate that the weather was amazing on the day and there were some fantastic individual and team performances by students from our school.

Our senior students once again enjoyed three outdoor education camps in 2022. The Leavers travelled to Mt Cameron in the second week of the 2022 school year and then to Woodfield Camp at the beginning of Term 4. The Group 4 and 5 children had a change of camp venue last year going to Camp Clayton instead of Camp Banksia at Port Sorell and this proved to be an excellent facility.

Finally, when thinking about how our school has moved from the 80s into the future, we must reflect on the beautiful site on which our school now stands. After moving to this site in 1985, we needed a program of maintenance to maintain, beautify and develop our facilities to keep pace with the needs of our teachers and students.

This has become a focus for our Business Manager Jody Onn-Wilkinson who works tirelessly to keep abreast of our maintenance requirements, work health safety issues and the development of our learning and play spaces. She listens to the staff and the Board and weaves her magic to ensure The Launceston Preparatory School is safe, beautiful, functional and purposeful for everyone who works and plays within it.

As part of the latest strategic plan, the Board has developed a Building Master Plan which is in the process of assessing each learning space and planning the way forward to ensure they are functional for many years to come. We sincerely thank Board members for the time and effort they are putting into this and for the time they spend looking after the strategic direction of the school.

Forty years ago, this school was established “to reimagine how schools work”. Through many pressures such as maintaining registration and changing social expectations, developments in education and advancements in technology, we like to think that we continue to hold on to what is true to the original ethos, whilst continuing to focus on constantly improving outcomes for students and moving into the future. We thank all members of our school community for helping us to achieve that in 2022.

Leonie McNair and Harriet Thyne
Co-Principals
March 2023

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 2022

Name of registered teacher	Qualifications	FTE	Year commenced at The LPS
Mel Andrews	B.Ed (Primary)	0.6	2021
Edward Barnes	B Teach, B AppSci, Grad Cert Ed	1.0	2004
Alice Batten	B.Ed (ECE)	0.6	2008
Jane Dean	BA, Grad.Dip.Ed (Primary), Grad. Dip. Arts (PR), Dip. Personnel Man.	0.38	2014
Nicole England	B. Ed, (ECE) Dip. Child Care	0.9	1988
Melissa Freeland	B. Ed (Primary)	1.0	1993
Billy Green	B. Music Studies, B. Teach (Primary)	0.59	2021
Tammy Goss Edmunds	B. Ed, Graduate Cert. Science	0.06	2019
Rebecca Howard	B. Ed (ECE)	0.9	1993
Leonie McNair	B.Ed	0.95	1987
Alex Payne	B.Exercise & Sports Science, M.Tch	1.0	2022
Brendan Rose	B Applied Science, M.Tch	0.8	2022
Harriet Thyne	B. Ed (ECE)	1.0	1998
Jacqui Wise	B.Ed, Grad. Cert. in ECE	1.0	2006

As at February 2022 when the student academic year commenced, all teaching staff members had current first aid qualifications (Education and Care – St John Ambulance – that included CPR, Asthma and Anaphylaxis), and current Working with Vulnerable People registration.

Appendix 2 – Attendance 2022

The average student attendance for 2022 (P – 6) was 90%.

The procedure for managing non-attendance at The Launceston Preparatory School is explained in the school's Attendance Policy and Procedures as follows:

The Launceston Preparatory School Attendance Policy and Procedures

Full-time attendance at The Launceston Preparatory School (8.45am – 3.00pm from Monday to Friday excepting holidays) is required of all students from their Prep year to their Leavers' year (after which they enter secondary schooling).

Early Learning is available to children who have attained at least three years of age. Three whole-day sessions (8.45am – 3.00pm) are available for parents to choose from. Students are expected to be in attendance for the full day(s) on which they are enrolled. Emergency sessions are available in Early Learning only and must have the permission of the Early Learning Centre teacher who will authorise the session application (on the form provided) only if mandatory teacher/student ratios are not exceeded on that day.

Kindergarten is available to children who have attained four years of age by the 1st January of the year in which they are to be enrolled. Kindergarten operates all day from Monday to Friday, thus providing five possible days for students to attend. Children enrolling into Kindergarten may attend for a time that suits their needs and individual circumstances, although we do recommend Kindergarten students begin with a minimum two days from the five available in order to promote their happiness and security in beginning school. As the Kindergarten year progresses, parents are encouraged to increase the number of days that their children attend in order to facilitate the children's progress to formal years of schooling.

If students in Early Learning and Kindergarten are unable to attend one of their designated sessions, they are unable to make up this session on another day. Occasionally they are invited to attend special sessions (such as whole school sports events). If the school requests Early Learning and Kindergarten students to attend and it is not one of their normal sessions, there will be no charge.

Teachers are required to maintain daily attendance registers for children in their home groups. Students' attendances and late arrivals are both recorded.

Students arriving at or after 8.45am must be brought by a parent/carer through the school office to sign in (except for Early Learners who have their own legal procedure).

If a child is not present in the school by 9.00am and no notification has been received from the family, the home group teacher should alert the school office staff who will ring the parent/carer at or soon after 9.00am to ascertain a reason for non-attendance (to allow for late-arriving students). If a student turns up to the classroom in the meantime, after the office has been alerted to an absent child, a message should be sent to the office to let staff know the student has arrived.

If a child is being collected from the school prior to 3.00pm (e.g. because the child is unwell or has an appointment), parents/guardians must advise the office of the name of the person collecting the child. If a person arrives who is unknown to office staff, they should request proof of identity. Similarly, if students are to be collected at the end of the day by someone new, parents must advise the office of the name of that person. Home group teachers will then be informed. If no teacher on duty after school knows the person collecting a child, proof of identity must be sought and confirmed against information at the school office.

A parent must provide an explanation to the school for every school day their child is absent. A school-aged child or young person is excused from attendance at a school in accordance with the conditions specified in s.19 of the *Education Act 2016*, namely

- bereavement of a person with whom the school-aged child or youth has a close, significant or family relationship;
- medical, legal or related appointments;
- where the school-aged child or youth has witnessed or been subjected to family violence;
- terminal illness of an immediate family member;
- where a natural disaster or extreme weather event prevents;
- recognised (i.e. a National or International level event sanctioned and organised by the official governing body) sporting, academic or cultural event as a participant (e.g. as a contestant or competitor); or
- where an independent student or parent objects, as a matter of conscience, to his or her school-aged child or youth participating in a school activity specified in the Education Regulations 2017.

In accordance with this section of the Act, a school-aged child is also excused from attendance at a school if

- the child is sick or has a temporary physical or mental incapacity and that sickness or physical or mental incapacity is such that it prevents the child from attending; and
- a parent of the child has notified the school's principal as soon as reasonably practicable on or after the day on which the child is absent, but not later than 5 days after that day.

If a school-aged child has failed to attend at a school because of sickness or incapacity for a total of 5 days in any school year, the parent of the child is to provide a certificate from a medical practitioner in relation to any further failure to attend because of sickness or incapacity if requested to do so by the school's principal.

A Co-Principal may require a child not to attend school during any day on which the child has an infestation or is suffering from any disease which, on advice from the Director of Public Health, is considered to be infectious, contagious or harmful to the health of other persons at the school.

Where parents/carers cannot offer an explanation for non-attendance as outlined in the *Education Act 2016*, evidence may be requested by the Co-Principals to show

that it is in the best interests of the child to be excused from attendance at school. Such evidence may include any or a combination of:

- a medical certificate by a qualified or authorised medical/allied health professional;
- a statutory declaration from a parent;
- evidence of a student's participation in a sporting, academic or cultural event.

If such evidence cannot be demonstrated, the matter will be referred to the Registrar for the purposes of convening a compulsory conciliation conference in accordance with the *Education Act 2016*.

When students bring a note or other communication to school providing information relating to appointments during school hours or advice of a forthcoming absence, the note should be:

- provided in the first instance to the home group teacher who should initial the note to indicate it has been sighted;
- forwarded secondly to the teacher whose class will be affected, who will then also initial the note to indicate it has been sighted;
- forwarded thirdly to the school office for recording in the diary and attendance registers;
- placed in the staff area if duty teachers need to see it;
- brought to the attention of Co-Principals who will ensure that conditions of the *Education Act 2016* are met;
- brought to the attention of all teachers if future attendance for a day or more is affected; then
- filed in the student's file.

Parents and carers will be reminded regularly of the importance of ensuring students attend school every day, unless by reason of an authorised excuse as defined by the *Education Act 2016*.

Appendix 3 – NAPLAN results 2022

YEAR 3	<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar & Punctuation</i>	<i>Numeracy</i>
<i>The LPS</i>	539	443	430	517	443
<i>Tasmanian average</i>	426	412	393	412	387
<i>Australian average</i>	438	422	418	433	400

NAPLAN mean scores 2022

YEAR 5	<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar & Punctuation</i>	<i>Numeracy</i>
<i>The LPS</i>	566	507	525	580	540
<i>Tasmanian average</i>	504	472	488	481	475
<i>Australian average</i>	510	484	504	499	488

NAPLAN mean scores 2022

Appendix 4a – Student satisfaction (from Leavers' Exit Survey)

What are the 3 best things that happen in our school?	
Camps	3
The teachers	2
The production	3
Music program	1
The opportunities	8
DT program	2
Daily PE	1
Gymnastics	1
DEEP program	1
Rotating around several teachers	1
End-of-year picnic and barbecue	1
Inter-school carnivals	2
Friday sport	3
Sports training	2
Playground	1
School lunches	1
What are the 3 worst things that happen in our school?	
Having to say goodbye to friends	1
Feeling lonely	1
Teasing and bullying	1
People not listening to us	1
Changes in the garden	1
Being blamed with the misbehaving group	1
No music in class	1
What are the 3 things you will miss most?	
Teachers	8
Students/Friends	7
Variety of subjects	1
Small class sizes	4
Friday Subway	1
Friday sport	2
Greenfield	1
Daily PE	1
Resilience	1
The Library	1
Fun experiences	1
Being part of a small school/part of a family	1
Knowing everyone in the school	1
Being at the top of the school	2
Lunchtime equipment	2
Friendly/safe school environment	1

What are the three things you think we could improve on?

Staff/student communication	1
Size of the school	1
More sports equipment	1
More sport lessons	1
No compulsory Greenfield	1
The students' understanding of disabilities and how to support them	1
More interesting themes	1
Not taking folders home	1
Learning more about countries in HASS	1
An opportunity to learn a new language	1
Positive mindsets	1
Work with students on time management	1
More jumper options for boys	1
Not having to wear white sneakers	1
Additional comments	
"I think no one could expect any more."	
"The LPS is awesome. I met amazing people, made a lot of friends and I've had a lot of cool experiences."	
"I love how every grade was always full of friends."	
"The Music and Arts are very good at this school."	
"Despite it being a small school, it has big love."	
"The Co-Principals coming to the back gate in the morning has been really good."	
Average satisfaction score (1 = not satisfied; 10 = very satisfied)	
82%	

Appendix 4b – Parent satisfaction (from Leavers’ Parents’ Exit Surveys)

What are the 3 best things that happen in our school?	
small class sizes	2
student/teacher connections	1
All teachers teach throughout the year (school environment)	1
Outdoor Education program	1
Leadership skills/roles within the school for students	1
What are the 3 worst things that happen in our school?	
The school does not go beyond Year 6	1
Unable to directly communicate electronically with teachers	1
student folders coming home every night, leading to heavy school bags especially when other items are required e.g. musical instruments, costumes for drama.	1
What are the three things you will miss most when your child leaves our school?	
small class sizes	1
security and sense of belonging for all kids	1
friendly, welcoming family atmosphere	1
What are the three things you would like to see changed at our school?	
Classes beyond Year 6	1
After-school activities (e.g. music, sport, science)	1
Provide lockers for students to store folders overnight	1
Individual email addresses for teachers	1
Additional comments	
Overall, our experience has been wonderful. XXX has thrived at The LPS and has embraced his leadership role. He is well prepared for high school.	
Average satisfaction score (1 = not satisfied, 10 = very satisfied)	
90%	
NB: Only two responses were received	

Appendix 5 – Professional Learning 2022

Month	Professional Learning	Course Provider	Attendance
January 27th	Mindfulness Self-Compassion	Rosie Green	Co-Ps, all teachers, teacher aides and office staff
January 27th	Review of Covid-19 Management Plan and return to school	The Launceston Preparatory School	Co-Ps and teachers
January 28th	Annual update of Education and Care First Aid, CPR, Anaphylaxis and Asthma qualifications	St John Ambulance	Co-Ps, all teachers, teacher aides and office staff
January 31st	Children's file familiarisation	The Launceston Preparatory School	Co-Ps and all teachers
February 2nd	Review of school policies (Staff Code of Conduct and Teacher's Duties)	The Launceston Preparatory School	All teachers and Co-Ps
February 8th	Doing Data Differently		Harriet Thyne
February 9 th	NAPLAN Training webinar	IST	Edward Barnes
February 16 th	NCCD webinar – Imputing Disabilities	NCCD	Co-Ps and teachers
February 16 th	The Early Years Learning Framework – Listening, Documenting and Designing Learning (4/4)	David Gilkes	Alice Batten
February 24 th	Terrific Teaching Teams	IST	Alice Batten and Kellie Crosby
March 2 nd	Assessment Data to Support Student Outcomes in Literacy	IST	Mel Andrews
March 2nd	Wellbeing	IST – Mark Seager	Co-Ps and teachers
March 7 th	Inclusive Education	IST	Rebecca Howard and Nicole England
March 15th	IEPs for Gifted Children	TAG	Leonie McNair
March 25th	Connecting Out-of-scope Licensed services virtually	Education and Care Unit	Co-Ps
March 29th	Moving from Provisional to Full registration	IST	Leonie McNair, Billy Green and Alex Payne

31 st March	Principals' Breakfast	IST	Harriet Thyne
May 5 th	Safer Technologies for Schools (ST4S) Information session		Leonie McNair and Edward Barnes
May 10 th	AGM	IST	Co-Ps
May 12 th	Differentiated Spelling teaching	Primary English Teachers Assoc.	Leonie McNair
May 23 rd	How to Identify and Support Students with Dyslexia – A practical Guide for the Classroom	IST	Co-Ps
May 26 th	Taking the Stress out of Teaching	You Can Do It	Co-Ps
June 1 st	Australian Curriculum Version 9 – information session	ACARA	Co-Ps and all teachers
June 15 th	Digital Rights and Responsibilities of Students and Educators	E-Safety Commissioner Teacher Prof. Learning Program	Co-Ps and all teachers
June 21 st	Reconciliation in Education: Narragunnawali	Complispace	Leonie McNair
June	Literacy and Numeracy through Arts in Primary School	Dr Rachael Jacobs – Uni. Of Western Australia	Billy Green and Rebecca Howard
August 9 th	Literacy and Numeracy Progressions F-6	ACARA and IST	Co-Ps and all teachers
August 11 th	Stem Hour – Indigenous perspectives o sustainability	Little Scientists	Jacqui Wise
August 15 th	Practical Ideas for Teaching Children about Nutrition	Move Well Eat Well	Alex Payne
August 17 th	Social and Emotional Issues associated with Gifted Children	TAG	Leonie McNair
August 20 th	Early Years Forum	ECA Tasmanian Branch and B4 Early Years Coalition	Jacqui Wise
August	Differentiation in the Australian Curriculum	ACARA	Co-Ps and all teachers
August	Aust. Curr.V9 Subject area information sessions	ACARA	Particular teachers
September 1 st	Supporting students with specific learning disabilities in Maths (Dyscalculia)		Nicole England and Brendan Rose
September 5 th	Consent as it is embedded in the new HPE curriculum	ACARA	
September 8 th	Educating for a sustainable future	Little Scientists	Jacqui Wise

September 13 th	Big picture questions for designing challenging units of work for gifted and talented students	TAG	Co-Ps
September 14 th	Numeracy: Big Ideas of Number and integrating technology into everyday Maths lessons	IST	Melissa Freeland
September 15 th and 22 nd	Supporting students to become confident and competent spellers	The Literacy Place	Co-Ps
September 19 th and 20 th	Leadership Masterclass	IST/Stephen Scott	Leonie McNair
September 21 st	From Conflict to Collaboration		Melissa Freeland and Rebecca Howard
September 25 th	School Principals and School Law	Royal Society of Tasmania	Leonie McNair
October 4 th	Transformational Giftedness	TAG	Leonie McNair
October	Handwriting and Keyboarding in the 21 st Century (learning module)	PETAA – Noella McKenzie	Leonie McNair
October	Danny Pinchas (guest speaker) – General Manager of AITSL	IST AGM	Co-Ps
November 2 nd	Perfectionism in Gifted Children	TAG	Leonie McNair
November 23 rd	NAPLAN refresher webinar		Edward Barnes