AGENDA

- Welcome
- Apologies
- Minutes of A.G.M. 2009
- Business arising from minutes
- Sub-committee Reports:
  - Finance
  - Fundraising
  - Canteen
  - Out Of School Hours Care
  - Sports
  - Grounds and Facilities
- Chairperson’s Report – Brigitte Maxwell
- Principal’s Annual Report – Julie Gallaher
- Election of new and re-nominating Governing Councillors
- Any other business – New council to meet briefly to set meeting dates and times (usually meet in Weeks 4 and 8 each term on Wednesday evening at 7pm in the staffroom)
**Contextual Overview**

Aberfoyle Hub R7 School is a Category 7 school comprising of 452 students. Students live in the surrounding suburbs of Aberfoyle Park, Happy Valley and Flagstaff Hill. There has recently been an increase in rental accommodation in the area bringing in a number of students from various overseas locations but predominantly England. Current leadership configuration is a Principal, Deputy Principal, Curriculum Coordinator and an Administration Officer. Our specialist areas of study are Spanish and Music. In 2009 we had 17 mainstream classes Reception to Year 7 and 2 Regional Special Classes; Reception to Year 2 and Year 3 - Year 7.

- **Highlights and Major Achievements**
  - Ongoing quality teaching and learning programs in all classrooms, including the Resource Centre, Spanish and Music learning areas.
  - Outcomes achieved in each of our Strategic Directions – Pedagogy and Engagement along with successful training and development days for staff focusing on improving teaching and learning programmes.
  - Staff and Parents/caregivers workshops with Ian Lillico - “Boys in Ed” and “Digital Literacies”.
  - Ongoing improvements in yard behaviour - two Bully Audits successful used across R - 7 in 2009 during Terms 1 and 3.
  - Ongoing focus on Student Wellbeing - celebrations such as Harmony Day, “Circle Time” with our Christian Pastoral Support Worker and staff.
  - Student Development Policy reviewed with “Restorative Practice” embedded.
  - Strengthening partnerships with parents/caregivers involvement in “Espresso 21”, a drop in centre
  - SRC Executive elected involving J & P’s and interviews. R-7 SRC successful fund raising over $900 at their “Market Day” to support our sponsored child in Peru and other charities. The group organised a Wheels Day, casual days and lunch time activities for their peers.
  - Pedal Prix Teams 2009 HPV Super Series - overall Series positions; two 1st Places for bike number 15 and 127, Girls Category bike 61 1st Place, bike 116 6th Place and bike 130 8th Place.
  - Festival of Music - we had 3 Soloists, 2 Orchestra members and 1 Troupe Member
  - Outstanding performances from the Jump Rope Team in all competitions and demonstrations – achieving back to back State Championships bringing the cup back to The Hub again in 2009.
  - Successful performance in the Wakakirri dance competition by our Year 4 students in Term 3 winning Silver in the finals at The Adelaide Town Hall.
  - Other extra curricula activities including Chess Club and Tournament Of Minds
  - Music Celebration at Assemblies – songs from our Choirs, recorder group performances,
  - Instrumental music student’s performances at recital nights.
  - Grounds and Facilities improvements including the shelters over the quad, playgrounds and sandpits, planting along the front fence, successful application for a solar panel and upgraded lighting, new library shelving and further development of the Environmental Centre.
  - Building the Education Revolution (BER) - awaiting our new 8-teacher unit to be built during 2010.
  - Over $12 500 raised by the Fundraising Committee to go towards Promethean Interactive Whiteboards.
  - Development of our new school Values - relationships and friendships, respect and responsibility. The 2010 school calendar portrays these values.
  - Achieving permanent status for two of our School Service Officers, Charyn Vigants and Julie Campbell.
  - Successful transition for 2010 Reception students and our Year 7’s to High School in 2010.
  - Involvement by so many of our students in SAPSASA District Teams - athletics, cross country, lacrosse and rugby tag. Southern Valley district teams - netball, soccer, football and cricket.
  - A fabulous Tri-Skills Sports Day enjoy by all.
  - Many varied incursions and excursions - to the zoo, “Flying Food Performance”, camps to Illawonga and Mylor, Foot Steps Dance Programme and so much more.
  - Successful validation for our school as a result of the Site Review during Term 4.
  - Many students in Year 3 - 7 participate in the ICAS Competitions - we have a number of students achieving Distinctions and High Distinctions in a range of the competitions.
STRATEGIC DIRECTIONS

Strategic Direction 1: Pedagogy and Engagement

Target 1:
- Exploration of common understanding of our shared beliefs and values school wide in relation to teaching and learning in order to develop corporate accountability for the achievement of agreed outcomes resulting in a statement of common school values.

Data used
- Collation of responses to the discussions regarding values and beliefs
- Minutes of meetings - Staff Meetings Levels of Schooling, SRC, Education Works, Committees
- SACSA Moderation project (Middle School staff submitted tasks for moderation in the area of Science)
- NAPLAN results

Evidence of outcomes
- Staff T&D focussed on discussions that explored a common understanding of our shared beliefs
- Pupil free day activities centred on beliefs and values and accountability.
- Levels of school meetings met and discussed the feedback from Pupil Free Day.
- All levels of schooling teams had release time together to work on the educational issues
- Students were involved in the decision making to establish new school values through a ‘Kid’s Say Day’.
- Staff, student and community views were collated to establish our new school values reflecting the priorities of our core business in teaching and learning.
- Staff engaged in conversations and provision of rich learning tasks.
- Transition programs continued to run between Hub Kindy, AHS and the high school
- Focus groups established to assist in highlighting issues related to pedagogy, curriculum and well-being and to take leading roles in providing strategies to deal with the issues.

Recommendations for 2010
- Further develop communication and understanding of the practical implications of the school values.
- Inquiry and discussions regarding engagement strategies for the diverse range of learners.
- Implementation of appropriate and current strategies to engage the maximum cohort of learners.
- Continue to improve student voice opportunities; school based and self directed learning options.
- Continue to develop the role of the focus groups.

Target 2:
- To change the culture of labelling behaviour incidences as Student Behaviour Management to Student Behaviour Development in an attempt to identify behaviour as part of learning responsibility for self and to reflect a cohesive approach to Student Behaviour Development through the Student Behaviour Policy
- Staff to become fluent in the use of Restorative practices when dealing with student management.
- Conduct and analyse Bully Audit
- Collation of responses to the discussions regarding values and beliefs
- Minutes of meetings - Staff Meetings Levels of Schooling, SRC, Committees
Student Behaviour Management

Summary by Year Level

<table>
<thead>
<tr>
<th>Yr. Level</th>
<th>Sex</th>
<th>Incidents 2008</th>
<th>Incidents 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rec</td>
<td>F</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>01</td>
<td>F</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>47</td>
<td>32</td>
</tr>
<tr>
<td>02</td>
<td>F</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>22</td>
<td>58</td>
</tr>
<tr>
<td>03</td>
<td>F</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>7</td>
<td>113</td>
</tr>
<tr>
<td>04</td>
<td>F</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>47</td>
<td>16</td>
</tr>
<tr>
<td>05</td>
<td>F</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>06</td>
<td>F</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>22</td>
<td>45</td>
</tr>
<tr>
<td>07</td>
<td>F</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>85</td>
<td>134</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>402</td>
<td>510</td>
</tr>
</tbody>
</table>

Summary by Consequence

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Incidents 2008</th>
<th>Incidents 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Out – Yard</td>
<td>224</td>
<td>214</td>
</tr>
<tr>
<td>Office Referral</td>
<td>130</td>
<td>173</td>
</tr>
<tr>
<td>Contact Parent</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Take Home</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>Internal Suspension</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Suspension</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>Warning</td>
<td>-</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>402</td>
<td>389</td>
</tr>
</tbody>
</table>

Evidence of outcomes

- Established and conducted first week’s program focussing on behaviour, responsibility and respectful relationships.
- Early years classes participated in Circle Time sessions with Christian Pastoral Support Worker, with significant development in the program structure to accommodate the learning needs of the students.
- Baseline data has been collated and continual monitoring of student behaviour
- The restorative practise approach has been implemented when students have been referred to the Office.
- Above data reflect whole school including our special classes
- Monitoring of Student Behaviour Data and assess other critical issues arising
- T&D with staff and parents through workshops with Ian Lillico as a major focus for 2009.
- All classes participated in bully audits.
- Mentoring to support students at risk in the yard to develop problem solving strategies and relationship building.
- Student Behaviour Development Policy has been revised to accommodate implementation
- T&D and follow up discussions centred around strengthening relationships through implementing Restorative Practise approach to deal with behavioural incidences

Recommendations for 2010

- Continuation of first week’s program.
- Deeper learning about bullying, harassment and keeping safe strategies.
- Investigation with students and community re the connections between school values and practical implications for behaviour and relationships.
- Programs to support students to be involved in positive activities at break times E.g. Peer mediation, rotational activities and games, competitions.
- Continue mentoring programs.
- Further consolidate and continue implementing strategies to cater for educating boys.
- Staff to consolidate the use of Restorative practices when dealing with student management.
- Monitor Student Behaviour Data and assess other critical issues arising

Wendy Lithgow, Curriculum Coordinator & Sarah Magnusson, Deputy Principal

Strategic Direction 2: Focus on Learning (DIAf) and Making Data Count

The Focus on Learning principle of the DECS Improvement and Accountability Framework (DIAF) underpins and is the centre of all aspects of Aberfoyle Hub School.

It focuses on

- Learner achievement and wellbeing needs being identified and providing the basis for decision making
- High expectations existing for all learners with effective intervention strategies and support
- Shared beliefs and understandings
- The implications for teaching and learning based on evidence
These criteria impacted on our pedagogy at Aberfoyle Hub through:

- Engagement in the Science Moderation project again in 2009 with the 4 Middle School teachers working as a team to receive impartial feedback on the tasks and evidence collected about their learner achievement.
- Self review using the rubrics from DIAF to determine our common understandings on Learning and Use of Data.

**The results from this review indicated**

- Our success in Learner Needs is developing.
- High expectations for all learners is developing to functioning.
- Shared beliefs and understandings are spread from developing to strategic levels.
- Implications for teaching are spread developing to strategic level.

**Recommendations for 2010 include**

- Developing further the moderation task process across English, Mathematics and Science.
- Embedding common understandings and beliefs.

The **MAKING DATA COUNT** principle of the **DECS Improvement and Accountability Framework** (DIAF) was identified as an area for exploration in 2009 following the use of the rubric. The results indicated that Aberfoyle Hub was clearly developing:

- Data management processes.
- Multiple measures of data.
- Using data to inform directions and decisions.
- Using data to develop pedagogy.
- Implementing annual testing of mathematics using the “I Can Do Maths” for Reception to Year 2 and “PAT Maths” Year 3 - 7.

**Recommendations for 2010 include**

- Continue to develop the data base for storing of relevant data.
- Systematic collection and analysis of a range of data.
- Use data to identify and address issues.

**Strategic Direction 3: Literacy/Numeracy and Science**

**Targets for 2009**

- There is school wide agreement regarding effective literacy methodologies and there is a culture of inquiry, reflective and shared practice and leadership.
- There is increased knowledge and use of ICT resources.
- Increased improvement in Literacy and Numeracy outcomes for all students.

**Evidence of outcomes**

- Staff and Focus Groups met regularly to reflect on current practices, inquire about new practices and share new knowledge with other staff.
- The outcome of this has been consistency of assigning levels in reports, common understandings and methodologies to achieve improved student outcomes.

*This has been developed through*

- Jolly Grammar T&D
- Numeracy class ideas and workshop sharing
- Collaboration in the sharing of internet sites and skills with an emphasis on IWB’s
- Attending hub group meetings to develop teaching strategies and use of IWB’s

- All students who have been at school for 4 terms have been assessed using the MIST test and Running Record achievements to determine required Intervention using the SMART WORDS program and Reading Recovery Strategies.

*The outcome of this has been*

<table>
<thead>
<tr>
<th>Number tested</th>
<th>Number identified</th>
<th>Number no longer in program</th>
<th>Number continuing</th>
<th>Number newly identified for Term 1 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>17</td>
<td>10</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

The Smart words writing program has had a major impact on student’s recognition and formation of letters. The evidence for this is from the MIST testing of these students in term 4; fewer students have been identified for the Intervention program in 2010.
Recommendations for 2010

- Accelerated literacy approach continue to be trialled with identified students
- Guided reading be expanded across the R-7 cohort
- Running records be used to analyse student needs to support individual learning plans R-2
- Numeracy intervention programs and identification processes be explored

Sarah Magnusson, Deputy Principal

STUDENT ACHIEVEMENT - NATIONAL LITERACY AND NUMERACY TESTS (NAPLAN)

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Below National Minimum Standard</th>
<th>Students who achieved National Minimum Standard (Band 2+)</th>
<th>Mean Scores as Proficiency Band</th>
<th>School Mean</th>
<th>State Mean</th>
<th>2010 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>2%</td>
<td>5.5%</td>
<td>96.2</td>
<td>91.9</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0%</td>
<td>8.3%</td>
<td>98.1</td>
<td>89.2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Writing</td>
<td>0%</td>
<td>2.7%</td>
<td>98.1</td>
<td>94.6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Reading</td>
<td>4%</td>
<td>5.5%</td>
<td>94.1</td>
<td>91.9</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>3%</td>
<td>8.3%</td>
<td>94.3</td>
<td>89.2</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

2009 - 36 students present, 1 absent and 1 Year 3 students exempted.

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Below National Minimum Standard</th>
<th>Students who achieved National Minimum Standard (Band 4+)</th>
<th>Mean Scores as Proficiency Band</th>
<th>School Mean</th>
<th>State Mean</th>
<th>2010 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>7%</td>
<td>9.8%</td>
<td>89</td>
<td>82.1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>5%</td>
<td>9.8%</td>
<td>90.4</td>
<td>82.1</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Writing</td>
<td>6%</td>
<td>10%</td>
<td>90.3</td>
<td>81.8</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Reading</td>
<td>7%</td>
<td>5.7%</td>
<td>89</td>
<td>86</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>7%</td>
<td>6%</td>
<td>89</td>
<td>85.5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

2009 - Ranged between 50 - 52 students present, 1 -2 absent and 5 Year 5 students exempted.

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Below National Minimum Standard</th>
<th>Students who achieved National Minimum Standard (Band 5+)</th>
<th>Mean Scores as Proficiency Band</th>
<th>School Mean</th>
<th>State Mean</th>
<th>2010 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>0%</td>
<td>5.8%</td>
<td>98.6</td>
<td>94.1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>4%</td>
<td>0%</td>
<td>94.4</td>
<td>100</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Writing</td>
<td>6%</td>
<td>2%</td>
<td>93.1</td>
<td>98</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Reading</td>
<td>1%</td>
<td>0%</td>
<td>97.3</td>
<td>100</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1%</td>
<td>2%</td>
<td>97.3</td>
<td>98</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

2009 - Ranged from 49 - 51 students present, 1-2 students absent and 0 Year 7 students exempted.

N.B.
- In 2009 the only students exempted were either “I” level of support or in our Primary Special Class. I have taken these students out of the data showing students below National Minimum Standard.
- The students exempted impacts on our overall % of students achieving National Minimum Standard.

Recommendations for 2010:
- Understanding SACSA and the National Curriculum— start with the outcomes to determine what needs to be achieved
- RIGOR across curricular
- Higher Order Thinking
• Interpretation of the question
• Raising the “bar” and aiming for ALL students to achieve their potential

Specific Foci -

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Writing</th>
<th>Language Conventions</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Explicit teaching</td>
<td>● Explicit teaching</td>
<td>● Explicit teaching</td>
<td>● Explicit teaching</td>
</tr>
<tr>
<td>● Problem Solving</td>
<td>● Paragraphs</td>
<td>● Grammar</td>
<td>● Information text</td>
</tr>
<tr>
<td></td>
<td>● Guided writing</td>
<td>● Spelling</td>
<td>● Comprehension</td>
</tr>
</tbody>
</table>

**SPECIAL PROGRAMMES**

**Gender Issues**

All year 6 and 7 boys have participated in the Rock and Water program
The Rock and Water program has been continued for Yr 7 girls
The sharing of gender successes at R-7 Assemblies is ongoing

*Recommendations for 2010-*

- The Rock and Water Program is to be managed by the Middle School Team and taught annually in single gender groups.

**SRC-Student Leadership**

Student voice is an ongoing priority at A.H.S.
A new system for selecting S.R.C. executive was continued in 2009. S.R.C. executive was involved in Halogen Foundation’s Young Leaders Day.
A representative of the School Leadership Team and S.R.C. executive meet regularly.
S.R.C. meets fortnightly.
The S.R.C. and Executive have been actively involved in a range of fund raising activities. Class meetings are embedded in classroom practice.

*Recommendations for 2010-*

- Students to be represented on relevant committees; e.g. Environment, Grounds, Sports Day to provide genuine voice.
- A connection is provided between student representative voice and student voice in classroom learning through all classes committing to Student Initiated Learning.

**OPINION SURVEY**

The 2009 Parent/Carer, Student and Staff Opinion Surveys were coordinated by the school. The complete report is available upon request.

_The following is the questions asked with the results collated in the graph below._

1. The school promotes a respectful environment.
2. The school encourages students to show responsibility.
3. I feel safe at school.
4. The school caters for my learning needs.
5. The teacher offers a positive learning environment.
6. I am informed about my progress.
7. I support the idea of fundraising at our school.
8. I know what the Governing Council does.
9. I understand how I can have a say at school.
10. The school promotes excellence.

_The following questions were asked seeking written responses. The collated responses are available on request._

What do you think Aberfoyle Hub should continue to do?
What do you think Aberfoyle Hub should stop doing?
What do you think Aberfoyle Hub should start doing?
Any other comments.
TEACHING STAFF ATTENDANCE
School 0536 - NO DATA HAS BEEN PROVIDED BY DECS

TEACHING STAFF RETENTION
Schools 0536 - NO DATA HAS BEEN PROVIDED BY DECS

TEACHER QUALIFICATIONS
Masters - 3.8%
Bachelor of Education - 42.3%
Bachelor of Music – 3.8%
Graduate Diploma of Education and Graduate Certificate of Education – 15.5%
Diploma of Teaching – 30.8%
Diploma of Teaching Advanced - 3.8%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Each staff member was allocated $80 for their own personal T/D during the year.
The total expenditure on Training and development was $58 323.82; this money funded TRTs to replace teachers who attended conferences during school hours, conference/workshop fees, after hours attendance to Curriculum Forums, speakers for our Pupil Free days and support of our school priorities.
All teaching and ancillary staff undertook Training and Development in the following areas:-
- Full day with Ian Lillico
- Pedagogy - teaching methodologies
- Levels of Schooling planning days in relation to our site priorities
- Levels of Schooling release focusing on the "First Weeks" programme for 2010
- Participation in Levels of Schooling T&D i.e. Primary Years Conference
All staff completed the minimum of 37.5 hours of individual T/D in their own time, with the majority completing far in excess of those hours.

VALUE ADDED STUDENT PROGRAMS
Additional enrichment and extension programs have been particularly successful. These include Wakakirri, Jump Rope, Pedal Prix, Tournament of Minds, Recorder, instrumental music and Junior/Senior Choirs. None of these would be possible were it not for the substantial funding and allocation of additional TRT days in our Global Budget.
The school’s ongoing focus on Healthy Lifestyles continues to have a significant impact on student and community attitudes to healthy eating, exercise and wellbeing. The strong focus and inclusion of Sustainability and Environmental Education across curricular and utilisation of our Environment Centre is having a positive impact on students awareness for the longevity and care of our world.

FINANCIAL REPORTS

See attachment.

COMMITTEE REPORTS 2009

Chairperson’s Annual Report

Well, this is it – my last annual report as Chairperson of Governing Council! I am grateful to have had the opportunity to work with committed staff who have consistently demonstrated their dedication to being part of a values-driven organisation. Not only has the staff been committed but those of you servicing on Governing Council and our other committees are truly dedicated to continuous improvement within our school.

As one of our key functions is to preserve community confidence in the integrity of the School Governing Council, in 2010 and beyond, we will need to continue to focus on delivering improvement that ensures value for money for our community. Many demands are made on our staff and council members as we continuously strive to improve on the timeliness and accuracy of our advice. I thank you for your continued commitment to pursuing our goals and achieving our priorities.

Governing Council provides an excellent opportunity to debate about not only the future directions of our school but numerous other topics. It is important that the discussions and debates do occur when dealing with such important decisions that will affect the future of our school and students. We must take the opportunity to consider options as they are presented and discuss the positive and negative outcomes for our school when making these significant decisions.

The year ahead is full of challenges, potential and opportunities. With several council members now moving with their children to the high school world and some others moving interstate these challenges and opportunities will require a new group of community leaders to drive the decision making and directions of our school. It is not enough for us to say that the Governing Council is doing a good job and therefore the status quo is fine. We need to be more creative, more pro-active and not just reactive. We require innovative and practical thinking- great ideas, but also ideas grounded in the real world. We should never under-estimate the size of our task as we develop new approaches to help shape the future of our school.

We have the opportunity to improve our teaching facilities through BER and although we have had to fight tooth and nail to receive the facility as promised, it will be fantastic when the results can be seen. I certainly believe we do have the possibility to do something worthwhile with these improved facilities, for current and future students, using the new eight class unit due to commence building in the near future.

2010 will be a busy year for building as the renovated front office should also be on track to start along with some smaller upgrades to the Hall, Library and Multi-Purpose room also expected throughout the year. This was made possible through the Education Works program.

These above improvements would not be possible if it were not for the dedication and (on occasions) stubbornness of Julie Gallaher and her commitment to keeping Governing Council aware and involved in the decision-making for our school.

As I reflect on the year that’s been, I’m reminded of some key achievements. These include:

• BER project building of the 8 class unit due to commence soon
• Financial strategies continue to be in place to ensure the financial future of our school
• Plans for Education Works are well underway
• Fundraising having another successful year
• Canteen having another great year through the guidance of Janet and the support of her team.
• Pedal Prix remain Champions for the 10th year in a row. All Girls Team came 1st in the girl’s competition again. The Senior’s came first in category.
• Jump Rope was again State Champions under the guidance of Peter Murphy who will certainly be missed.
• Students involved in numerous SAPSASA sports
• Some of our year 6 and 7 students were involved in Tournament of Minds.
• Senior Choir participated in the Festival of Music.
• The year 4 students once again had a very successful Wakakirri performance reaching the finals.
As you can see, it has been another busy but successful year for our school. I have enjoyed my time not only serving on the Governing Council but also holding the position of Chairperson for a number of years. I hope you all had a safe, relaxing and refreshing break and have returned ready to take on the challenges of 2010 with the new Governing Council team.

Brigitte Maxwell - Governing Chair 2009

Governing Council Finance Advisory Committee

Firstly thank you to Julie Gallaher and especially to Kim Craggs for their work in achieving a well run and financially sound school. Our achievements for the year - permanent shade shelters erected using School Pride funding, new Library shelving, more Interactive Whiteboards have been purchased/ordered so that most classrooms will have one in 2010, whole school is looking at ways to reduce its energy requirements; including replacing fluros with an energy saving lights, work to commence in 2010 on a new 8 teacher unit and the Hall to be heated in 2010.

The following Extra curricular services were supported financially and offered this year -
- Wakakirri
- Jump Rope for Heart
- Tournament of the minds
- Instrumental Music
- Pedal Prix
- Environmental Centre
- Choir
- Recorder

The committee continuously throughout the year monitors the income and expenditure of the school, ensuring that the budget remains on track, following up on any discrepancies. With such a good management team this is a smooth process. The 2010 draft budget has been presented to Governing Council and is expected to be ratified at the first meeting of the new Governing Council in 2010. The Finance Advisory Committee is a great way of being involved in your child’s schooling. You do not need to have an accounting background, just enthusiasm.

Debbie McMahon, Governing Council Treasurer

Fundraising Committee

Fundraising 2009 started with part of the small committee from last year, along with a few new members. We had already planned our events for the year, which made us a lot better prepared at the beginning of the year than we were at the same time last year. At the beginning of the year we sent out a flyer to all families outlining our events for the year, so that people could be better prepared to support fundraising ventures, and this idea received many positive comments.

Term 1 kicked off with a sausage sizzle and drinks stall at the school’s Open Night in week 4. We also ran a $50 lucky square and “Guess the Number of Jellybeans” competition. The night was a lot of work, as we only had Kathy, Kendra and their partners (plus kids roped in to sell raffle tickets!) helping on the night. We made approximately $300 profit for the night. For next year we will look at running the same event, however set up a roster of existing Governing Council members to each take turns on the BBQ.

In Term 1 we also ran the popular Beanie Kid drive (by request), and the Easter Raffle. Both of these ventures require little time or effort, yet prove to be very profitable. For something different we offered the “Kids Around Town” voucher books for sale. Little interest was shown in these, so we also sold the Entertainment Book, which raised about $800. We did not experience any of the same difficulties with our representative from the Entertainment Office that we encountered in 2008, so we make the Entertainment Books an annual event, as they are well known, usually quite popular, and require not too much work but at the same time quite profitable.

The year we re-introduced the Mother’s Day & Father’s Day Stalls, held in May & September respectively. The kids really enjoyed both days, and we sold out of many items. While trying to judge the amount of gifts needed to buy can be tricky, both days ran very smoothly and made a profit of around $700 between them. We hope to make these stalls an annual event.

In Term 2 we also ran a “Cookie Dough” drive, which included baking cookies in the canteen for the children to sample free of charge (in the hope of encouraging them to tell their parents to purchase the products!). We
made of profit of approx. $900 for this event, which also included us receiving some incentive prizes for the school we have been able to include in raffle prizes.

Our big event for the year was to be our Ladies Night, which also culminated in the drawing of our raffle where 1st prize was a Queensland holiday. We wanted to hold an event that could involve much of the school community, and gained ideas from parents who had been to such events before. While the night appeared to be enjoyed by all, with many positive comments received, we were disappointed in the number of attendees, with only 70 tickets sold. We put in a lot of hours organising the night, as well as time on the night, however all up made a profit of only $1200. As this is the second year we have run a fundraising night, with only small attendance figures on each occasion, we are thinking about whether we would go to the effort of running another one. We have found that we can make the same profit from running a Christmas or Easter raffle, for only a small fraction of the time and effort.

In Term 4 we have run the ever popular, yet simple to run Christmas Raffle. We also ran a stall at Sports Day selling coloured hair spray. While we received lots of interest from the children, we experienced problems with the tins of hair spray continually blocking, so unfortunately we were left with many disappointed customers. We also ran a drinks and muffins stall (mainly to use up muffins that we had frozen left over from Ladies’ Night). We received criticism about offering soft drinks for sale. Next year for sports day we will only investigate selling hair spray and other coloured team supporter items at the beginning of the day, leaving more time for us to enjoy the day with our children.

Fundraising for 2009 involved a lot of time and effort, but the benefits of which can be seen in the presence of the interactive whiteboards now in most classrooms. We have raised a grand total of $12,574.75 for the school.

We have started planning for next year, and have sent out surveys to the school community seeking ideas for fundraising ventures that they would be happy to support. We will use these responses to organise 2010. At the same time we hope to raise to raise money to go toward the purchases of upgrades in the school yard, such as rainwater tanks, and a new cubby house for the JP playground.

Kendra Dunning, On behalf of the Fundraising Committee

Governing Council Canteen Report

Once again, we have had a very busy and successful year in the Hub Grub. Our “Special” lunches and celebratory days were highly successful.

These included:

- Open Night
- St Patrick’s Day Muffins
- Harmony Day Muffins
- Easter Special
- Show Down Donuts (340) + Xmas Donuts (300)
- Book Week
- Sports day
- 2 Munchie Lunch Specials
- Parent Night for Ian Lillico
- Luncheon for the staff at Happy Valley Football Club (Ian Lillico)
- Melbourne Cup
- Remembrance Day
- Soup (made from different recipes each week and using vegetables from the school vegetable patch)

We have also purchased new equipment that included a new fridge, a microwave/convection oven and curtains that cover under the front counter.

A special mention must be made of Debbie Lamps who has been a volunteer in the canteen for six years and the Canteens School Council representative for the past two years. My sincere thanks to Debbie for not only the personal support she has given me but also for the countless hours of her time, she has volunteered over the years to assist me with all our extra commitments and for emergencies. Although Debbie is no longer a parent at the school she will continue in her role as assistant canteen manager and as a volunteer.

Thank you to all staff for their support of the Hub Grub and to the 2009 Year 7 Canteen Assistants who worked one day a week throughout the year giving up their recess and lunch time to serve over the counter. They all did a fantastic job.
Many thanks must also go to Kim Craggs for keeping us financially informed and on target. We would like to give a big sincere thank you to all our dedicated volunteers who without their support we would not be able to accomplish all that we have, this past year.

*Janet Matthews – Canteen Manager*

**OHSC Annual Report**

**Staff**

During 2009 there was a turnover of staff for our OSHC service. Carolyn Wayne resigned after 17 years to work in home services. Natasha Michelmore had 6 months unpaid maternity leave and has since returned 2 days a week. In April we advertised for new staff and subsequently employed Sean Jensen, Deb Craggs and Kerry Bayer. All have settled in well and bring new skills and knowledge to our staff team. Gayle Crisp completed her Diploma in Children’s Services (OSHC) and is now a qualified staff member.

**Utilization**

Numbers fluctuated throughout the year. We now average in the mid 20’s in Before School Care and the mid 40’s in After School Care. However on some weeks we have had attendances of 60 on a couple of days. Staffing numbers have been monitored closely to ensure we have the correct ratios while meeting the needs of the children and covering costs.

**Program**

Our program is largely decided by the children. Craft activities are provided each afternoon. Outside play is encouraged every day including use of the playground and team games on the oval. Inside activities vary according to the children attending each day.

**Policies**

OSHC policies are constantly reviewed to keep up with current legislation, guidelines and recommended practices. This year we reviewed our Philosophy and the Staffing Policies.

**Finance**

The fee increases introduced in Term 2 resulted in a small profit for the year. The budget for 2010 has incorporated increased hours for CCMS processing for the OSHC staff and the School Finance Officer. Expenditure for staffing, craft and food supplies is monitored closely throughout the year by the Director and the Finance Officer to ensure that the Fee structure covers the running costs of the program.

**OSHC staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Strapps</td>
<td>Director</td>
</tr>
<tr>
<td>Karen MacGillivray</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>Dee Easter</td>
<td>Children’s Services Professional</td>
</tr>
<tr>
<td>Gayle Crisp</td>
<td>Children’s Services Professional</td>
</tr>
<tr>
<td>Natasha Michelmore</td>
<td>Children’s Services Assistant (Cert IV)</td>
</tr>
<tr>
<td>Vicki Page</td>
<td>Children’s Services Assistant</td>
</tr>
<tr>
<td>Sean Jensen</td>
<td>(Diploma Sport and Rec)</td>
</tr>
<tr>
<td>Deb Craggs</td>
<td>Children’s Services Assistant</td>
</tr>
<tr>
<td>Kerry Bayer</td>
<td>Children’s Services Assistant</td>
</tr>
</tbody>
</table>

**Children’s Services Assistants - currently studying**

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Stone</td>
</tr>
<tr>
<td>Jason Bryant</td>
</tr>
</tbody>
</table>

*Kathy Strapps - OSHC Director*

**Grounds and Facilities Annual Report**

Meetings were held in the staff room at 8.30 on the Week 5 Tuesday. They were attended by the following people:

Sarah Jenke, Julie Gallaher, Kim Craggs, Ian Crocker, Trevor Langhans, Peter Baldacchino and David Clifton

I did attend one sustainability meeting but further meeting times weren’t forwarded – it is some times handy to have a link between both groups to enable ideas / motions to be enacted quicker.

There are some ongoing themes that will still be the same in 10 years time; usually because of limited funds and or external agencies -

- Managing kiss and drop zones,
- Security Signs
• Boarders for Sandpits
• Drainage between Soccer and Netball courts
• Soccer Goals
• Working Bee (we’ll try for 2010)
• Solar Grants
• Native river bed in JP area
• Some work on the Sports canteen

What we did get completed -
• Finishing touches on Disabled Car Park
• Street Scape Grant - planting finished
• Shed have been cleared out
• Sprinkler audit completed
• Shade structures over all sandpits and Quadrangle

The BER and Ed Works are still ongoing the school will need to keep the ball in play.

The most promising thing is a long term plan for the facilities / grounds for the school which is to be a focus of 2010. This should also bring some on going items to a close. One other priority of mine would be to “stream line the reporting of OHSW for parents/caregivers and students.

Big thanks to all, especially the parents on the committee and extra especially to Ian who always end up with more work when we start talking.

David Clifton, Chair

Out of Hours Sports

Out of School Sports are coordinated for over 200 students by the School Sports Committee. The committee’s overall responsibility is to provide the framework for students to have the opportunity to engage in a variety of after school sports activities. This includes ensuring funds are allocated, facilities developed and maintained. We are heavily reliant on the support from parents/carers. School Sport plays an integral part in developing skills, fitness and friendships within an appropriate competition.

During 2009 we fielded 3 Cricket, 3 Basketball, 2 Football, 6 Soccer and 4 Netball teams, Kanga cricket and Auskick for students 8 years and older. They were all very popular and well attended.

Cricket: All 4 teams did really well. Special thanks to Fraser Findlay who has done a terrific job as the cricket coordinator at the beginning of the year and then was mentor to Ben Calder who took on role of Coordinator. We thank Ben and acknowledge the work he has done through out the year ensuring the cricket programme runs smoothly. Regular replacement of equipment was welcomed by coaches and players.

Basketball: This remains popular to a lot of students as it is played during the week and allows for flexibility for students to play on a term basis. It also allows them to play summer and winter sports on the weekends as they choose. Students enjoyed playing in their new basketball tops, which all look very smart. Although not all teams had a Team Manager/Coach and there was not always practise for students after school, this did not seem to worry them. We do however thank the time & effort to those parents who helped out with coaching, managing and training the various teams. This was important to them in developing their skills.

Football: Thanks to Adam Silverlock who again coordinated our football. This involved attending club meetings as well which can be quite time consuming. We had some students from Flagstaff Hill Primary School join our team this year. This proved to be successful as it also helped us to complete a team for the competition. Auskick was also well attended and a thankyou to Brendan Pole who coordinated the programme.

Soccer: A big thank you for your commitment Michael Summer who coordinated the soccer. Like football, this role involves attending other meetings with the soccer association. Soccer continues to be very popular at the school. The senior side still continue to use Taylors Rd oval as their home ground and the junior side have the school oval. Both teams attended carnivals during the season achieving success. The students have enjoyed playing on a much improved top oval at the school.

Netball: Special thanks to Sarah Jenke who spent coordinated Netball. A lot of time and energy went into attending programming meetings ensuring that our teams were appropriately placed and had equal portion of home games. The 4 teams took turns at using our courts. All teams had a Coach and Team Manager; and generally attended training on the one night each week after school. Thank you also to the coaches, managers and the extra parents who helped out on the Saturday mornings.
Uniforms: We thank Dianne Bray who coordinated the uniforms of soccer and basketball during the year.

Sports Canteen: This has been a huge success during our winter season and is contributed to the coordinated approach of our parents Ben and Catherine Calder. Positive comments have been received from our parents/caregivers and the wider community.

Costs of outfitting, maintaining and affiliating teams continue to rise (particularly meeting the needs of increasing insurance). Sports canteen and fundraising play an important part in meeting these costs. A slight increase the registration fees continue to help cover these expenses.

Winter & Summer Presentation of participation trophies, were well attended by parents/caregivers and students for the ceremony of their particular sport.

Many thanks go to the parents/carers, relatives and volunteers who gave their time, effort and expertise to coordinate, coach, manage, umpire, serve, cook, fundraise and generally help support where they could to give our students the benefit of playing sport. Without this support from the community out of school sport would not be possible. The committee is looking forward to maintaining coordinators in every sport, and gaining a Please take the opportunity to take an active role to ensure we can still offer sport at the Hub.

On behalf of the committee we would like to particularly thank and acknowledge the long term involvement Steph Mosel has had with Out Of School Sport. She has been convening the Sports Committee over the last 2 years and now leaves the school community as her youngest moves on to high school. Special Thanks also to the resourceful and committed members of the Sports Committee. We look forward to having even more students involved in sport in 2010.

Sarah Magnusson, Deputy Principal and Sports Coordinator

SITE DATA

2.1 ENROLMENT DATA

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>34</td>
<td>29</td>
<td>63</td>
<td>39</td>
<td>27</td>
<td>66</td>
<td>50</td>
<td>30</td>
<td>80</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Year 2</td>
<td>16</td>
<td>21</td>
<td>37</td>
<td>32</td>
<td>23</td>
<td>55</td>
<td>24</td>
<td>18</td>
<td>42</td>
<td>18</td>
<td>-13</td>
</tr>
<tr>
<td>Year 3</td>
<td>28</td>
<td>28</td>
<td>56</td>
<td>22</td>
<td>32</td>
<td>54</td>
<td>17</td>
<td>20</td>
<td>37</td>
<td>-2</td>
<td>-17</td>
</tr>
<tr>
<td>Year 4</td>
<td>44</td>
<td>27</td>
<td>71</td>
<td>28</td>
<td>28</td>
<td>56</td>
<td>24</td>
<td>26</td>
<td>50</td>
<td>-15</td>
<td>-6</td>
</tr>
<tr>
<td>Year 5</td>
<td>31</td>
<td>27</td>
<td>58</td>
<td>42</td>
<td>27</td>
<td>69</td>
<td>27</td>
<td>26</td>
<td>53</td>
<td>11</td>
<td>-16</td>
</tr>
<tr>
<td>Year 6</td>
<td>44</td>
<td>35</td>
<td>79</td>
<td>29</td>
<td>24</td>
<td>53</td>
<td>44</td>
<td>29</td>
<td>73</td>
<td>-26</td>
<td>20</td>
</tr>
<tr>
<td>Year 7</td>
<td>32</td>
<td>38</td>
<td>70</td>
<td>42</td>
<td>31</td>
<td>73</td>
<td>27</td>
<td>24</td>
<td>51</td>
<td>3</td>
<td>-22</td>
</tr>
<tr>
<td>Primary Other</td>
<td>16</td>
<td>4</td>
<td>20</td>
<td>19</td>
<td>1</td>
<td>20</td>
<td>17</td>
<td>3</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>266</td>
<td>240</td>
<td>506</td>
<td>269</td>
<td>215</td>
<td>484</td>
<td>263</td>
<td>194</td>
<td>457</td>
<td>-22</td>
<td>-27</td>
</tr>
</tbody>
</table>

It is important to note that student numbers are constantly changing and there is an expected slow decline over the next few years.

2.2 ATTENDANCE

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>School</td>
<td>Region</td>
<td>DECS</td>
<td>Index</td>
<td>School</td>
<td>Region</td>
<td>DECS</td>
<td>Index</td>
<td>2006-2007</td>
<td>2007-2008</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.5</td>
<td>92.9</td>
<td>91.9</td>
<td>93.8</td>
<td>93.6</td>
<td>92.6</td>
<td>91.6</td>
<td>93.9</td>
<td>-1</td>
<td>1.1</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.1</td>
<td>93.1</td>
<td>92.5</td>
<td>94</td>
<td>94.5</td>
<td>93</td>
<td>92.2</td>
<td>94</td>
<td>-0.9</td>
<td>3.4</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.4</td>
<td>93.9</td>
<td>93.1</td>
<td>94.5</td>
<td>93.1</td>
<td>93.3</td>
<td>92.9</td>
<td>94.5</td>
<td>-2.6</td>
<td>0.7</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.5</td>
<td>94.1</td>
<td>93.3</td>
<td>94.8</td>
<td>93.8</td>
<td>93.7</td>
<td>93.2</td>
<td>94.5</td>
<td>-2</td>
<td>0.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.9</td>
<td>93.7</td>
<td>93.1</td>
<td>94.5</td>
<td>94.8</td>
<td>93.7</td>
<td>93.1</td>
<td>94.6</td>
<td>1.5</td>
<td>0.9</td>
</tr>
<tr>
<td>Year 6</td>
<td>91</td>
<td>93.5</td>
<td>93.1</td>
<td>94.3</td>
<td>94.3</td>
<td>93.3</td>
<td>92.9</td>
<td>94.3</td>
<td>-3.8</td>
<td>3.3</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.6</td>
<td>93.4</td>
<td>92.7</td>
<td>94.2</td>
<td>92.7</td>
<td>93.2</td>
<td>92.4</td>
<td>94.2</td>
<td>1.4</td>
<td>-2.1</td>
</tr>
<tr>
<td>Primary Other</td>
<td>92.7</td>
<td>93.1</td>
<td>92.3</td>
<td>94</td>
<td>93.9</td>
<td>92.7</td>
<td>92.3</td>
<td>94.2</td>
<td>-1</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary Total</td>
<td>92.9</td>
<td>93.5</td>
<td>92.8</td>
<td>94.3</td>
<td>93.8</td>
<td>93.2</td>
<td>92.6</td>
<td>94.3</td>
<td>-0.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Total R-12</td>
<td>92.9</td>
<td>91.7</td>
<td>91.2</td>
<td>93.3</td>
<td>93.8</td>
<td>91.5</td>
<td>91</td>
<td>93.4</td>
<td>-0.9</td>
<td>0.9</td>
</tr>
</tbody>
</table>
2009 SEMESTER 1 ATTENDANCE

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2009</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Primary Other</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>Primary Total</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.2</td>
<td></td>
</tr>
</tbody>
</table>

Non-attendance is managed by phone contact to family after the 3rd day of absence, formal letters are sent home to families of students that are either regularly late or absent without notification and information is provided to Attendance Officer of serial non-attendance.

2.3 RETENTION /DESTINATION

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>School</th>
<th>Region</th>
<th>DECS</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>4.80%</td>
<td>1.80%</td>
<td>5.50%</td>
<td>4.70%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>9 7.50%</td>
<td>8.80%</td>
<td>12.40%</td>
<td>6.80%</td>
</tr>
<tr>
<td>Other</td>
<td>9.0%</td>
<td>9.0%</td>
<td>12.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>2.60%</td>
<td>2.00%</td>
<td>3.90%</td>
<td>2.90%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>6.30%</td>
<td>7.40%</td>
<td>5.50%</td>
<td>5.40%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>26 21.70%</td>
<td>9.40%</td>
<td>15.70%</td>
<td>10.00%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>84 70.00%</td>
<td>45.40%</td>
<td>42.40%</td>
<td>48.20%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1 0.80%</td>
<td>21.70%</td>
<td>17.60%</td>
<td>16.10%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td>120</td>
<td>118</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The majority of Year 7 students move to the local Aberfoyle Park High School in Year 8.

2.4 INTAKES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>School</td>
<td>Region</td>
<td>DECS</td>
<td>No</td>
<td>School</td>
<td>Region</td>
</tr>
<tr>
<td>Continuing Student</td>
<td>2</td>
<td>6.9</td>
<td>4.6</td>
<td>8.3</td>
<td>1.7</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>From Interstate</td>
<td>8</td>
<td>27.6</td>
<td>16.5</td>
<td>18.5</td>
<td>7</td>
<td>41.2</td>
<td>13.4</td>
</tr>
<tr>
<td>Further Education</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.5</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Home Schooling</td>
<td>0.3</td>
<td>0.8</td>
<td>0.3</td>
<td>0.3</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Non-Government School</td>
<td>8</td>
<td>27.6</td>
<td>20.4</td>
<td>22.4</td>
<td>4</td>
<td>23.5</td>
<td>25</td>
</tr>
<tr>
<td>Overseas - Full Fee</td>
<td>8.7</td>
<td>7.1</td>
<td>10.4</td>
<td>6.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overseas - Other</td>
<td>11</td>
<td>37.9</td>
<td>28.4</td>
<td>24.4</td>
<td>6</td>
<td>35.3</td>
<td>26.7</td>
</tr>
<tr>
<td>Overseas - Part Fee</td>
<td>1</td>
<td>0.7</td>
<td>1.1</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-entry Student - Continuing</td>
<td>2.7</td>
<td>2.6</td>
<td>1.4</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-entry Student - Employment Paid</td>
<td>5.9</td>
<td>4.1</td>
<td>5.7</td>
<td>4.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-entry Student - Employment Voluntary</td>
<td>0.4</td>
<td>0.1</td>
<td>0.2</td>
<td>0.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-entry Student - Home Duties</td>
<td>2.2</td>
<td>2.7</td>
<td>2.9</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-entry Student - Other</td>
<td>3.4</td>
<td>3</td>
<td>3.5</td>
<td>4.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-entry Student - Other Re-entry School</td>
<td>0.3</td>
<td>0.3</td>
<td>0.2</td>
<td>0.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-entry Student - Unemployment</td>
<td>4.9</td>
<td>4.7</td>
<td>7.1</td>
<td>4.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>118</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.5 APPARENT PROGRESSION RATIOS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Region</td>
<td>DECS</td>
</tr>
<tr>
<td>RE to 01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01 to 02</td>
<td>115.6</td>
<td>100.4</td>
<td>100.9</td>
</tr>
<tr>
<td>02 to 03</td>
<td>101.8</td>
<td>99.8</td>
<td>100.3</td>
</tr>
<tr>
<td>03 to 04</td>
<td>109.2</td>
<td>100.7</td>
<td>100.5</td>
</tr>
<tr>
<td>04 to 05</td>
<td>107.4</td>
<td>100.6</td>
<td>99.6</td>
</tr>
<tr>
<td>05 to 06</td>
<td>102.6</td>
<td>98.7</td>
<td>99.3</td>
</tr>
<tr>
<td>06 to 07</td>
<td>102.9</td>
<td>100.6</td>
<td>99.7</td>
</tr>
</tbody>
</table>

2.6 TERM 2 BEHAVIOUR MANAGEMENT - SUSPENSION DATA

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reception</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Other</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>15</td>
<td>2</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.7 WORKFORCE COMPOSITION

In 2009 there were 27 Teaching Staff (7 males and 20 females) comprising of 1 Principal, 1 Deputy Principal and 1 Curriculum Coordinator and 24 class/specialist teachers. Over the year we had 13 Support Staff (1 male and 12 females). We have no Indigenous staff members.
### Self Review Processes

I can verify that the self-review processes have met the standards outlined in the DIAF policy guidelines:

(Evidence based, Inquiry focused, Collaborative, Well managed, Comprehensive, Actioned)

Comments: The self review process involved whole school community engagement to evaluate progress and outcomes in relation to current strategic directions and improvement practices. The self review process has identified and will inform future directions.

Data presented, discussed and examined by the validation team included:

- Learner Achievement Data i.e. NAPLAN and Reading Levels (Agreements have been made for a consistent whole school approach to additional data sets as from 2010)
- Wellbeing Data (with a particular focus on student behaviour development and restorative practice)
- Psychological Health Staff Survey
- Site developed Opinion Survey Data (staff, parent, student)
- Staff perception data as identified through the DIAF self review tool

Presentations and discussions with staff members and student leaders enabled the validation team to gain information, insight and validate processes used and assertions presented.

The process was evidence based, well managed and comprehensive.

### Improvement Cycle

I can verify that effective plans and processes have been developed to address the findings of the self-review.

(Clear cycle of improvement developed with issues identified, targets articulated, actions planned, resources allocated, progress monitored and reviewed; plans and processes linked to Site Improvement Plan, Annual Report and Performance Plan; evidence of whole site processes and commitment)

Comments:

Aberfoyle Hub School has a clearly articulated set of values, developed and owned by students, staff and parents that underpin strategic directions.

A publicly documented process of planning and review links processes, structures, resources and curriculum.

The process is continually being refined due to new leadership (Principal) and the outcome of the Education Works process i.e. JP and Primary School becoming one school.

A cycle of improvement is supported by a structure involving “Focus Groups”, data gathering and analysis. Targets and achievements are documented. Key findings have been used to identify areas for future development.

Focus groups demonstrate a whole site commitment to priority areas.

Priorities are articulated by staff and are documented and published for the school community through the Site Improvement Plan.

Achievement/progress is reported through student reports and the Annual Report and regular updates in the school newsletter.

### Evidence of Outcomes

I can verify that effective plans and processes have been developed to address the findings of the self review improvements in quality of outcomes.

(Multiple measures of data demonstrate improvement)

Comments:

Data demonstrated that there has been improvement in all areas of the Site Improvement Plan. There is a commitment to developing a more extensive approach to data collection and analysis.

Work has commenced on adopting tools that will provide evidence based information detailing achievements, distance travelled and progress made.

Staff have engaged in moderation exercises (Science) and NAPLAN analysis to inform practice.

A culture of high expectations and striving for continuous improvement is developing.

The significant commitment to extensive ‘value adding’ learning opportunities is outstanding.

### Further Comments:

The validation team acknowledges that Aberfoyle Hub School has commenced a new journey as a result of the Junior Primary and Primary Schools becoming one R – 7 School with a newly appointed Principal.

The leadership team is to be congratulated on the commitment to continuous improvement and the willingness to conduct a self review and validation process at this stage of the journey.

The time and energy that staff devoted to the process was acknowledged and appreciated by the validation team.
### Commendations:
We commend Aberfoyle Hub School on the following:

- The commitment to whole school improvement
- The process used to develop the known and owned VALUES (in particular student involvement through the “Kids Say Day”)
- The extensive value added programs that are accessible to all and truly promote team spirit, persistence, leadership, collaboration, inclusivity, school pride, achievement, higher order thinking skills and much more.
- A culture of promoting success and celebration (student led assemblies, newsletters)
- Structures that support improvement in particular the “Focus Groups”/a change in staff meeting structure/the shared leadership approach
- A commitment to the development of the effective use of data
- A commitment to ensuring that students are not just “doing well” as represented in NAPLAN data, but that they are achieving “excellence”!
- Raising the profile of science
- A commitment to deprivatisation of teaching practice and capacity building
- Policy development in the area of Restorative Practice
- The Leadership Team’s commitment to reflection and review
- The intense focus on LEARNING

### Recommendations:
The validation team recommends that the current commitment to improvement is maintained and that the identified planned strategies/approaches to achieve this are followed through.

*Alana Girvin, Regional Director*