ABERFOYLE HUB SCHOOL
GOVERNING COUNCIL

ANNUAL GENERAL MEETING

2011
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GOVERNING COUNCIL

ANNUAL GENERAL MEETING

WEDNESDAY FEBRUARY 9, 2011
7:30pm – 8:30pm

AGENDA

- Welcome
- Apologies
- Minutes of A.G.M. 2010
- Business arising from minutes
- Sub-committee Reports:
  - Finance
  - Fundraising
  - Canteen
  - Out Of School Hours Care
  - Sports
  - Grounds and Facilities
- Chairperson’s Report – Debbie McMahon
- Principal’s Annual Report – Julie Gallaher
- Dissolve current Governing Council and formally endorse the new Aberfoyle Hub R-7 Governing Council
- Election of all Governing Councillors - some for 1-year and some for 2-years
- 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 422 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 2010 we had 15 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, in particular the Teaching for Effective Learning Framework and the future Australian Curriculum.
- Ongoing improvements in yard behaviour - two Bully Audits successful used across R - 7 in 2010 during Terms 1 and 3.
- Ongoing focus on Student Wellbeing - celebrations such as Harmony Day, Mentor programme and quality programmes provided in collaboration with the Christian Pastoral Support Worker.
- Positive 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 $800 at their “Market Day” to support our sponsored child in Peru and other charities. The group organised a Disco, casual days and lunch time activities for their peers.
- Pedal Prix Teams 2010 HPV Super Series having another successful year - Flying Hubcaps achieving 1st place, Raging Senior Hubcaps coming in 2nd and Cruising Hubcaps racing in at 6th position.
- Senior Choir performing at the Festival of Music and Southern Music Festival.
- Music Celebration at Assemblies – songs from our Choirs, recorder group performances, Instrumental music student’s performances at 2 recital nights.
- Grounds and Facilities improvements including the installation of the new solar panels and upgraded lighting, further development of the Environmental Centre and the new JP Cubby House.
- Building the Education Revolution (BER) - completion of our new 8-teacher unit. Additional works including evaporative cooling in the Hall and new sky lights, 2 classrooms in Unit 8 to be converted for OSHC including a purpose built kitchen, staffroom kitchen, tinting on windows and wireless capabilities across the whole site.
- Over $12 000 raised by the Fundraising Committee to go towards rainwater tanks, purchase of the new cubby and outdoor tables and seating.
- Embedding our new school Values - relationships and friendships, respect and responsibility including the development of the posters by Kara and Nikki that take pride of place around the school.
- Successful transition for 2011 Reception students and our Year 7’s to High School in 2011.
- Involvements by so many of our students in SAPSASA District/State Teams - athletics, cross country, swimming, netball and rugby tag. Southern Valley district teams - netball, soccer, football and cricket. Some of our students being successful to represent our state in the National Competitions.
- Many varied incursions and excursions - Foot Steps Dance Programme R-7, Lab on Legs, Sports Clinics, Road Safety, Delta Dogs, St Kilda, Aquatics, R-5 Swimming, Back to the Moon and so much more.
- 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.
- Primary Arts Programme with the performance of “Tortured Tales”.
- Further development of our sustainable gardens with a very successful seedling sale raising $500.
- Other celebrations across R-7 - Book Week Parade, ANZAC DAY, Remembrance Day, Clean Up Australia Day and Jump Off Day.
- Parents/caregivers and Community support in classrooms, committee work and especially the hard work of Governing Councillors.
STRATEGIC DIRECTIONS

Strategic Direction 1: Pedagogy and Engagement

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.

Target 1
- To provide opportunities for staff to become aware of the ACARA websites and curriculum developments in Maths, Science and History.
- To support Government driven initiatives in Science and Maths
- To introduce the Teaching for Effective Learning (TfEL) document and explore its foundation premises
- To support staff in their use of Promethean IWB
- To support the development of common understanding and implementation of school values across R-7, staff and students

Data Used
Staff Surveys
Feedback from focus groups

Evidence of outcomes

2010 was a year of introductions to some new resources and consolidation of some previously introduced strategies. The main focus for the year was connecting pedagogy with curriculum. Staff were all involved in training and development through the Science Strategy and staff meetings were used to reinforce the 5E’s structure and the Backwards Planning Model. Our Pupil Free days were devoted to exploring the ACARA website and becoming familiar with the new curriculum drafts in Mathematics, English and History. At the same time staff were introduced to the three major areas of the TfEL (Teaching for Effective Learning) document as they were used as the foundation of the planning. Strategies embraced by the TfEL document will be further followed up in 2011. Several staff also attended T&D organised by the Primary Maths Association and shared the strategies learnt there at the Pupil Free Day in September. ICT continued to play a large role in developing engagement strategies for students. Staff improved their skills in using the Promethean Interactive Whiteboards through sharing together. Some staff attended intensive training days and led tutorial groups with their peers. All staff had access to a laptop to be able to practise these skills at home. Focus groups continued in the areas of Maths, English, Science (Sustainability) and Student Well being. These groups considered relevant data, coordinated the budget spending and began to investigate areas for future developments in these areas.

Data from Pupil Free Day Feedback

At the conclusion of the second Pupil Free day, staff took part in a survey to ascertain whether awareness of the ACARA curriculum and TfEL had increased after the series of professional development sessions across the year. Results confirmed that there was an increase in awareness, and there were also some areas to continue to focus on in 2011.

- 58% of respondents agreed that they now had an awareness of TfEL and 37% disagreed.
- 65% of respondents agreed that they know how to access the ACARA My School website and 32% disagreed
- 73% agreed that they had an awareness of the ACARA English website, with 53% in the strongly agree category and 21% disagreed.
- 63% indicated a familiarity with the ACARA Maths website, with 42% in the strongly agree category and 26% disagreed that they had an awareness of this site.
- 58% agreed that they had an awareness of the ACARA History website and 26% disagreed.
- In relation to understanding the backwards design planning model, results showed that this was a strategy well understood by the staff. Further sharing is recommended to enhance the usage and to embed the practice.
The term 3 Pupil Free Day was designed for learning and practicality. All who had attended specialised training sessions in Maths and Promethean IWB were invited to share with the rest of the staff, either leading a workshop session or working with a small group. This was very successful as we shared experiences and knowledge with each other. The basis of the sessions was inclusive of practical strategies to use in day to day teaching rather than lots of theory. Staff members were able to apply the theory, consolidate their skills and help each other with the learning. This proved to be very successful as shown in the rating of the overall day’s package below, where 5 represents the highest agreement and 1 the lowest. Where no column appears, the respondents did not answer the question.

### Recommendations for 2011
- To continue to develop shared meaning in understanding the curriculum across R-7 in Maths, English and Science. Training and Development through the government Science and Maths strategy to be accessed.
- To choose one specific aspect of English – reading and investigate practices that will improve the school’s NAPLAN data in this area.
- To continue to support pedagogy that improves engagement – i.e. IWB as an example
- To continue to unpack the TfEL and develop strategies in line with the goals of this document.
- To continue to support staff in their learning with opportunities to share their skills and knowledge and to work cooperatively.
- To continue to support and promote our school values through the common threads in the First Weeks program.
- To improve teacher commitment to Restorative Practices. Wilson McGaskill has been invited to lead our term one Pupil Free Day. He will offer an approach that will develop some common strategies and language in restorative practices with students.

*Wendy Lithgow, Curriculum Coordinator*

**Target 2:**
To improve Student Behaviour Development by developing inclusive practices and using a Restorative approach. To develop positive strategies in catering for education of boys. To refine and further promote the process of the Bully Audit to our school community.

### Student Behaviour Management

#### Summary by Year Level

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<th>Yr. Level</th>
<th>Sex</th>
<th>Incidents 2009</th>
<th>Incidents 2010</th>
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<td>Total</td>
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<td>510</td>
<td>608</td>
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#### Summary by Consequence

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<th>Incidents 2010</th>
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</thead>
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<td>201</td>
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<td>Office Referral</td>
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<td>197</td>
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<td>9</td>
</tr>
<tr>
<td>Take Home</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>Internal Suspension</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Suspension</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>Warning</td>
<td>59</td>
<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>389</td>
<td>520</td>
</tr>
</tbody>
</table>
Evidence of outcomes
• 93% of behaviour incidents occurred this year was males; 7% females of which were largely related to bullying incidents.
• A high number of behaviour incidents occurred at Years 2, 6 & 7 with
• Restorative Practice is working successfully in the yard and actively practised at the office.
• Although yard time outs have reduced this year, office referrals have increased
• Successful bully audits conducted, reviewed and refined. A greater awareness by students what constitutes bullying; the importance to report and work through a resolution.
• Collation and continual monitoring of student behaviour
• Conducted first week’s program focussing on behaviour; schools values of responsibility and respectful relationships
• Most 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.
• Above data reflect whole school including our special classes
• Mentoring provided to support students at risk in the yard to develop problem solving strategies and relationship building.
• T&D and follow up discussions centred around strengthening relationships through implementing Restorative Practise approach to deal with behavioural incidences

Recommendations for 2011
• A strong emphasis of restorative practises to be implemented and maintained in the classroom environment.
• Continue consolidating Restorative practices with all student management.
• continue T&D, deeper learning & implementing strategies that cater for educating boys
• Continuation of first week’s program in which the school values are actively promoted.
• Continue promoting bullying, harassment and keeping safe strategies to students and the wider school community.
• Investigate with students and community re the connections between school values and practical implications for behaviour and relationships.
• Explore programs that support students to be involved in positive activities at break times E.g. Peer mediation, rotational activities and games, competitions.
• Continue with existing mentoring programs with a focus on boys
• Circle time sessions with the CSPW be promoted and accessed by all.
• Continue to monitor the student behaviour data and assess other critical issues arising

Sarah Magnusson, Deputy Principal

STUDENT VOICE
SRC-Student Leadership
The SRC executive team was chosen using a modified merit selection process. Students wrote applications, were short listed and interviewed for their roles. The successful team attended a two day training workshop along with other schools from across Adelaide. This was very beneficial in helping to establish their roles and for the students to learn about meeting procedures and how to include all committee members in decision making. Throughout the year SRC meetings were held fortnightly and discussed issues as brought forward by students from their class meetings. These were ably led by the Co-Chairs, Tom Calder and Samantha Findlay.
SRC also liaised with the Student Sustainability committee. Representatives from this group attended a two day convention where they discussed issues related to the school and reported on their activities here.

Achievements
Fundraising – disco, market day, casual days, Hub’s Got Talent.
Money in bank is approximately $1200.
Monies raised were used to support Hub student Kayla Higgins in her State Representation, and our overseas sponsor child through World Vision. Together with the canteen and the Parent Fundraising Committee, SRC the students agreed to support the purchase of new outdoor furniture for the school. The final casual day raised money to support students less fortunate.
Students in year 7 organised and produced posters depicting our values for display in all of the learning areas of the school. Discussion was held at SRC about designing a special series of awards attached to our values. Most students were happy with the Program Achieve series currently in use, but were happy with the idea of new awards to put in place at R-7 assemblies. No agreement was made about colours and designs.
Recommendations for 2011

- Awards – have a committee set with the task of designing the new awards that could be used to recognise special achievements. This group would also need to consider how these awards would be different to current ones.
- Student voice – a further development in profile through further promotion of class meetings and student involvement in the classroom.
- Opportunities for wider student involvement in decision making.
- Possibly developing further opportunities to extend the civics roles to incorporate ICT and other areas.
- Students in the Sustainability committee to liaise more closely with staff and students.

Wendy Lithgow, Curriculum Coordinator

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 Maths Science Strategy training and development R-7
- Continuing to embed common understandings and beliefs

Recommendations for 2011 include

- To maintain high expectations for all learners
- Continue to focus on improving teachers practice and performance

The MAKING DATA COUNT principle of the DECS Improvement and Accountability Framework (DIAF) was identified as an area for further development in 2010 and to focus on

- Data management processes
- Multiple measures of data
- Using data to inform directions and decisions
- Using data to develop pedagogy

Recommendations for 2011 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

Maths Science Strategy

The maths and science strategy has provided a stimulus to the teaching of Science and Mathematics at the Hub. The cluster facilitators, released from classroom teaching for one day per week, have provided a clear direction in 2010 for Science, with the focus for 2011 to be Mathematics.

In 2010, all primary teachers have been resourced with access to every Primary Connections unit of work. A scope and sequence has been developed to ensure that students cover each of the units at their level over a two year cycle. We have also purchased resource boxes for each of the Science Units to ensure teachers have all the equipment and resources that they need at their fingertips. The cluster facilitators have been trained in the teaching of the Primary Connections Units and have supported teachers, by running multiple workshops across the cluster to aid in the deliver of the Science units. Also as a part of the Maths and Science Strategy, each teacher has attended as many as 3 training and development sessions, aimed at improving the effectiveness of the teaching of Science and ultimately the Science Learning Outcomes for our students.

Maths Focus Group

The group met approximately twice a term to discuss ways to move forward with the teaching of Mathematics at our site, to which we had limited success.
Evidence of outcomes

- Training and Development for staff: 3 staff members from a range of levels of schooling attended 3 hour workshops on each of the 5 strands of mathematics, run by the Primary Maths Association. These staff members then shared their learning with the remainder of staff.
- Resources: Purchasing of maths resources - games, manipulatives, maths dictionaries/hands on materials to aid in the teaching of mathematics.
- Data: We made a start in analysing NAPLAN data from 2008-2009. Some general observations and trends were discovered, yet with limited sample size, it was difficult to make accurate assumptions. By including 2010 data in the sample, we will be far more able to accurately target areas where improvements are required.
- Online resources - Numerous classes trialled a range of online resources/teaching tools.
- The development of Mathematics Agreements R-7.

Targets for 2011

- Audits - Conduct site and staff audits to drive the areas to work on. (PMA)
- Staff meeting - Sections of Staff meetings used (2 per term) for focussed maths discussions/learnings/activities, with particular emphasis on implementing the Australian Maths Curriculum. Level of schooling discussions should also have a maths focus, with possibility of some joint planning/moderation of student work.
- Newsletter - Maths information/learning in a regular section of the newsletter.
- Data - Collate/critique/analyse and act on 2008-2010 NAPLAN data.
- Also analyse in school data testing, with possibility of accessing Training and Development to increase staff understanding of results obtained.
- Training and Development - All staff to attend training and development in maths, where the data is saying there is a need (Maths for all/Science strategy) and to share new/changed practice at with colleagues.
- Teaching times - Implement strategies to support staff to meet the DECS requirements for the teaching of maths - 300 minutes per week.
- Focus Groups to evolve into Professional Learning Communities.
- Track R – 2 student reading achievement using Running Records.

Literacy

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 development of English Agreements R-7.
- 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.
- Running Records data indicated over 50% students in Year 2 achieved Level 21 and above; 100% students in Year 1 (8 term) achieved Level 15 and above of schools expectations.
- The outcome of this has been consistency of assigning levels in reports, common understandings and methodologies to achieve improved student outcomes.

Targets for 2011

- 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 across learning areas.
- Increased improvement in Literacy outcomes for all students; particularly with Reading.

The outcome of the Early Years Intervention Programme for Year 1’s 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 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>28</td>
<td>18</td>
<td>10</td>
<td>4 + Room 15 students to be tested in Term 1</td>
</tr>
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</table>

More students have been identified this year due to the inclusion of Reading Recovery strategies.
20 students have participated in the Fun and Games Programme throughout the year in small manageable groups of no more than 6. 2 of these will benefit to remain in the programme next year.
Recommendations for 2011

- Early Intervention continues for identified Year 1 students using the Smart Words programme and the Reading Recovery strategies.
- Fun and Games Programme continue under a new name of Early Years Coordination
- Staff R-7 to be trained in Running Records
- Aim for reading level 26+ by the end of Year 2
- Lexiles to be used from Year 3-7, base line data to be collated
- Site Improvement Plan to have a focus on improving Reading
- Develop further the Intervention Programme for Y3-7 students using teacher support
- Running records be used to analyse student needs to support individual learning plans R-2
- Numeracy intervention programs and identification processes be explored
- Guided reading be expanded across the R-7 cohort

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>National Mean</th>
<th>2011 Target</th>
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<tr>
<td>Spelling</td>
<td>5.5%</td>
<td>0%</td>
<td>91.9%</td>
<td>97.7%</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>8.3%</td>
<td>4.7%</td>
<td>89.2%</td>
<td>93%</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Writing</td>
<td>2.7%</td>
<td>0%</td>
<td>94.6%</td>
<td>97.7%</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Reading</td>
<td>5.5%</td>
<td>2.3%</td>
<td>91.9%</td>
<td>95.4%</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>8.3%</td>
<td>2.3%</td>
<td>89.2%</td>
<td>95.3%</td>
<td>3</td>
<td>4</td>
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2010 - 42 students present, 1 absent and 1 Year 3 student exempted.

<table>
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<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>National Mean</th>
<th>2011 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
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<td>2.1%</td>
<td>82.1%</td>
<td>92.1%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>2.1%</td>
<td>82.1%</td>
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<tr>
<td>Writing</td>
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<td>81.8%</td>
<td>93.6%</td>
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<td>6</td>
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<tr>
<td>Reading</td>
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<td>6.4%</td>
<td>86%</td>
<td>87.3%</td>
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<td>85.5%</td>
<td>93.6%</td>
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2010 - 44 students present, 1 absent and 3 Year 5 students exempted.
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<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>National Mean</th>
<th>2011 Target</th>
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<td>86.2%</td>
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<td>2.8%</td>
<td>98</td>
<td>93.1%</td>
<td>7</td>
<td>7</td>
</tr>
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</table>

2010 - Ranged from 68 - 69 students present, 2 - 3 students absent and 3 Year 7 students exempted

N.B.
- In 2010 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 2011:
- Effectively using SACSA and understanding the Australian Curriculum particularly in English and Mathematics – develop “Backward by Design” planning 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 and to achieve much higher than the National Mean

Specific Foci -

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Writing</th>
<th>Language Conventions</th>
<th>Reading</th>
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Recommendations for 2011 -
- Site Improvement Plan to have a focus on improving READING across R-7
- Developing common language and practice of the teaching of reading
- Undertaking appropriate training and development to improve the teaching of reading

OPINION SURVEY

The 2010 Parent/Carer, Student and Staff Opinion Surveys were coordinated by the school using the same survey conducted in 2009. 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.

Recommendations for 2011 -
- Further support the community to understand the role of the Governing Council
- Consider ways to promote The Hub to the wider community
- Continue to improve communication strategies to support our families understanding of what happens at school

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 $56,806.00 + $33,512.00 Maths Science Strategy; 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:-
- Pedagogy - teaching methodologies, Teaching for Effective Learning, effective use of the Interactive Whiteboards, Primary Science Connections
- Levels of Schooling planning days in relation to our site priorities
- Participation in Levels of Schooling T&D, Promethean Hub Group
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 PROGRAMMES

Additional enrichment and extension programs have been particularly successful. These include Pedal Prix, Primary Arts Programme, Recorder, instrumental music, Junior/Senior Choirs and Early Years support. None of these would be possible were it not for the substantial funding and allocation of additional flexible staffing converted to TRT days with staff consent.

The school’s ongoing focus on Healthy Lifestyles through involvement in SAPSASA, sports clinics, Out of Hours Sport and Foot Steps Dance Programmes R-7 and our Healthy Canteen 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. The development of the sustainable garden, seedling propagation and extensive recycling programme have proven success.

FINANCIAL REPORTS

See attachment.

COMMITTEE REPORTS 2010

Chairperson’s Annual Report

2010 has been a busy year as always in such a dynamic school, the staff and students excel in all areas. This has been my first year as Chairperson which I have enjoyed greatly, the school is fortunate to have a dedicated team of parents and staff willing to support and direct the school community. I would like to extend my thanks to all Staff, Governing Councillors and other volunteers who without the school would not function so smoothly.

Governing Council’s role in the school community is to give parents a voice in the conduct of the school. We are involved in a variety of decision making aspects, whether it is school policies, new equipment, school closure days or fees. All parents can have an input when it comes to the running of their child’s school, whether you pass on your concerns through a Governing Councillor, attend the Governing Council meetings held twice a term or nominate to become a Councillor. Please note that only member’s of the Governing Council have voting rights.

During the year Governing Council in conjunction with the Management Team worked to revise the Aberfoyle Hub R7 School Governing Council Constitution which has been approved by DECS. The current Governing Council will be dissolved and will reform under one school name. Members will have to renominate and new members are most welcome to nominate.

The BER project has progressed smoothly with the new 8 teacher unit scheduled to be completed by February 2011. Staff and students are excited to be moving into a bright fresh working environment. In addition to the new unit much welcomed air conditioning will be installed in the Hall during 2011. The school is also undertaking to set up a wireless network to keep pace with the ever changing technology. Julie and her team have worked tirelessly with the project coordinators to ensure the school gets the best facilities to take this school into the future.

Edworks funding has enabled the Administration area to become a modern and more functional area, most welcoming to visitors at the school. The Resource Centre is eagerly awaiting a revamp of their office and learning area, again Julie and her team are pursuing this in earnest.

Many achievements have been reached during the past year to list a few:

School values – Relationships & Friendships
  Respect
  Responsibility

Activity Sessions – develop motor skills, confidence, concentration & listening skills

Music – classroom achievements, recital evenings a great example of Hub students excelling

Pedal Prix – what a dedicated team of volunteers! Great ambassadors for the school.

Fundraising – an essential part of acquiring new equipment for the school, and a fun way for parents to get involved in the school community.

Debbie McMahon - Governing Chair 2010
Governing Council Finance Advisory Committee
The school’s financial situation started in good condition and remained so throughout 2010. However, the introduction of the new funding model resulted in maintaining a lean budget for 2011.

Favourable Audit reports were received for the school and OSHC, and the finances of the canteen and OSHC ran smoothly in 2010.

Governing Council approved small increases in hall hire fees and set fees for the hiring of the school oval.

Kim Craggs, the finance officer, was awarded a promotion to another school at end of Term 2 and was replaced by Wendy Harrison.

Due to special Federal and State Government funding, a number of new facilities and refurbishments took place throughout the school in 2010, as follows:

- Federal government “Building Education Revolution (BER)” funding: A new 8-teacher unit complex was built this year. Work commenced in March and is due to be completed in February 2011. A number of additional works from remaining funds will be spent on air-conditioning in hall; kitchen/refurbishment in Unit 8 for OSHC; staff kitchen; extra insulation for 8-teacher unit; window tinting and wireless across whole of site. Any remaining funds will be put in our SASIF account for the school to determine expenditure in 2011.

- State government “ED Works” funding: There was a major upgrade of the administration area, including the front office, as well as pending modifications to the Resource Centre. Work on the administration unit was completed at end of Term 3 and Resource Centre modifications are expected to be complete during January 2011.

- Grant funding ($50,000) was received for the installation of 2kw solar panels and energy efficient lighting. This work was completed at the end of Term 3.

School Fees: In 2010, the fee per student was $275.00 (Materials and Services Charge $240.00 and Excursion levy $35.00 (totalling $275.00). In 2011, Governing Council recommended that M&S component be increased by $10.00 making the total fee to be paid per student a total of $285.00. This recommendation was strongly supported by a poll of the school community.

OSHC Fees: Governing Council approved small increases in OSHC fees for 2011 to cover increased costs due to change in awards of staff and increases other running costs.

Goals for 2011 include: Fully understanding the new funding model and learning how to manage it as student numbers fluctuate; ensuring that the ICT across R-7 is adequate and supporting class teachers and budget managers to use their budgets effectively and in a timely way.

Jennifer Whitehead, Governing Council Treasurer

Fundraising Committee
Fundraising 2010 picked up from where 2009 concluded. At the end of 2009 we had surveyed the school community, seeking input into activities they would be keen to support. We found this feedback very beneficial in planning the years’ events. We also continued the practice of sending out a flyer to all families outlining the events for the year, so as to best inform them and allow them time to support the things they chose.

A small but dedicated committee has strived to run activities that require not too much organisational time and effort, yet prove to be popular, encourage community participation, while at the same time, are profitable.

Whilst bearing in mind healthy eating policies, food drives are always popular and relatively easy to run. We limited “food” drives to one per term, including Cadbury chocolates, Kyton’s winter pies and lamingtons, and the popular Krispy Kreme Donuts. All of these proved to be profitable ventures.

Following their re-introduction in 2009, we continued with the Mother’s Day and Father’s Day Stalls. The kids seemed to really enjoy both days, and we hope the parents enjoyed their carefully chosen gifts. Trying to judge the amount of stock needed can be tricky, as we ran out of some items, yet still have stock remaining to be used for next year. Both of these days made a small profit, and we look forward to them being an annual event.

Following parental request, we held a Scholastic Book Fair, coinciding with Book Week in term 3. The support and feedback was very positive, with the school receiving $540 worth of books as commission. We should look at making this a more regular event.

We held a walk-a-thon in term 4, to encourage physical activity at the same time as family involvement. It was held on a perfect day weather-wise in Thalassa Park, and we had lots of parental support and helpers for which we are very grateful. This is a day that is easy to organise, is enjoyed by all, and proves very profitable.

We have also continued to run the ever popular, profitable, yet easy to run Easter and Christmas raffles.
Fundraising 2010, whilst involving time and effort, has been enjoyable and profitable. To date we have raised $9405 for the school, with the Christmas raffle still to be finalised. These funds will be directed towards the purchase of the new cubby house for the junior primary playground, rainwater tanks, and outdoor tables and seating for around the new classroom block and canteen.

On a personal note, I wish to thank Kathy D., Becci, Kathy B. and Alison for all their help and support throughout the year. I look forward to remaining involved with fundraising activated at the school, and am more than happy to support and assist an incoming co-ordinator.

Kendra Dunning, On behalf of the Fundraising Committee

Governing Council Canteen Report
It has been another successful and productive year in the Hub Grub.

We have kept busy with Sports Day, and the very popular Hub Cafe, 2 Special Muffin Days, 3 Munchie lunch specials, 2 Special Donut Days, Tuesday Soup days (made from different recipes each week and using vegetables from the school vegetable patch) and catering throughout the year for various staff and visitor functions. These days and events have all been a great success and are highly supported by the school community, staff and students.

Our major purchase for 2010 was a new electric oven, a major benefit to the canteen, enabling us to offer a greater variety of catering.

Throughout this year, we were exceptionally fortunate to have 21 dedicated canteen volunteers and without their invaluable support we would not have been able to accomplish all that we have in 2010. 14 Year 7 students applied to be a Canteen Assistant. Their time and effort was greatly appreciated and they are to be congratulated on doing a wonderful job.

It is my aim, for 2011, to continue to make the canteen a happy, fun, friendly place to come into and also to provide the students and staff with affordable, healthy lunch choices, whilst trying to be a financially viable canteen.

Thank you to everyone that has helped and supported the canteen, and myself, in 2010 and I look forward to an exciting and successful 2011

Janet Matthews – Canteen Manager

OSHC Annual Report
This year has seen a slight change in the demographics of our service. We have had a drop in the number of year 6 & 7’s but have had a big increase in receptions. This has changed our program slightly as the younger children really enjoy the craft activities. We have endeavoured to provide outside play (including the hall) every day for at least 20 minutes to encourage the children’s physical development. We have introduced developmental checklists across the age groups to help us identify children’s strengths and weaknesses. The children really enjoy the challenges involved in demonstrating their gross and fine motor skills.

This year we have completed 4 Census (2 Commonwealth and 2 State) which have given us a snapshot of our service at different times of the year.

In July we submitted our self study report to NCAC and in August we had our 3rd validation visit. Our quality profile certificate shows high quality across all 8 quality areas. This reflects a combination of children’s surveys, staff surveys, the service self study report and the Validator’s report. Staff, children and families are to be congratulated for their contribution to our service.

In January 2011 the new National Child Care Award will be utilised for our staff. There are some significant changes to employment conditions under this new award. Many of our staff will now be employed on a permanent basis. Allowances for split shift, first aid, uniforms and travel have also been introduced. These changes have had a significant effect on the budget process and consequently the on-costs of running the program. A new fee structure will be introduced in January. There will only be one session for after school care and a small increase in fees for vacation care.

Another change for the OSHC sector will be the introduction of the National Quality Framework for early childhood education and care. This framework is being phased in and will be in place by January 2012. This framework will set a new National Quality Standard for all early childhood education and care providers across Australia. It will replace the current licensing and accreditation requirements under one system. Underpinning this framework will be the introduction of the framework for school age care in Australia “my time, our place”. The framework acknowledges the importance of play and leisure in children’s learning and development and that their learning is not limited to any particular time or place (my time, our place draft for consultation, 2010). The OSHC staff will be familiarising themselves with these documents throughout next year.
We are hoping to make the move to Unit 8 during 2011 where we can set up the area to maximise children's play and leisure options. It will give us the opportunity to offer more art and cooking activities and space to work on projects and display the children's creations.

OSHC STAFF
Kathy Strapps Director
Karen MacGillivray Assistant Director
Dee Easter Children’s Services Professional
Gayle Crisp Children’s Services Professional
Natasha Michelmore Children’s Services Assistant (Cert IV)
Vicki Page Children’s Services Assistant
Sean Jensen (Diploma Sport and Rec)
Kerry Baker Children’s Services Assistant
Justin Stone Currently studying Education
Debbie Templeton Vacation Care
Sandi Sherriff Vacation Care

Kathy Strapps - OSHC Director

Grounds and Facilities Annual Report
Many thanks to Roy Worsick for stepping into position after Ian Crocker went on leave. Thanks also to TAFE volunteer Nathan for his work on Tuesdays supporting Roy.
Thanks also to Trevor, Graham and Peter for their attendance at the four Friday morning meetings this year.
Thanks to Julie, Wendy and Kim for their respective parts in the maintenance of the school.

Summary of Year
EDWORKS - Look forward to moving to achievements in 2011
BER - Look forward to moving to achievements in 2011
Both ED Works and BER have taken an enormous amount of administration time over the past 18 months in order to maximise the benefits for our school. Some concerns still linger in relation to the inflated claims sought and a feeling of powerlessness to improve this process.
Ian is on leave and has been replaced by Roy Worsick.
TAFE student Nathan working as a Volunteer.
Sleeper replacement and garden fences have been repaired where possible and replaced as soon as practical.

Achievements
Solar Power Grant - panel installed
Finalisation of Street Scape Grant
Admin building redevelopment
Cubby house replaced
Shelter and path completed at back gate
Higher profile of “Needs Attention Slips”

Goals/Focus for 2011
OHSW training as required / available for Roy
Further develop gardens
Develop closer links with sustainability group

Medium term
Linking the hire of facilities and the maintenance of the facilities and examine income and expenditure.

Even longer term
Soccer Pitch -drainage and goal area
Oval - east west divot

David Clifton, Chair

Out of Hours Sports
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. Out of School Sports are coordinated for over 130 students by the School Sports Committee. This includes ensuring funds are allocated, facilities developed and maintained. School Sport plays an integral part in developing skills fitness and friendships within an appropriate competition.
Approximately 130 students had registered in an out of school sports throughout the year. Out of School Sports Committee helped coordinate 2 Cricket, 3 Basketball, 4 Soccer and 1 Netball teams, Kanga cricket and Auskick for students 8 years and older. All were very popular and well attended except for Football, which was the first year that we were unable to offer Football due to low numbers.
Registration fees and fundraising helped pay towards the administration, association fees, purchase of equipment for each sport, trophies, uniforms, oval/sports canteen maintenance.
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, as well as Coordinators for uniform and Sports Canteen. 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/dedication Adam Silverlock has had with Out Of School Sport and also to Michael Summers for his commitment. Adam has been Football Coordinator, Coach and involved in SAPSASA Football over 12 years at the Hub. Michael has been our Soccer Coordinator and an active member of the Sports Committee over the last 2 years. 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.

Achievements this year have been the successful running Sports Canteen during the winter season; distribution and return of uniforms at the end of the season; Carnivals for both Soccer & Basketball; Winter & Summer Presentations; Junior Netball promotion through weekly Netball clinics and the scrap metal collection day fundraiser. A new system for uniform payment and allocation proved successful this year to both school and parents/carers as was the option for Year 7’s to purchase their sport uniform as a keepsake.

Goals for 2011 are to re-establish Football; to have a Coordinator for Cricket & Football; purchase portable soccer goals for the bottom oval, explore the possibility of senior soccer to play on our bottom oval and to do some Fundraising activities throughout the year.

Sarah Magnusson, Deputy Principal and Sports Coordinator

SITE DATA

2.1 ENROLMENT DATA

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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

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

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

2.4 INTAKES

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2.5 APPARENT PROGRESSION RATIOS

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17
### 2.6 TERM 2 BEHAVIOUR MANAGEMENT - SUSPENSION DATA

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### 2.7 WORKFORCE COMPOSITION

In 2010 there were 27 Teaching Staff (5 males and 22 females) comprising of 1 Principal, 1 Deputy Principal and 1 Curriculum Coordinator and 24 class/specialist teachers. Over the year we had 15 Support Staff (2 male and 12 females). We have 1 Indigenous staff member working as the ACEO.