Aberfoyle Hub R-7 School
Annual Report
2011

We value
Relationships and Friendship, Responsibility and Respect
Aberfoyle Hub R-7 School is a Category 7 school comprising of 385 students. Students live in the surrounding suburbs of Aberfoyle Park, Happy Valley and Flagstaff Hill. Annually there is a steady enquiry from prospective families from various overseas locations often settling in our community bringing new students to our school. Current leadership configuration is a Principal, Deputy Principal, Senior Leader and an Administration Officer. Our specialist areas of study are Spanish and Music. In 2011 we had 14 mainstream classes Reception to Year 7 and 2 Regional Special Classes; Reception to Year 2 and Year 3 - Year 7.

2011 Highlights

- Ongoing quality teaching and learning programs in all classrooms, including specialist 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 Australian Curriculum.
- Ongoing improvements in both class and yard behaviour from our students.
- Student Wellbeing - celebrations such as Harmony Day, 40 Hour Famine, Mentor Programme and quality programmes provided in collaboration with the Christian Pastoral Support Worker.
- R-7 SRC successfully fund raising over $2,000 to support our sponsored child in Peru, other charities and their ongoing costs ensuring their ongoing self sufficiency.
- Pedal Prix Teams 2011 HPV Super Series having another successful year - Flying Hubcaps achieving 1st place for the 11th consecutive year.
- 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 a recital night.
- 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 converted for OSHC including a purpose built kitchen, staffroom kitchen, and wireless capabilities across the whole site.
- Over $8,000 raised by the Fundraising Committee to go towards ICT equipment for classrooms.
- Successful transition for 2011 Reception students and our Year 7’s to High School in 2012.
- Involvements by so many of our students in SAPSASA District/State Teams with some of our students being successful to represent our state in the National Competitions.
- 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.
- Highly successful Wakakirri performance by our Year 4/5 students.
- Successful Sustainability focus across R-7 - recycling, conservation of energy and further development of our sustainable gardens with another very successful seedling sale organized by Ms Gum.
- R-7 Maths Games Day.
- Other celebrations across R-7 - Book Week Parade, Remembrance Day, Sports Day and Clean Up Australia Day.
- Completion of Ed Works Programme with the upgrade of the Resource Centre Work Area and the development of Room 11 into a computer pod.
- Parents/caregivers and Community support in classrooms, committee work and especially the hard work of our Governing Councillors.

Report from Governing Council

Many parents/caregivers are unaware of what it means to be a Governing Councillor; to me it means being involved with my child’s school, contributing to decisions that affect their learning environment. It doesn’t take a lot of my time but it impacts greatly on my child. Governing Councillors come from all walks of life but we all have the same goal – to be involved and not just sitting on the sidelines wishing things would happen. You don’t have to be a councillor to be involved, although as a councillor you are able to vote on decisions made by Governing Council, your involvement could be by being a committee member (Finance, Grounds & Facilities, Canteen, Out of School Sports, Fundraising and Out of School Hours Care), or helping out with one event, (e.g. The Mother’s or Father’s Day stalls). I thank all the volunteers for their time and efforts in making your child’s learning environment the best it can be. Many improvements to the school buildings have been completed throughout the year:
• The new unit is running well with everyone loving the new space, and have all been busy
turning the area into a great learning environment.
• The Hall has been air conditioned and the heaters replaced.
• Out of School Hours Care has a fantastic home to call their own.
• The Resource Centre has a lovely Office/Work area plus a computer room, freeing up the main
area for class work.

All of which makes the learning environment for our children all that more inviting. Thanks must be
given to everyone involved in the planning and managing of such wonderful projects.

I would like to acknowledge the SRC Executive Team and all SRC members, they listen to what the
students have to say and pass this on to the appropriate bodies. In my dealings with the SRC they
have always acted with maturity and politeness. They are a great reflection of the school values -
• Relationships & Friendships
• Respect
• Responsibility

Thanks to the efforts of dedicated teachers, school services officers, volunteers and the students
themselves 2011 was full of activity and expansion of our children’s world, I expect 2012 to bring new
and exciting adventures for us all.

Debbie McMahon, Governing Council Chairperson

Site Improvement Planning

Strategic Direction: Pedagogy and Engagement

Targets
1. For staff to formulate common agreements about
   • challenging students using Higher Order Thinking Skills
   • reading comprehension - strategies/skills
   • explicit teaching of text types - particularly Persuasive Text
   • assessment and reporting practices – Running Records, Lexiles
   • Strategic Planning - Understanding by Design (Backwards Design Model)
   • moderation

2. To improve student outcomes in reading as evidenced by
Running Records R-7
   • 70% children in Year 2 achieve level 21-26 reading an information text, by the end of Term 3
2011
Lexiles – Year 3-7
   • The Lexile level of 85% of children in Years 3 to Year 7 to match year level expectations as
   outlined in the Aberfoyle Hub R-7 English Agreements

NAPLAN - Year 3/5/7
   • Improve the % of Year 5 students achieving in the top 2 proficiency bands in NAPLAN Reading
   from 19% to 35%
   • Greater than 25% of students achieve in the upper growth band from Year 3 to 5 and Year 5 to
   Year 7 in NAPLAN Reading

Data Used
Student data: Running records, Lexiles, NAPLAN: Reading.
Staff Surveys, Feedback from inquiry groups

Evidence of outcomes
1. Targeted Professional Learning to support Literacy Learning and professional development was
   undertaken.
   • Guest speakers covering aspects of Reading Comprehension gave information to the whole staff
   • Staff expertise was utilised to share information and experiences in formal and informal settings.
   • A Resident expert was employed for term 2 and 3 to mentor and guide new practices with
   individuals

2. Staff members were engaged in Australian Curriculum Familiarisation with specific time set aside
during Pupil free days. The foci were:
   • English – literacy strand – links across curriculum areas
   • Science – literacy demands
   • Mathematics – literacy demands

3. The Teaching for Effective Learning Framework provided the basis for underpinning the planning
   for Pupil free Days. Specifically, the following sections were targeted.
   • 2.4 support and challenge students to achieve high standards
   • 3.2 foster deep understanding and skilful action
   • 4.4 communicate learning in multiple modes

4. Processes were established to set up and develop Professional Learning Communities to improve
   teaching strategies and thereby learning outcomes. An Inquiry approach was established and
   teachers worked individually or in groups.
Staff responded favourably to this approach and with refinements it will be continued in 2012.

5. Wilson McGaskill led our term one Pupil Free Day. He offered an approach that promoted the development of some common strategies and language to be used in restorative practices with students.

6. Training and Development sessions through the government Science and Maths strategy were accessed

**Student Outcomes achieved:**

**Running Records R-7** –
64% of children in Year 2 achieved level 21-26 reading at the end of Term 3 2011

**NAPLAN Year 3/4/7**
ACHIEVED that there was an improvement in the % of Year 5 students achieving in the top 2 proficiency bands in NAPLAN Reading from 19% to 35%
ACHIEVED 2011 – In the scores from Year 3-Year 5 - 41.2%, and in Year 5-Year 7 – 27.9% in NAPLAN Reading achieved results in the upper growth band.

**Recommendations for 2012**

- To investigate common use of tools to accommodate Assessment for learning (Formative data collection practices and usage) using strategies from the TfEL framework and others specific to reading skills e.g. TORCH test
- To formalise a time line and commitment to moderation of tasks in year level groups for Maths, Science and English
- To further develop skills in Strategic Planning - Understanding by Design (Backwards Design Model)
- To continue to unpack the TfEL and USE strategies contained in 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 under the theme “Building a Sense of Community”

**Student Outcomes to target for 2012**

- Improve the % of Yr 5 students achieving in the top 2 proficiency bands in NAPLAN Reading from 19% to 35%
- Year 3 29%+
- Year 5 38%+
- Year 7 22%+
- Greater than 25% of students achieve in the upper growth band from Year 3 to 5 and Year 5 to Year 7 in NAPLAN Reading
- Year 3-Year 5 – 25%+
- Year 5-Year 7 – from 22%-25%

**Wendy Lithgow, Curriculum Coordinator**

**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 continued to provide a direction, with the focus for 2011 being Mathematics. Cluster facilitators have attended many Training and Development sessions on engaging pedagogies for the teaching of Mathematics. The facilitators have run numerous Maths workshops where staffs from around the cluster have been involved in new ideas and methodologies focussing on each of the three strands of the Australian Curriculum. Facilitators have guided staff through using resources that engage students in deep mathematical learning, including online resources and diagnostic toolkits.
All staff have attended one day of training and development based on the Big Ideas in Number and been involved in a Maths workshop on Pupil Free Day where ‘Mathematical Engagement’ and the Australian Curriculum Maths was a focus of the activities completed.

Aberfoyle Hub R-7 School held a very successful ‘Maths Game Day’, which involved kids teaching kids R-7 maths games. The games were then distributed amongst the classes for the Mathematical learning and engagement to continue, both at school and at home.

A Maths display was set up in the staff room to provide staff with constantly changing ideas / resources / activities to engage students in Maths.

R-3 staff continue to trial a Maths checklist based on content descriptors of the Australian Curriculum. This will provide student information on what they can and can not do, which can be handed on to the following years teacher, to effectively target students more efficiently.

Staff completed a Science and Maths Strategy Survey to elicit future directions for the Valley Cluster in Maths and Science.

Evidence of outcomes
- Training and Development for staff- all staff attending Maths for All training sessions.
- Resources: Purchasing of maths resources – IWB teaching resources, ‘Teaching Primary Mathematics’ teacher reference books for access by all teachers, games, manipulatives.

Recommendations for 2012
- Audits - Conduct site and staff audits to drive the areas to work on, specifically supporting staff to meet requirements of 300 minutes of maths per week.
- Staff meeting - Sections of Staff meetings/ level of school meetings for focussed maths discussions/ learnings / activities, with particular emphasis on implementing the Australian Maths Curriculum / moderation of work.
- Data - Collate / critique / analyse and act on 2008 - 2011 NAPLAN data. Analyse in school data testing, with possibility of accessing Training and Development to increase staff understanding of results obtained.
- Maths checklist- R-3 maths checklist to be expanded to R-7.

Scott Trenorden, Cluster Maths/Science Teacher Facilitator

Student Achievement

Literacy
Evidence of outcomes
- Staff R-7 trained in Running Records
- Aim for reading level 26+ by the end of Year 2
- Base line data of Lexiles were collated from Year 3-7
- Reading intervention and assessment programmes were explored and trialled
- Successful Intervention Programme for Year 3-7 students using teacher support during terms 2 & 3
- Running records were used to analyse student needs to support individual learning plans R-2
- Guided reading explored across the R-7 cohort
- All students participated and 85% completed the Premiers Reading Challenge
- 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, Reading Recovery Strategies and the First Steps Reading programme.
- Running Records data indicated 89% students in Year 2 achieved Level 26 and above; 75% students in Year 1 (8 term) achieved Level 16 and above of schools expectations. (end of year)
- There is consistency of assigning levels in reports, common understandings and methodologies to achieve improved student outcomes
- Successful name change from Fun and Games Programme to Early Years Coordination gave more meaning to the community

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 2012</th>
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<tr>
<td>25</td>
<td>34</td>
<td>14</td>
<td>10</td>
<td>8 + 8 Room 16 students &amp; 11 Rm 15 to be tested in Term 1</td>
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</table>

- Less students identified this year due to intense literacy programme offered to students in their first term at school
- 20 students have participated in the Early Years Coordination Programme throughout the year in small manageable groups of no more than 6, however in Term 4 there were 8 due to 2 students continuing on. Four of these will benefit to remain in the programme next year.
Targets for 2012

• There is school wide agreement regarding effective literacy methodologies and there is a culture of inquiry, reflective and shared practice and leadership
  • Increased improvement in Literacy outcomes for all students; particularly with Reading

Recommendations for 2012

• Early Intervention continues for identified Year 1 students using the Smart Words programme, Reading Recovery strategies and First Steps Reading
• Early Years Staff be trained in Jolly Phonics
• Running Records be collated at the end of each term
• Aim for reading level 26+ by the end of Year 2
• Lexiles data to be collated at beginning and end of year from Year 3-7
• Continue focus in Site Improvement Plan on improving Reading
• Ongoing review of all intervention programmes
• Continue reporting student progress to relevant staff and families
• Continue to analyse Running records data which will support individual learning plans R-2
• Numeracy intervention programs and identification processes be explored
• Continue to expand Guided reading across the R-7 cohort
• Moderation of common assessment tasks in English

Sarah Magnusson, Deputy Principal

Student Behaviour Development

• develop inclusive practices and use a Restorative approach.
• develop positive strategies in catering for education of boys.
• refine and further promote the process of the Bully Audit to our school community.

Student Data

<table>
<thead>
<tr>
<th>Yr. Level</th>
<th>Sex</th>
<th>Incidents 2009</th>
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<th>Incidents 2011</th>
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<td></td>
<td>M</td>
<td>2</td>
<td>21</td>
<td>3</td>
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<td>01</td>
<td>F</td>
<td>5</td>
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<td>4</td>
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<td></td>
<td>M</td>
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<td>02</td>
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<td>43</td>
</tr>
<tr>
<td>03</td>
<td>F</td>
<td>11</td>
<td>2</td>
<td>11</td>
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<tr>
<td></td>
<td>M</td>
<td>113</td>
<td>27</td>
<td>45</td>
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<td>04</td>
<td>F</td>
<td>11</td>
<td>13</td>
<td>6</td>
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<td></td>
<td>M</td>
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<td>36</td>
<td>26</td>
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<td>11</td>
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<td>M</td>
<td>15</td>
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<td>57</td>
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<td></td>
<td>M</td>
<td>134</td>
<td>198</td>
<td>134</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>510</td>
<td>608</td>
<td>425</td>
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Evidence of outcomes

• 84% of behaviour incidents occurred this year was males; 16% females of which were largely related to bullying incidents.
• A high number of behaviour incidents occurred at Years 2, 6 & 7 as a result of specific students requiring ongoing intervention.
• Restorative Practice is working successfully in the yard and actively practiced at the office.
• Successful bully audits conducted, reviewed and refined. A greater awareness by students as to what constitutes bullying and unfriendly behaviour; the importance to report and work through a resolution.
• Collation and continual monitoring and immediate follow up 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 play and implementing Restorative Practise approach to deal with behavioural incidences.

Recommendations for 2012
• Restorative practises to continue to be a strong focus in the classroom environment and to incorporate Play is the Way strategies.
• 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
• Continue to promote circle time sessions with the CSPW and be accessed by all.
• Continue to monitor the student behaviour data and assess other critical issues arising.

Sarah Magnusson, Deputy Principal

NAPLAN

Growth Year 3 to Year 5

NAPLAN School Growth: Year 3-5

Growth Year 5 to Year 7

NAPLAN School Growth: Year 5-7
### YEAR 3

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<tbody>
<tr>
<td>Spelling</td>
<td>0%</td>
<td>7.5%</td>
<td>98%</td>
<td>85%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>80%</td>
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<td>Reading</td>
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<tr>
<td>Numeracy</td>
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<td>4.9%</td>
<td>95%</td>
<td>87.8%</td>
<td>4</td>
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</table>

2011 - Ranged from 88.1% - 90.9% of students present, 1 absent, 1 student withdrawn and 3 Year 3 student exempted.

### YEAR 5

<table>
<thead>
<tr>
<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/National Mean 2011</th>
<th>2012 Target</th>
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<td>Grammar &amp; Punctuation</td>
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<td>91.4%</td>
<td>95.3%</td>
<td>6</td>
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<tr>
<td>Writing</td>
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<td>4.7%</td>
<td>93.6%</td>
<td>90.7%</td>
<td>6</td>
</tr>
<tr>
<td>Reading</td>
<td>6.4%</td>
<td>4.8%</td>
<td>87.3%</td>
<td>90.5%</td>
<td>6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0%</td>
<td>0%</td>
<td>93.6%</td>
<td>95.2%</td>
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</table>

2011 - Ranged from 88.1% - 90.9% of students present, 1 - 2 absent and 2 Year 5 students exempted.

### YEAR 7

<table>
<thead>
<tr>
<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/National Mean 2011</th>
<th>2012 Target</th>
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<tbody>
<tr>
<td>Spelling</td>
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<td>Grammar &amp; Punctuation</td>
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<td>Writing</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Numeracy</td>
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<td>4.1%</td>
<td>93.1%</td>
<td>91.8%</td>
<td>7</td>
</tr>
</tbody>
</table>

2011 - 47 students present and 2 Year 7 students exempted

N.B. In 2011 the only students exempted were either "I" level of support or in our Primary Special Class. These exemptions do impact on our overall % data of achievement.
Recommendations for 2012

- Site Improvement Plan to continue to have a focus on improving READING across R-7
- Continue to establish a common language and practice of the teaching of reading
- Participate in further training and development to improve the teaching of reading

Student Data

Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance 2009</th>
<th>% Attendance 2010</th>
<th>% Attendance 2011</th>
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<td>91.7</td>
<td>94.4</td>
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<td>Year 6</td>
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<td>93.7</td>
<td>93.4</td>
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<td>Year 7</td>
<td>92.0</td>
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<td>89.9</td>
<td>89.9</td>
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Destination

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<th>Leave Reason</th>
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<tr>
<td>Employment</td>
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<td>2.3%</td>
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<tr>
<td>Interstate/Overseas</td>
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<td>3.8%</td>
<td>9.0%</td>
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<td>1.9%</td>
<td>3.8%</td>
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<td>Tertiary/TAFF/Training</td>
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<td>6.9%</td>
<td>5.1%</td>
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<tr>
<td>Transfer to Non-Govt Schl</td>
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<td>3.8%</td>
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<td>Transfer to SA Govt Schl</td>
<td>89</td>
<td>85.6%</td>
<td>44.3%</td>
<td>41.8%</td>
<td>47.6%</td>
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<td>6.7%</td>
<td>19.8%</td>
<td>17.6%</td>
<td>17.1%</td>
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</table>

Client Opinion

The 2011 Parent/Carer, Student and Staff Opinion Surveys were coordinated by the school using the same survey conducted in 2010 with an extra question added in which related to our schools priority of reading. The opinion survey was done online using survey monkey. 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 reading.
11. 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 2012
- Further support the students and community to understand the role of the Governing Council
- Consider ways to promote The Hub School to the wider community
- Further develop strategies of promoting excellence at The Hub
- Continue to improve communication strategies to support our families understanding of what happens at school

Accountability

Staff

Teacher Qualifications
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
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<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>49</td>
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<tr>
<td>Post Graduate Qualifications</td>
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</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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</tr>
<tr>
<td>Persons</td>
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Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>1 Grants: State</td>
<td>$3 011 101.73</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$140 440.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$162 924.66</td>
</tr>
<tr>
<td>4 Other</td>
<td>$103 336.44</td>
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Please note -
2011 Financial Reports (Balance Sheet/Profit and Loss) for Aberfoyle Hub R-7 School Consolidated Account, Canteen Account and OSHC Account are attached as appendices.

Committee Reports 2011

Governing Council Finance Advisory Committee

Summary of 2011 Year
The school's financial position began in good condition and continued during the year. 2011 saw the introduction of the new Student Centred Funding Model, making student numbers critical to our school's finances.

Achievements/Highlights
We welcomed our new Administration/Finance Officer Heather Brown in Term 2. Heather worked very hard to familiarise herself with our accounts, given that an official handover was not possible.

The School, OSHC and Canteen all received favourable Audit Reports and the finances for OSHC and the Canteen ran smoothly in 2011.

Following on from the Federal and State Government Funding initiatives of 2010, the following facilities and refurbishments were completed during 2011:
- Federal Government “Building Education Revolution (BER)” funding:
- Students moved into the new 8-teacher unit complex early in Term 1, with the Official Opening held in Term 2.
- New air conditioning for the Hall.
- Unit 8 kitchen/refurbishment enabled OSHC to move out of the Multi-Purpose Room and into Unit 8 in Term 2, which is significantly better for both students and staff.
- Staff kitchen/refurbishment.
- Remaining funds yet to be confirmed and will be put into our SASIF account for the school to determine expenditure for 2012.
- State Government “ED Works” funding - Resource Centre modifications were completed in Term 3, giving students, staff and volunteers more room to use the facility.
- Canteen - new front counter, internal bench, cupboards, dishwasher & sink.

School Fees
- In 2011 the fee per student was $285.00 (being Materials & Services Charge $250.00 and Excursion Levy $35.00).
- In Term 4 Governing Council recommended that the M&S component increase by $10.00 and the Excursion levy increase by $5.00, making the total fee per student in 2012 $300.00. A poll of the school community for this recommendation is currently in progress.
- Collection of the M&S Charge proved time consuming this year with a large number of families being sent reminders. This reflects the financial hardship of many families as the cost of living continues to rise.

OSHC Fees
- To cover increased costs (largely due to work regarding the National Quality Framework), Governing Council will look at increasing fees for 2012 in Week 8.

Goals for 2012
Continue to monitor fluctuations in student numbers and their impact on the Student Centred Funding Model; ensure that there is sufficient ICT across R-7 and support class teachers and budget managers to use their budgets in a timely and effective way.

Adele Steventon, Governing Council Treasurer

Fundraising Committee
Fundraising in 2011 has proven to be at times challenging, yet at the same time enjoyable and profitable. A small but dedicated committee was formed at the beginning of the year, bringing together some of the group from 2010 along with a few new members. Following the inability to secure a fundraising coordinator for the year, it was agreed to share the position, and four of the key committee members shared the coordination of activities.

All of our activities have been planned in consultation with the wider school community groups that also fundraise. This was put out in the form of a plan to all fundraising sub-groups, and also the wider school community so that everyone was aware of what events were going to take place and when.
Everyone is mindful of not expecting all families to support all activities, and is also aware in the current economic climate there is not always a lot of spare money available for some families to spend.

We strived to run activities that we thought would be popular, and relatively non-time-consuming to run, but at the same time, profitable, bearing in mind the working lives of the volunteer committee members. We also hoped to encourage community involvement and abide by the healthy eating and activity policies.

The Mother’s Day and Father’s Day stalls always prove to be a hit with the children. Whilst judging the amount of stock required can be difficult to gauge, the delight seen of the kids’ faces whilst carefully choosing their loved one’s gift is wonderful to watch. Stock left from the current year is easily sold in the upcoming year. Both these events should become annual events on the school’s calendar.

After the success of 2010, we ran another Scholastic Book Fair. We had a better assortment and display of products than the previous year, complete with being able to set up in a room for the entire week, made this a much enjoyed and profitable event, with over $800 worth of products for the resource centre being able to be ordered.

We conducted a walkathon through Thalassa Park to promote physical activity and encourage family involvement. It was a very successful day weather-wise, and should prove to be profitable from sponsorship money for the children. It is an event that could become an annual event due to its nature of limited organisation, yet involving the entire school. However, as with many of our events throughout the year, it was disappointing in the number of families that were able to attend and join in the day. It is generally the same families that support each activity.

On an organisational note, we have experienced a few hiccups with relieving finance support during term 1. Whilst we are very grateful to the support received from Heather and the administration staff, we are also mindful of the need to refine procedures for sending out and receiving fundraising products and monies, making the process as least time consuming, yet profitable as possible.

We wish to thank parents Becci, Adele, Alison and Kathy for their help in running events throughout the year, and support from the administration and finance team.

We look forward to supporting and assisting an incoming fundraising coordinator, whilst at the same time, remaining involved with fundraising activities within the school.

Kerry Southby and Kendra Dunning, On behalf of Fundraising Team 2011

Canteen Report
Aberfoyle Hub R-7 School Canteen follows the Right Bite Strategy criteria set out for all school canteens, a challenge for our menu. However we have managed to offer interesting and healthy food for the students. Highlights of the year include a successful Open Night, Sports Day Lunch, the Hub Grub Café, 4 Munchie Lunches, 3 Special donut recess treats, Thursday Staff Soup days, and catering for many various staff and visitor functions.

This year the Canteen was refitted with a new front counter, new cupboards, new bench tops, new sink and a dishwasher. Our canteen is now set up to a very high efficient standard. Thanks must go to Julie Gallaher for the initiative in this venture and the organisation of finance.

Volunteer help for 2011 was exceptional – 24 volunteers. I wish to thank them all, for without their invaluable support and skills we would not be able to offer the canteen service.

I must also sincerely thank Debbie Lamps for her invaluable assistance throughout the year. Deb is to be congratulated on her excellent job of running the Canteen during my absences, and also for always willing to help out on Special Days and volunteering every Friday.

Our 16, year 7 Canteen assistants were a significant help at recess and lunch times, serving students and other tasks as allocated. Their time and effort was greatly valued and they are all to be congratulated on doing a wonderful job.

It is again my aim for 2012 to continue to make the canteen a welcoming, friendly place for everyone and to strive to bring the school a healthy, affordable, viable canteen.

Janet Matthews, Canteen Manager

OSHC Report
We are extremely happy to report that 2011 was the year that we moved to our beautiful new premises in Unit 8. Much gratitude to Julie Gallaher for her tireless work in ensuring the construction side was taken care of, including the great new kitchen. We had an enthusiastic group of families who helped us on the main moving day which helped tremendously. Since the move we have noticed a significant change in the well-being of the children in our care. The room offers a special place for OSHC to operate and promotes a real feeling of belonging. We are able to use the children’s works of art to decorate the room and have the games and resources easily accessible. There is still some work to do to make the area tidier (new shelves and cupboards) but these are planned and budgeted for. Overall the move has been a happy and successful one for the children and the staff.

The National Quality Framework for Early Childhood Education and Care will be in place by January 2012. This Framework aims to raise quality and drive continuous improvement and consistency in education and care services through:
• A National Legislative Framework (Incorporating the Education and Care Services National Law and the Education and Care Services National Regulations)
• A National Quality Standard
• A National Quality rating and assessment process
• A new national Body called the Australian Children’s Education and Care Quality Authority

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 2011). The OSHC staff have attended forums and information sessions about the NQF and My Time Our Place to ensure that our Policies, Procedures and Practices are consistent with the new Framework and Regulations.

Throughout the year our Advisory committee and staff have reviewed many of our policies to ensure that we are up to date with legislation and new research.

It has been great to welcome Heather Brown to the Finance Officer’s position to get some consistency and accuracy into the financial reports. The Profit and Loss statement shows a reasonable profit for the year allowing us to purchase some laptops and some new furniture and shelving.

Overall it has been a very successful and positive year for our OSHC service. Many thanks to our great staff and very supportive advisory committee.

### 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 Coordinator</td>
</tr>
<tr>
<td>Gayle Crisp</td>
<td>Children’s Services Coordinator</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>Kerry Bayer</td>
<td>Children’s Services Assistant</td>
</tr>
<tr>
<td>Justin Stone</td>
<td>Currently studying Education</td>
</tr>
<tr>
<td>Debbie Templeton</td>
<td>Vacation Care</td>
</tr>
<tr>
<td>Sandi Sherriff</td>
<td>Vacation Care</td>
</tr>
<tr>
<td>Simon Reeves</td>
<td>Vacation Care</td>
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</table>

### Advisory Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Sarah Magnusson</td>
<td>D/Principal</td>
</tr>
<tr>
<td>Vicky Bashford</td>
<td>Term 3</td>
</tr>
<tr>
<td>Lyn Whitear</td>
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</tr>
<tr>
<td>Kathy Dowding</td>
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<tr>
<td>Kendra Dunning</td>
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</tr>
<tr>
<td>Korrina Batty</td>
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</tr>
<tr>
<td>David Clifton</td>
<td></td>
</tr>
<tr>
<td>Lisian Lisk</td>
<td></td>
</tr>
</tbody>
</table>

### Kathy Strapps, OSHC Director

### Grounds and Facilities Report

#### Summary of Year:

- Completion of the BER and ED Works Programmes
- Ongoing Maintenance of the ovals and Soccer grounds
- New mobile soccer goals for oval enable senior games to be played at the school
- New mowing contract
- Successful Safety Audit
- 50,000 series keys everywhere including air con enclosure
- Storm Water - issues ranging from root damage to leaves blocking flow dealt with and the diversion of JP playground into exiting storm water drains
- Paths - with new tree growth paths are lifting and the school is managing as the need arises
- Garden Bed Sleepers ongoing replacement programme
- Vandalism - the perimeter fence is working in the main but new building is being targeted at the moment.
- Scrap Metal Drive - Out of Hours Sport has benefited financially from metal recycling

#### Recommendations for 2012

Some major gardening restoration and planting around new units to be the focus.

Thank you to the volunteers that helped with impromptu working bees; with a special mention to Neil Purvis, Keryn Dunning and Adrian Little for their support.

Thanks also to the Committee members - Trevor, Kerry, and Peter.

A special mention and thank you to Roy, Heather and Julie for their respective roles in the ongoing maintenance of the school.

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**David Clifton, Grounds and Facilities Chair**

### Out of School Hours Sport 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. Out of School Sports are coordinated for over 110 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.

Out of School Sports Committee helped coordinate 1 Cricket, 3 Basketball, 3 Soccer and 3 Netball teams, and also Auskick for students 8 years and older. All were very popular and well attended. Unfortunately we only received a few registrations for Football and were not enough to field a team for the second year.

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 many 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. 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 2012.

Achievements this year have been bringing Pedal Prix in under our Out of School Sports Committee; the successful running of the Sports Canteen during the winter season and term 4 cricket season; Carnivals for both Soccer & Basketball; Winter & Summer Presentations; and the scrap metal collection days as successful fundraisers. This year our senior soccer team used our bottom oval as their venue utilising the new portable soccer goals.

Goals for 2012 are to re-establish Football; continue to do Fundraising activities throughout the year; work with Pedal Prix in aligning them to our Out of School Sports Policy and to continue promoting School Sports to the community.

Sarah Magnusson, Deputy Principal/Out of School Sports Coordinator