Aberfoyle Hub R-7 School is a Category 7 school comprising of 379 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, Music and Physical Education. In 2012 we had 13 mainstream classes Reception to Year 7 and 2 Regional Special Classes; Reception to Year 2 and Year 3 - Year 7.

**2012 Highlights**

- Ongoing quality teaching and learning programs in all classrooms, including specialist learning areas.
- Outcomes achieved in each of our Strategic Directions – Improving Reading Comprehension across R-7 and teaching using the Australian Curriculum: Mathematics and Science. Four successful training and development days for staff focusing on improving teaching and learning programmes using the Teaching for Effective Learning Framework and the Australian Curriculum, Reading Comprehension strategies, Assessment and moderation of Science work samples relating to a Unit of Work.
- Ongoing verifiable improvements in both class and yard behaviour from our students.
- Student Wellbeing - celebrations such as Harmony Day, 40 Hour Famine, Mentor Programme provided in collaboration with the Christian Pastoral Support Worker.
- R-7 SRC successfully fund raising over $3 400 to support our sponsored child in Peru, other charities and maintaining their ongoing self sufficiency.
- Pedal Prix Teams 2012 HPV Super Series having another successful year.
- Senior Choir performing at the Festival of Music with 3 of our students performing solos. One of the soloists was asked to join the special Choir singing the 2013 songs being taped for the CD.
- Music Celebration at Assemblies – songs from our Choirs, Instrumental music student’s performances at the Term 4 Recital Evening.
- Building the Education Revolution (BER) – the final spending of BER funds on landscaping; Unit 5 - furniture, pin up boards, lap tops and PA for the Hall.
- Over $5 800 raised by the Fundraising Committee to go towards PE equipment; specifically the gym mat and new long jump.
- Successful transition for 2012 Reception students and our Year 7’s who are off to High School in 2013.
- Involvements by so many of our students in SAPSASA District/State Teams with some of our students being successful again 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 in a range of the competitions.
- Sustainability focus across R-7 - recycling, conservation of energy and further development of our Magic Square Gardens.
- R-7 Maths Games Day in Term 4.
- Parents/caregivers and Community support in classrooms, committee work and especially the hard work of our Governing Councillors.
- Highly successful Site Validation in Term 3.

**Julie Gallaher, Principal**

**Report from Governing Council**

2012 has been a very successful year for Aberfoyle Hub R-7 School with many thanks going to staff Governing Councillors, Sub-Committee Members, parents/caregivers and of course our students. The last of the Government Funded Building and Grounds grant has been fully expended resulting in a fresh and exciting learning environment for all. The school looks stunning. A tree audit was also conducted to identify any problems, which will be rectified in due course.

The Finance Committee worked well together, ensuring everything stays on track. Of course Heather Brown and Julie Gallaher run a tight ship enabling a lot of extra curricula activities. We have had a new and enthusiastic team working tirelessly on new ideas and some oldies to raise funds towards those little extras for our school community. Janet, Debbie and their merry band of canteen volunteers
continue to provide a healthy and varied menu to students, staff and cater for cluster group meetings. Out of School Sports, which now has the Pedal Prix team under their care, have all worked tirelessly with the help of Admin staff to ensure students could play basketball, netball, cricket and soccer. Coordinating games, teams, coaches, uniform and liaise with outside bodies, if we didn’t have the volunteers our children would not play, so big thank you to everyone. This year was my first time participating with my son in the Pedal Prix team at Murray Bridge, wow what a well-oiled team of people; they represented our school so very proudly. Jane Summers and her team had our students at their best, well done to all.

A site validation was conducted this year, the purpose of which is to verify the quality of the self-review process, outcomes reported and actions proposed. Management and staff were well prepared for the day and the students were very articulate in the classes we visited. Overall the school received a glowing report.

Debbie Mc Mahon, Governing Council Chairperson

Site Improvement Planning

TEACHING AND LEARNING - (Pedagogy)

- High expectations for rigorous learning have been set
- Higher Order Thinking skills to be used to challenge thinking and enhance learning
- Discussions regarding consistency of teaching and assessment across year levels was begun
- Common agreements regarding beginning of the year testing were adopted, initialized and discussed in terms of making changes for future improvement
- Planning using Learning by design model was demonstrated and begun to be used
- Moderation of student learning outcomes was a priority in Training and Development (T&D) and an expectation that was planned for and executed as part of Pupil Free Day 4.

Recommendations for 2013

- Continue with the focus on developing rigorous learning
- Continue with Learning by Design planning
- Scrutinize a new Teaching for Effective Learning dot point
  - Building a community of learners
  - Teaching how to learn
- Continue to develop tighter consistency in curriculum delivery and assessment
- Continue developing Moderation as a whole school mindset using English, Science and Maths

TEACHING AND LEARNING - (Curriculum)

- Reading was the focal priority
- Implementing the Australian Curriculum in Science and Mathematics were supported through
  - linking with the literacy demands in each area through T&D
  - considering the comprehension demands in assessment in these areas
  - staff accessing the Primary Maths/Science Strategy workshops, Cluster Teacher Facilitator and web based resources (Moodle and Scootle)

Recommendations for 2013

- A high priority for the development of pedagogy in Mathematics has already been identified as the primary focus for 2013, with the appointment of a new curriculum coordinator and participation in cluster initiatives secured.
- Continue to support the Implementation phase for the Australian Curriculum

ASSESSMENT and MODERATION

- Planning, Assessment and in particular Moderation as a process were strategic foci throughout T&D
- Feedback on the moderation process was collected and shared in readiness to proceed with future attempts at the process

Recommendations for 2013

- More focus needs to be directed at assessing to the achievement standards
- Tasks need to embrace opportunity for students to use their knowledge in different capacities to those in which they were taught
- Develop the planning and assessment sharing further to embrace all subject areas
- Further develop the use of Dylan Wiliam strategies with staff

READING

- Input covering comprehension teaching strategies provided in Pupil Free Day 1
- Professional Learning Communities (PLC) time was set aside for staff to investigate relevant information and find strategies to enhance their reading programs

Recommendations for 2013

- Continue with the focus of improvement in the delivery of Reading programs
• Continue to explicitly teach reading and in particular the comprehension strategies R-7
• Further develop consistency in data collection
• Pursue the Lexile data and the use of the program (i.e. How can the glitches be minimized for more effective use?)
• Articulate and track the reading growth for students
• Target individuals who are at developmental crossroads e.g. How can we get those close to the higher NAPLAN bands into those levels?
• Scrutinize NAPLAN data and discuss the trends as a professional investigation into what might be needed to further improve outcomes in the lower aspects of these trends (similarly in Mathematics / Numeracy)

PUPIL FREE DAYS
• Have provided the balance between expert input and hands on that was requested by staff (Some now request to increase the ‘hands on’ time allowance!)
• Were developed with a central Teaching for Effective Learning focus with Reading as the primary curriculum focus and assessment as the strategic developmental focus in pedagogy
• Embraced reading through Science and Maths to include the introduction of the Australian Curriculum

Recommendations for 2013
• Continue to scaffold around a central Teaching for Effective Learning focus with Maths as the curriculum focus
• Develop transferable skills that work across the curriculum through a first hand experience in Maths
• Continue to develop strategies for assessment as the pedagogical focus
• Incorporate the General Capabilities and Cross Curricular perspectives to a deeper level

MEETING STRUCTURES
• Levels of Schooling became R-3 and 4-7
• Pamphlet detailing group norms staff learning goals developed, published and shared

Recommendations for 2013
• Structure time in Levels of Schooling meetings for professional dialogue and sharing not just nuts and bolts
• Review staff meeting time continually

Professional Learning Communities (PLC)
• Time has been designated for all staff to have access to participate together
• Staff members have engaged fruitfully in these groups
• Outcomes have varied with personalities
• Some have requested more structure and some enjoy the freedom to choose

Recommendations for 2013
• Continue to provide time as part of the T&D over all plan
• PLC adopt a Maths focus for investigation
• PLC to perhaps look at a more action research based investigation – not just information gathering
• How does a change in practice actually affect the learning in the classroom?
• PLC focus to be in more collegiate sized groups to allow for more varied professional discussion as mooted by Dylan Wiliam
• Consider any necessary structure to promote successful outcomes

OTHER – Students with High Intellectual Potential (SHIP)
• Previous to 2012, there has been a focus on catering specifically for SHIP. In 2012, this was not a specific priority, although pedagogy for inclusive learning was
• A group of year 6 students participated in an Ignite based Science program run by the High School

Recommendations for 2013
• Advocate testing and identification
• Specific programming for extending identified gifted learners
• Continued advocacy for high school Ignite Program where appropriate
• A new staff member is designated as the liaison link with the High School Senior Leader for information sharing

DATA
In term one the staff members were surveyed via a Pedagogy Stock take in relation to the concepts upholding Teaching for Effective Learning (TfEL) Domain 3.2 – Develop Expert learners. The survey was reissued at the end of term 4. The data indicates a positive shift in thinking as responses in the every now and then category all diminished and those in the always increased. The respondents in
both surveys were not identical taking into account new staff and final respondents who did not submit
their survey.

The following graphs show staff confidence in their perception of the way in which they use the
indicators of 3.2 with Intentionality, Effectiveness, Consistency and Responsiveness on a scale of 1-4. There was a general trend towards a higher rating in each area, following the year’s focus on
fostering deep understanding and skillful action through the training and development foci and a
deliberate strategy to begin to investigate assessment strategies.
The Maths and Science strategy has continued to provide a springboard to a more effective way of teaching Science and Mathematics at the Hub. The cluster facilitator has attended many Training and Development sessions focusing on Formative Assessment, Learning Design and Science as a Human Endeavour to name a few.

The facilitator in conjunction with other educators ran Maths and Science workshops where staff from across the cluster were invited to engage in discussing new ideas and methodologies in the areas of Mathematics and Science.

The Facilitator has also collected, created and disseminated resources across the cluster. In addition to this the Facilitator successfully submitted an application on behalf of the cluster to work with Ann Baker, Mathematician in Residence for 2013 and has organized 2 cluster pupil free days with Ann Baker for 2013.

All staff have had the opportunity to attended training and development based on the Australian Curriculum – Mathematics and Science in areas that suits their needs. Staff have been involved in Science workshops on Pupil Free Days where ‘Science planning and moderation’ using the Australian Curriculum was a focus for the activities completed.

Wendy Lithgow, Curriculum Coordinator
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. Maths displays have been set up in the staff room to provide staff with resources to compliment their teaching of Mathematics and to lead to increasing the engagement of students. Support materials for staff have been purchased in Science and Mathematics which are being used to enhance the learning experience for all students. Newsletter items have been written informing our community in the area of Mathematics as well as various Ipad apps families can experiment with. These have proven popular with the students and their families.

**Evidence of outcomes**

- Training and Development for staff- staff attended a range of Training and Development including Maths for All/Primary Connections training sessions. Ann Baker, Martin Westwell – Science as a Human Endeavour, Assessment and reporting, Dylan Williams – Formative Assessment
- Resources: Purchasing of resources – Interactive White Boards (IWB) teaching resources, Ann Baker’s Natural Maths Strategies, Macmillan Problem Solving boxes for Year 1-7 classes, games, manipulatives, Primary Connections books and support kits.

**Targets for 2013**

- Audits - Conduct site and staff audits to drive the areas to work on, specifically supporting staff to meet requirements of 300 minutes of maths and 120 mins of Science (Year 3-7) and 90 mins. (R-2) per week.
- Mathematics coordinator leading Staff meetings - Sections of Staff meetings/ level of schooling meetings for focused maths discussions/ learning’s / activities, with particular emphasis on implementing the Australian Maths Curriculum / moderation of work.
- Some staff involved in the Mathematician in Residence cluster sessions Term 1-3
- All teaching staff and curriculum School Support Officer’s (SSO’S) to attend two full training days in Mathematics with Ann Baker in 2013 and make links with colleagues teaching at the same year levels.
- Teaching staff to form hub groups with teachers from cluster schools and have common staff meetings.
- Data - Collate / critique / analyze and act on NAPLAN data. Analyze in school data testing and accessing Training and Development to increase staff understanding of results obtained.

**Vicky Bashford, Cluster Maths/Science Facilitator**

**Reading Support Teachers Report**

At Aberfoyle Hub R-7 school the R-2 staff is made up largely of experienced teachers with long tenures at the school. We have 2 younger teachers and a teacher with limited experience in the early years. We are a Category 7 school and our cohort of student’s are predominantly from families who take an active and supportive role in their child’s learning and who have high expectations. The role of Reading Support Teacher at Aberfoyle Hub School in 2012 was shared by two reception teachers. We found it beneficial to share the role because we have been able to consult each other for ideas and directions and we have been able to share the load as far as attending training and development, presenting training at staff meetings and Governing Council meetings, mentoring other teachers, running workshops for parents/caregivers, conducting testing and providing intervention support for students. We have also been able to cover for each other when each of us took long service leave during the year.

Our year began with attending the Southern Regional Reading Support Teacher meeting. Following that meeting we consulted with our Principal and the other members of our R-2 staff to plan a focus and direction for the role of Reading Support Teacher.

One of our goals was to seek training and learn about recent research and changes brought about by the Australian Curriculum. We have attended a range of professional learning both together and singly and have involved other R-2 staff where possible. After our professional training we presented information at whole staff meetings and at Early Years meetings. We also organized and ran release days for our R-2 staff to share their reading programmes, look at English in the Australian Curriculum and discuss their successes and frustrations in an effort to share and mentor each other and to decide on our shared focus in reading for the coming year.

Another of our professional training opportunities was a seminar by Dr. Martha Burns. Dr Martha Burns is an expert in the field of neuroscience and its application to learning and its disorders, including Auditory Processing, Dyslexia, Autism and ADHD. We heard that dyslexic readers have developed their reading skills in a less efficient part of the brain and can be helped with brain exercises to
improve short term memory, visual processing, the processing rate and phonological processing. We found websites and Ipad apps to support this sort of brain training. We presented this information to our R-7 staff using a Power Point presentation emphasizing the importance of early phonological awareness and oral language.

Another training day run by speech pathologists also focused on phonological awareness. We looked at several assessments and chose one of these to use at our school in future as a screening test for receptions and older children whose progress in reading is of some concern to their teachers. We were also given many ideas and activities to help promote and practice phonological awareness in all the students.

A seminar organized by the Literacy Secretariat with Misty Adoniou and Professor Freebody as keynote speakers was also attended by a Reading Support Teacher and then presented to the whole staff for training and discussion.

The reading comprehension day with Christine Topfer was another valuable training day and one which we have followed up at school by buying the resource books suggested and inserviceing staff.

All the R-2 staff took the opportunity to attend the Literacy and Numeracy Expo in 2012 and in term 4 we organized release time to share our learning’s from this day and to look ahead to 2013 to decide on a shared reading focus for our classes. The focus was on the Big Six, our NAPLAN results, in school testing and sharing information from training attended during 2012.

We have also conducted testing as stated above for all the receptions and older children of some concern. As a result we will be using the Reading Support Teacher days to release one of us to provide intense intervention for students at risk and students on the cusp of breakthroughs so that they can achieve success in the development of their reading skills and be better prepared for the year ahead.

Throughout the year we shared mentoring of other staff, information from training, supporting individualized training in running records, guided reading and general literacy skills for young learners. In this way we have facilitated changes in the approaches staff are using to teaching reading such as using the skills of reading comprehension, using running records and guided reading approaches.

Parent/Carer workshops have been run each term and a report to Governing Council was presented. As a result parents/caregivers have become more confident to support their children at home with their reading skills.

Judy Gum and Judy Smith, Reading Support Teachers

Student Achievement

Literacy

Evidence of outcomes

- Early Years were trained in Jolly Phonics
- 67% of children in Year 2 achieved level 21- 26 reading an information text by the end of term 3
- 71% of children were reading level 26+ by the end of Year 2
- Base line data of Lexiles were collated from most students from Year 3-7 and analysis conducted in the effectiveness of the Lexiles programme
- Reading intervention and assessment programmes were trialed R-2
- Successful literacy and numeracy Intervention Programme for all Students With Disabilities (SWD) and Students With Learning Difficulties (SWLD) Year 3-7 students using teacher support during terms 2 and 3
- Running records were collated at the end of each term
- Analysis of Running Records and student needs identified to support individual learning plans R-2
- Guided reading explored across the R-7 cohort
- 100% student participation in and 72% completion of 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
- All Reception students attending school end of Term 1 completed the Australian Early Development Index census
- 100% ESL students supported weekly by an ESL Teacher
- 11 students participated in a Gross Motor Skills Programme supported by Autism SA
- R/1 Students receiving intensive Reading Support in Term 4 increased on average 3 reading levels
- Intensive literacy programme for all 1st term Receptions
- 16 Year 1 students participated in the Early Years Literacy programme in small groups with a particular focus on reading. Confidence to Risk taking in class with peers and Self esteem grew and was evident due to the cohort of students on the programme SWD growth improved by two reading levels. Other outcomes were improved letter formation basic sound and letter recognition.
**Targets for 2013**

- 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 2013**

- Early Intervention continues for identified Year 1 students using the Smart Words programme, Reading Recovery strategies and First Steps Reading in conjunction with common literacy block for all R-2’s
- All students be 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 of improving Reading to be documented in Site Improvement Plan
- Review process of identifying students for intervention and suitable intervention programmes available
- Continue ongoing reporting student progress to relevant staff and families
- Continue to analyze Running records data which will support individual learning plans R-2
- Continue to expand Guided reading across the R-7 cohort
- Continue with moderation of common assessment tasks in English
- In school testing of comprehension, vocabulary and maths to be conducted online Y1-7 where appropriate
- Consistency of assigning levels in reports, common understandings and methodologies to achieve student outcomes
- Consistency of planning and programming units of work in year levels
- Continue with Reading Support programme to provide T&D for staff and target identified Reception students

*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**

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Evidence of outcomes

- Behaviour incidents have almost halved from previous year 😊
- 78% of behaviour incidents occurred this year involving males; 22% females of which were largely related to threatening good order (57%) &/or violence (22%)
- A high number of behaviour incidents occurred at Years 4 & 6 males as a result of specific students requiring ongoing intervention
- Restorative Practice is working successfully in the yard and actively practiced at the office
- Significant reduction of bullying incidents over time: 11 reported in 2012, compared to 34 reported in 2011 and 54 in 2010
- Successful bully audits conducted, reviewed and refined with greater awareness by students as to what constitutes bullying and unfriendly behaviour; the importance to report and work through a resolution working in partnership with school and families
- Collation and continual monitoring and immediate follow up of student behaviour
- Conducted successful first week’s program focusing on behaviour; schools values of responsibility and respectful relationships
- Most classes participated in Circle Time sessions with Christian Pastoral Support Worker (CPSW), with significant development in the program structure to accommodate the learning needs of the students
- Mentoring provided to support students at risk in the yard to develop problem solving strategies and relationship building
- Successful social skills program ‘What’s the Buzz’ targeting specific identified students during class and break times
- School and Attendance Counsellor working together with identified families to improve student attendance
- T&D and follow up discussions centered around strengthening relationships through play and implementing Restorative Practice approach to deal with behavioural incidences
- Regular reporting to Governing Council of Student Behaviour Development including data of the 2 Bully Audits conducted during Terms 1 and 3

Recommendations for 2013

- Restorative practices to continue to be a strong focus in the classroom environment and to incorporate Play is the Way language and strategies
- Continue consolidating Restorative practices with all student management
- Continue T&D, deepen 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, unfriendly behaviour 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 positive 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
- Whole school focus on students arriving to school on time

Sarah Magnusson, Deputy Principal
NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

Table 1: Year 3 Proficiency Bands by Aspect

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<th>% Proficiency Band by Test Aspect</th>
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<th>4</th>
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Figure 2: Year 5 Proficiency Bands by Aspect

Table 2: Year 5 Proficiency Bands by Aspect

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<td>20.9</td>
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<tr>
<td>Writing</td>
<td>2.4</td>
<td>4.8</td>
<td>11.9</td>
<td>26.2</td>
<td>31.0</td>
<td>21.4</td>
<td>2.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.7</td>
<td>9.3</td>
<td>27.9</td>
<td>27.9</td>
<td>20.9</td>
<td>9.3</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>4.7</td>
<td>4.7</td>
<td>9.3</td>
<td>14.0</td>
<td>32.6</td>
<td>14.0</td>
<td>20.9</td>
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</table>
Table 3: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td>4.3</td>
<td>25.5</td>
<td>25.5</td>
<td>25.5</td>
<td>14.9</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>4.3</td>
<td>6.4</td>
<td>8.5</td>
<td>29.8</td>
<td>27.7</td>
<td>23.4</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>4.3</td>
<td>8.5</td>
<td>21.3</td>
<td>31.9</td>
<td>14.9</td>
<td>17.0</td>
<td>2.1</td>
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<td>Spelling</td>
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<td>12.8</td>
<td>21.3</td>
<td>40.4</td>
<td>17.0</td>
<td>4.3</td>
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<tr>
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<td>10.6</td>
<td>25.5</td>
<td>38.3</td>
<td>10.6</td>
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Student Mean Scores

Table 4: Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
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<tr>
<td></td>
<td>2010</td>
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<tr>
<td>Reading</td>
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<td>Writing</td>
<td>435.6</td>
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<tr>
<td>Spelling</td>
<td>409.4</td>
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<tr>
<td>Grammar</td>
<td>417.2</td>
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</table>
Table 5: Year 5 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test</th>
<th>Year 5</th>
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<tr>
<td></td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>484.8</td>
<td>478.7</td>
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<tr>
<td>Reading</td>
<td>474.7</td>
<td>504.5</td>
<td>531.3</td>
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<td>Writing</td>
<td>493.1</td>
<td>495.8</td>
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<tr>
<td>Spelling</td>
<td>502.6</td>
<td>486.0</td>
<td>504.0</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>516.8</td>
<td>538.2</td>
<td>514.6</td>
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Table 6: Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test</th>
<th>Year 7</th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>532.0</td>
<td>525.0</td>
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<tr>
<td>Reading</td>
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<td>533.5</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>535.2</td>
<td>500.4</td>
<td>509.8</td>
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<tr>
<td>Spelling</td>
<td>545.8</td>
<td>521.5</td>
<td>538.8</td>
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<tr>
<td>Grammar</td>
<td>527.4</td>
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<td>545.1</td>
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</table>
Figure 7: Year 3-5 Growth

NAPLAN School Growth: Year 3-5

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
<th>Progress Group</th>
<th>Site</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>Lower 25%</td>
<td>147.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>378.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>273.7</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>Lower 25%</td>
<td>63.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>463.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>273.7</td>
</tr>
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</table>

Figure 8: Year 5-7 Growth

NAPLAN School Growth: Year 5-7

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
<th>Progress Group</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>Lower 25%</td>
<td>228.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>419.0</td>
</tr>
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<td></td>
<td></td>
<td>Upper 25%</td>
<td>152.4</td>
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<td>Reading</td>
<td></td>
<td>Lower 25%</td>
<td>97.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>526.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>175.6</td>
</tr>
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</table>
Recommendations for 2013

- Site Improvement Plan to have a focus on Mathematics across R-7
- Continue to maintain and establish a common language and practice of the teaching of reading R-7
- Participate in training and development to improve the consistency and quality of teaching literacy and numeracy R-7
- Aim to match and where possible achieve higher results than “Like Schools” in all NAPLAN tests for Year 3/5/7

Student Data

Attendance

Figure 9: Attendance by Year Level

Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Reception</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.7</td>
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<td>Year 3</td>
<td>94.7</td>
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<td>Year 4</td>
<td>93.8</td>
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<td>Year 5</td>
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<td>Year 6</td>
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<td>Year 7</td>
<td>92.9</td>
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<tr>
<td>Primary Other</td>
<td>89.9</td>
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<tr>
<td>Total All Year Levels</td>
<td>93.2</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Recommendations for 2013

- Annually review Attendance Policy and Procedures with both staff and Governing Council
- Focus on students that are regularly late
- Continued awareness of families about holidays occurring during school term
- Work closely with students, families, staff and where applicable Attendance Counsellor to improve on-going unexplained absences
Client Opinion

The 2012 Parent/Caregiver, Student and Staff Opinion Surveys were coordinated by the school using a similar survey conducted in 2011. The opinion survey was done online using survey monkey. The complete report is available upon request.

The following are the questions that were 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. My child feels safe at school.
4. The school caters for my child’s learning needs.
5. The school provides a positive learning environment.
6. I am informed about my child’s progress.
7. Students can have a say at school.
8. The school supports the pursuit of excellence.

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

The School’s priorities that focus on student learning are – reading, mathematics and science – Do you agree that these are the most important aspects of learning for the school to focus upon? Are there other priorities you see as more important, if so what are they?

What opportunities do parents/caregivers have to have a say about the future of the school?

Do you have anything else you would like to share regarding the school?

What areas do you think we need to work on to improve?

Do you have any other constructive comments about the direction Aberfoyle Hub R-7 School should take over the next three years?
**Recommendations for 2013**
- Consider further ways to promote The Hub School to the wider community in order to seek increased enrolments
- Further develop strategies of promoting excellence at The Hub
- Further develop and 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>
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</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>41</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>7</td>
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</tbody>
</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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<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<td>19.30</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>23</td>
</tr>
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<td>8.21</td>
</tr>
<tr>
<td></td>
<td>0</td>
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Financial Statement

Income by Funding Source

<table>
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<th>Funding Source</th>
<th>Amount</th>
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<tr>
<td>Grants: State</td>
<td>$2,951,581.31</td>
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<tr>
<td>Grants: Commonwealth</td>
<td>$1,500.00</td>
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<tr>
<td>Parent Contributions</td>
<td>$142,637.57</td>
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<tr>
<td>Other</td>
<td>$124,621.27</td>
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Please note –
2012 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

Governing Council Finance Advisory Committee

Summary of 2012 Year

The school's financial position continued to remain in good condition for the year with our Principal Julie Gallaher and Administration/Finance Officer Heather Brown scrutinizing the Budget Lines for 2012. They were able to delete and amalgamate accounts to make them easier to understand and keep under control. Finance for both Canteen and OSHC remained in good condition for them to operate successfully as single identities.

Achievements/Highlights

The remainder of the BER works was completed with the following items for Unit 5 being obtained:-
- Outdoor settings
- Seats for around the building
- Pin up boards
- Loose furniture
- Blinds
- Laptops
- Additional green chairs
- Landscaping

Also obtained through the year were:-
- PA System for Hall
- Coloured photocopy for Administration
- New Shelves in Music Area
- Landscaping outside of the Library area

A Tree Audit was commissioned to ascertain if any trees needed to be attended to.

School Fees

In 2012 the fee per student was $300.00 (being Material & Services fees $260.00 and the Excursion fee of $40.00).

In Term 4 Governing Council recommended that fees stay the same for 2013. A poll of the school community occurred during Term 4 with the result being favorable for the 2013 Material & Services fees to be recoverable.

Collection of the Material & Services Fees has again proved time consuming with a number of families being sent reminders and being referred to the debt collector (including some repeat offenders).

OSHC Fees

To cover increased costs due to OSHC now having their own area Governing Council approved an increase of fees for 2013 by $1 for all sessions.

Goals for 2013

To work with teachers to utilize class budgets more effectively through the year.

To closely work with families to try and alleviate time consuming notices, debt collecting of unpaid fees as much as possible.

To continue to monitor fluctuations in student numbers and the impact this has on the Student Centred Funding Model. Also to work on marketing our school in various ways to try and increase numbers.

Chris Glass, Acting Governing Council Treasurer

Fundraising Committee

In 2012 the fundraising committee consisted of Helen Roberts, Cindy Paton and Rebecca MacNeil-Gordon and followed a similar template established by previous incumbents in 2011.

Our mission was to generate funds for the benefit of the school sporting program. We did this by executing the following events:
- Hot Cross Bun Drive
Mothers` Day Stall - The Mothers` Day stall was held on 9th May. Gifts were purchased from Smart Fundraisers and a variety of local businesses in the Happy Valley and Marion area. Classes were rotated through the stall during the day to purchase gifts ranging in price from $1 to $5.

Family Film Night - The movie Daddy Day Camp was rented from Amalgamated Movies and was shown in the school hall on 15th June. Food and drinks were available for purchase, in addition to the ticket price.

Family Portrait Fundraising - Portraits of families were taken by a professional photographer in the multi-purpose room on 18th August.

Scholastic Book Fair - Was held from 25th July to 1st August. A variety of books, posters and stationery was available for purchase by students, parents/carers and teachers.

Fathers` Day Stall - same as Mothers` Day Stall but held on 29th August.

School Walkathon was held on 19th October. Students were sponsored to walk around two defined circuits at Thalassa Park.

Christmas Raffle - Local businesses were approached to donate prizes. We also asked for donated goods from parents/carers.

By the end of 2012 the Fundraising Committee will have raised in excess of $5000.

Our focus for 2013 will be decided in conjunction with other school personnel.

Cindy Paton and Helen Roberts, Fundraising Committee

Canteen Report

Once again we have had a very successful and productive year.

We had Valentine’s Day pink muffins and St Patrick day green muffins, 4 Munchie Lunch Specials, Open Night and Term 2 and 3 Thursdays Soup for Staff.

Sports day this year we ran a sausage sizzle special, offered muffins in the different team colours and our Hub Grub Cafe was a very welcoming and successful venue for refreshments.

We have also catered for morning and afternoon teas for various meetings and special occasions within the school and prepared luncheons for staff on Pupil Free days and Melbourne Cup.

Our catering service is an exciting challenge as we try to offer different food ideas to staff.

Our main purchase in 2012 was a new microwave.

We also passed with flying colours our yearly visit by the Onkaparinga Environment Health Inspector. With the assistance of Heather Brown I was able to manage our costings with the introduction to the SSONET programme which covers menu pricing, mark up tools, costing of recipes and percentage tool.

14 Year 7 students applied to be a Canteen Assistant. These students were committed to their responsibility of assisting in the Canteen, one specific day, every week, of each term. Their time and effort is greatly appreciated and they are to be congratulated on doing such a wonderful job.

Without the support and dedication of all 19 volunteers we could not run our successful Hub Grub. They not only give their rostered time but also volunteer on our busier days to help with functions and lunch specials and various school activities throughout the year. Each has their own forte which is utilized in the canteen.

Their invaluable assistance is truly appreciated and I thank every one of them for their support and encouragement.

I must also thanks Debbie Lamps for the wonderful job she does as manager and also for donating her time as a volunteer every Friday and throughout the year on special days. She is a major asset to the successful operating of our school canteen.

My thanks must also go to Heather Brown for keeping us on the financial track and for always making the time to answer my questions and concerns I may have. I believe that it is with Heather’s guidance and understanding of how canteen finances should be operated that has hopefully made 2012 a better financial year for us.

My personal thanks to Julie Gallaher, who always offers her personal encouragement, highlights our canteen to new families and students, gives us the opportunity to speak each term to new intake parents/carers, supports us with our catering work, and is always there should any problems or concerns arise.
It is my aim in 2013 to continue to make the canteen a pleasant friendly place for parents/carers to come to, to offer a varied and affordable healthy menu, different and exciting Munchie lunches, as suggested by 2012 SRC and be a financially viable asset to Aberfoyle Hub R-7 School.

Janet Matthews, Canteen Manager

OSHC Report
This year has seen a slight reduction in numbers for After School Care and Vacation Care, which is typical of many OSHC services in our area. However our Before School Care has remained busy. OSHC has had several staff changes this year. Kerry Bayer resigned to undertake a career in Long Day Care. Kirsty Bassham worked with us for several months and then resigned. Rebecca Denyer has picked up the extra shifts working with several children with additional needs having previous experience at Hallett Cove OSHC. The rest of the hard working staff have undertaken a variety of training opportunities this year. These include updating First Aid, Anaphylaxis Emergency Management, Emergency Asthma Management, National Quality Framework, Outside Environments, Diploma in OSHC and Certificate 3 in Children's Services. The training of our staff all helps to provide the best possible outcomes for the children in OSHC. The Education and Care Services National Law Act 2010 and The National Quality Framework for Early Childhood Education and Care have been introduced this year, impacting on our Policies and Procedures and the way we think about programming. The overall philosophy for the My Time Our Place learning framework for school age care is to provide children with choices and opportunities for fun, challenges and social interactions. While we still program some activities and games each day, many of our activities are determined by the children. The staff are actively engaged with the children to enhance their skills and build their knowledge through games and social interactions. Our Quality Improvement Plan has been developed and the staff are continually working through each Quality Area to identify our strengths and pursue continuous improvements. Storage shelves and cupboards have been installed which make the room look a lot tidier and make our resources more accessible. The children's behaviour and enthusiasm has been fabulous this year. They always seem busy and generally enthusiastic about their time in OSHC, especially during Vacation Care. This reflects positively on our whole staff team who genuinely enjoy working with children. Our goals for 2013 will be to continue to self assess our service against the NQF to ensure the best possible outcomes for the children in OSHC. We will be using different methods to assess the learning of individual children and endeavour to provide activities that promote and enhance their development. We would also like to provide some new families with the opportunity to be involved in our Advisory Committee in the future as several of our long standing members have moved on.

Many thanks to our great staff and very supportive advisory committee for a great year.

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

Advisory Committee
Sarah Magnusson – Deputy Principal
Kendra Dunning
Korrina Batty
David Clifton
Lisian Lisk

Grounds and Facilities Report
Repairs and Maintenance
- Department always in arrears
- Maintenance grants approves plus $5k over run from general revenue

New Work
- Landscaping around unit 5
- Magic Square Garden
- Indigenous “Bush Tucker” Garden
- Field River and State forums.

Student Involvement and Parent/Caregiver Help
- Environmental Committee attended our meetings to share information about sustainability and the Magic Square Gardens
- Scrap metal runs
Covering and uncovering the Cricket pitch
Needs attention slips
Filling the divots on the ovals
Digging holes for planting

Tree Audit
A number of trees will need to be either lopped or removed as determined by the tree audit to ensure ongoing safety of students and facilities

Recommendations for 2013
Action the Government Maintenance Grant of $23,000 for painting and flooring
Redevelop the long jump pit
Dry creek bed in JP yard

David Clifton, Grounds and Facilities Chair

Out of Hours School Sport
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.
This year the Out of School Sports Committee helped coordinate 2 Cricket, 3 Basketball, 3 Soccer and 3 Netball teams. 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. Pedal Prix now fits within Out of School Sports.
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.
Terry Jenke will be vacating the role as Cricket Coordinator at the end of the year. We have appreciated his involvement and dedication to both sport and school community over the last 5 ½ years. We also thank Andy Bertram and Terry Jenke who both represented Pedal Prix on the Sports committee.

Achievements this year have been:
Providing an information session to all volunteers in ‘Reporting Abuse and Neglect’, Pedal Prix included on our Out of School Sports Committee; uploading the policy on the school’s website, the successful running of the Sports Canteen during the winter season and term 4 cricket season; Carnivals for both Soccer & Basketball; Winter & Summer Presentations; the scrap metal collection days and the yoghurt shop as successful fundraisers.

Goals for 2013:
To continue promoting Out of school Sports within our community by having a variety of fundraising activities throughout the year, updating the school sport section of the Hub’s website, to re-establish Football; work with Pedal Prix in aligning them to our Out of School Sports Policy.

Sarah Magnusson, Deputy Principal/Out of School Sports Coordinator