1. CONTEXT

School Name: Aberfoyle Hub R-7 School  
School Number: 0536  
Principal: Ms Julie Gallaher  
Partnership: South Valley Precinct

Aberfoyle Hub R-7 School is a Category 7 school comprising of 365 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 the Aberfoyle Park community bringing new students to our school. Current leadership configuration is a Principal, Deputy Principal, Curriculum Coordinator and an Administration Officer. Our specialist areas of study were Spanish, Music and Physical Education. In 2014 we had 12 mainstream classes Reception to Year 7 and 2 Regional Special Classes; Reception to Year 2 and Year 3 to Year 7.

2. REPORT FROM GOVERNING COUNCIL

It’s been another busy and productive year at Aberfoyle Hub R-7 School this 2014 year, with many thanks to all staff providing and safe and encouraging learning environment for our children. Great sadness struck the school community with the tragic passing of Jarrod Cowie. He touched the lives of students, staff and families with his understanding, patience and support. His contribution with Amanda Badcock in Wakakirri was inspiring, and the students took out many awards including the National Winner for Story of the Year. Congratulations students and thank you Amanda for completing this enormous task. Rest in peace Jarrod.

Another positive audit was completed on our finances so well done to Heather and Julie. Much work has already been completed on the 2015 budget.

As usual Janet has continued to show how a school canteen is to be run. She keeps our canteen viable whilst adhering to the healthy eating guidelines which are often challenging for some other schools. Likewise Kathy has continued to run a successful OSHC/Vac Care programme for our families.

Out of hours sport continued to be well represented. The Pedal Prix team, led by Andy Bertram and Kerry Southby, again had 2 bikes finish top 5 overall in their categories. Thank you to Andy and Kerry for years of support and we encourage others to step up and continue this strong tradition.

It is good to see that again many students also represented Southern Valley in SAPSASA activities this year.

Our choir performed well at the Festival of Music and many students took advantage of lunchtime dance sessions through the year with Amanda Badcock. Other lunchtime activities that students participated in included cricket, jump rope and craft. Plus the Market Day was again a great success.

Finally many thanks to all volunteers contributing to keep Aberfoyle Hub R-7 a great school.

_Graham Catt, Governing Council Chairperson_

3. 2014 HIGHLIGHTS

- We continued to deliver quality teaching and learning programs in all classrooms, including specialist learning areas of Spanish, Music and Physical Education.

- Outcomes achieved in each of our Strategic Directions provided a range of Professional Development for staff in Australian Curriculum Mathematics, History, Geography, Science, Health and PE and The Arts. We maintained our focus on improving Reading Comprehension across R-7 and teachers collaborated in the Professional Learning Communities (PLCs). We had four successful training and development days for staff focusing on improving teaching and learning programmes using the Teaching for Effective Learning Framework (TfEL) and the Australian Curriculum, working on Quality Assessment Tasks and moderation of student work samples and a planning day using 2014 student data to plan for 2015.

- Student behaviour both in class and in the yard has continued to show positive development where students self-regulate and demonstrate our school values.

- We focused on further fostering positive student wellbeing. We celebrated Harmony Day, Reconciliation Day and continued our Mentor Programme involving 12 regular Mentors. We invited our Community to join us for our Soup Day organized by our Christian Pastoral Support Worker.

- R-7 Student Representative Council (SRC) made a profit for 2014 of $4,000 after supporting our sponsored child in Peru, Beyond Blue and maintaining their ongoing self-sufficiency. Market
Day was definitely the highlight in 2014. SRC funds will purchase new ICT equipment and to support student wellbeing programmes in 2015.

- Our fantastic Wakakirri Team were both State and National winners and are to be congratulated for their magnificent achievement.
- Pedal Prix Teams 2014 HPV Super Series had another successful year with Category 1 placed 4th and Category 2 placed 2nd for the year. We also won the fastest lap times at Victoria Park and at the Murray Bridge Race.
- Senior Choir performed at the Festival of Music. Our Choir and Instrumental Music students performed at Assemblies and at the Term 4 Recital Evening.
- Mr Cowie instigated the wonderful mural on the Wakakirri Room and Ms Reid finished it on his behalf.
- Over $5,000 was raised by the Fundraising Committee which will be donated to the school in 2015 for the staff and students to decide how to spend. The Walk-a-thon was again the most popular event with a different course being used at Thalassa Park.
- There was successful transition for Reception students scheduled to start school for the first time in 2015 and our Year 7s who were heading off to High School in 2015.
- Many of our students participated in SAPSASA District/State Teams with some of our students being successful in representing our state in the National Competitions.
- Many students in Year 3 - 7 participated in the International Competitions and Assessments for Schools (ICAS Competitions) and we had a number of students who achieved Distinctions in a range of these competitions.
- Sustainability remained a focus across R-7 with recycling, conservation of energy, further development of our Magic Square Gardens growing a range of vegetables and the additions to the Bush Tucker Garden of Indigenous Art Work.
- Dl shaved her head for “Shave for a Cure” raising $1,702.05.
- We had the inaugural Volunteer of the Year Award for 2014 presented to Mrs. Shirley Booth.
- Parents/Caregivers and Community supported in classrooms, on committees, sports coaches and coordinators and members of our Governing Council.
- Special acknowledgement and thank you to all of our Governing Councillors in 2014. Special mention to both Graham Catt and David Clifton for their years of service to our Governing Council and Sub-Committees.

Julie Gallaher, Principal

4. SITE IMPROVEMENT PLANNING AND TARGETS

Teaching and Learning:
Targets:
- Continued and improved use of Ann Baker strategies- consistent across site.
- Communicating Ann Baker strategies with families.
- Use of Art and Science of Teaching strategies/design questions.
- Use assessment data and moderation to plan for needs.

Evidence of Outcomes:
- Students using previously learned strategies in new classes- common language developing.
- Ann Baker problematized situations and math strategies becoming more embedded.
- Staff more familiar and accessing assessment data to aid planning.
- Provided parent workshop on strategies- positive feedback.
- Newsletter articles with strategies and resources.

Recommendations for 2015:
- Shared language and consistent approach in Mathematical language through direct vocabulary instruction.
- The explicit use of ‘learning goal and scales’ in the classroom and linked to planning and assessment tasks.
- More collaborative planning across more subject areas.

Assessment and Moderation:
Targets:
- Independent construction of high quality tasks in maths and other learning areas.
- Moderate common assessment tasks.
- Improve assessment and reporting practices.
Evidence of Outcomes:
- Collaborative planning to create common high quality assessment tasks
  - Staff creating tasks for maths in year level teams.
  - Some staff extending to other learning areas.
- Moderation
  - New moderation process used in line with DECD.
  - Staff created 3 portfolios.

Recommendations for 2015:
- Continue focus on developing high quality assessments in ALL areas of learning- embedded in planning practice.
- Data and assessment analysis to be embedded in collaborative planning PLC focus and design of assessment tasks around identified needs across Mathematics, English.
- Moderation to be ongoing and regular self/PLC led process.

Staff Training and Development:
Targets:
- Focus on Art and Science of Teaching (ASOT).
- Provide access to outside Training and Development opportunities.
- Utilise staff experience.

Evidence of Outcomes:
- Trained staff exploring use of ASOT strategies.
- Shared ASOT at Pupil Free day.
- Links made between ASOT and TfEL.
- Staff part of focus groups in Humanities and Social Sciences (HASS), Arts and Technologies.
- Staff led staff meetings on science, PE/Health, Arts and HASS.
- Staff accessed external maths focused T&D and using strategies within classroom.

Recommendations for 2015:
- All teachers to be trained in Art and Science of Teaching.
- Focus on one or two design questions- recommend Design Question 1 ‘What will I do to establish and communicate learning goals, track student progress, and celebrate successes?’
- Collaborative pupil free days with schools in cluster looking at ASOT.

Professional Learning Communities:
Targets:
- Create more cohesion and a group focus towards PLCs.
- Further develop structures- transfer responsibility to the group.
- Use critical friends for peer observations.
- Use data analysis, task design/planning and to moderate work samples.

Evidence of Outcomes:
- Staff using time to collaborate and create common assessment tasks.
- Initial use of data to find Mathematic needs in cohorts useful.
- PE teacher created external PLC with other PE teachers- carried out observations.

Recommendations for 2015:
- Ongoing focus on data (NAPLAN and PAT testing) to identify cohort focus.
- Collaborative planning to be based on needs identified in the data.
- Each group provided with PLC book with guidelines, expectations and minutes.
- Greater group independence, accountability and sharing.

Amanda Badcock, Curriculum Coordinator

4.1 Junior Primary and Early Years Scheme Funding

Early Years Scheme
In 2014 we received a total of $58,115.00 to support Early Years Class Sizes. This funding was used to purchase School Support Officer hours in all Reception – Year 3 classes enabling on-going Literacy support a minimum of 3 times/week in each class.

Reading Support Teachers
Summary 2014
At Aberfoyle Hub R-7 school the R-2 staff is made up largely of experienced teachers with long tenures at the school. We are a level 7 school and our cohort of students 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 2014 has been 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 to share the load as far as attending training and development, mentoring other teachers and running workshops for parents/caregivers.

One of our goals was to explore comprehension strategies which then became the focus for our literacy block. 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 our Early Years levels of schooling meetings. We organised and ran a release day for our R-2 staff to unpack, discuss and familiarise ourselves with the Partners in Print kit. We also shared our reading programmes, relooked at English in the Australian Curriculum and discussed our successes and frustrations in an effort to share and mentor each other. We looked at new English resources.

Many of the R-2 staff took the opportunity to attend the 2014 Literacy and Numeracy Expo and shared our learning’s from the day at our levels of schooling meetings.

A parent/carer workshop was conducted early in the year for parents/caregivers of Reception and Year 1 students. As a result parents/carers have become more confident to support their children at home with their reading skills.

**Goals for 2015:**
The focus for 2015 will be to implement the Partners in Print programme across all Early Years classes. The extent of the implementation will depend to some degree on the days provided by the department.

*Judy Gum and Judy Smith, Reading Support Teachers*

### 4.2 Better Schools Funding

In 2014 we received $9,340.00 Better Schools Funding. This money was used to release a teacher 1 day/week during Term 2 and Term 3 to work with groups of students in Year 2 – 4 requiring in depth tuition with Numeracy. The programme was well received by our students with all participants citing they were now not as nervous to have a go with Math’s activities and that they felt more equipped to effectively use the Natural Math’s Strategies in their classroom.

### 5. STUDENT ACHIEVEMENT

**Literacy**

**Evidence of outcomes**

- 82% of children in Year 1 achieved Level 16.
- Exceeded target of 70% of children in Year 2 to achieve level 21- 26 reading an information text by the end of term 3 was achieved (77%).
- 50% of Year 2 working on Lexiles.
- Achieved target of 85% across Years 3-7 matching their year level Lexile expectations as outlined in the AHR7S English Agreements.
- Online in school testing of Year 1-7 students achievement of expected year level targets: literacy - 56% Year 3, 78% Year 4, 63% Year 5, 79% Year 6, 93% Year 7 and numeracy - 53% Year 3, 83% Year 4, 80% Year 5, 47% Year 6, 79% Year 7.
- Advanced reports purchased for deeper analysis of in school testing data across all year levels by teachers in levels of schooling and appropriate planning and programming catering for individual progress occurred.
- 7 identified students undertook the MultiLit programme, 1:1 intense literacy intervention programme - 3-4 sessions/week of 30 minutes each session. Students progressed from a minimum of 2 levels to 7 levels in 15 weeks.
- Successful in class Literacy Intervention Programme supported all Students with Disabilities (SWD) and Students with Learning Difficulties (SWLD) Year 3-7 students was successful.
- Analysis of Running Records collected each term and student needs identified with SSO to support individual learning plans R-2.
- 100% student participation in and 83% completion of the Premiers Reading Challenge.
- All reception students assessed using the SPAT and Running Records to determine required Intervention of SMART WORDS program, Reading Recovery Strategies and the First Steps Reading programme.
- 100% English as an Additional Language and or Dialect (EALD) students supported weekly by an EALD Teacher.
- 10 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
minimum two to ten reading levels. Improved letter formation basic sound and letter recognition were also evidenced.

**Targets for 2014**
- Ongoing culture of inquiry, reflective and shared practice and leadership.
- Increased improvement in Literacy outcomes for all students; particularly with Reading in years 3 and 6.

**Recommendations for 2015**
- Early Intervention continue 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 reading level 24+ by the end of Year 2.
- Lexiles data to be collated at the end of each term for year 3-7 students with 75% of students proficient and above in lexile levels to match year level expectations as outlined in schools English Agreements.
- 85% of children achieve in school testing scale score per year level as outlined in schools English agreements with individual growth to be evident in all in school tests.
- Continue focus of improving Reading to be documented in Site Improvement Plan.
- Monitor process of identifying students for intervention and adopt the MultiLit/Minilit intervention programme.
- Continue to expand Guided reading across the R-7 cohort.
- Moderation of common assessment tasks in English R-7.
- Deeper analysis of in school testing in levels of schooling teams - comprehension, vocabulary, mathematics and science Y1-7 in term 4 and Running Records data with like year levels.
- Greater consistency of assigning levels in reports, common understandings and methodologies to achieve student outcomes.
- Consistency of planning and programming units of work in like year levels.

**Sarah Magnusson, Deputy Principal**

**5.1 NAPLAN**

Student Proficiency Bands

**Figure 1: Year 3 Proficiency Bands by Aspect**

![Proficiency Bands Graph](image)

**Table 1: Year 3 Proficiency Bands by Aspect**

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td>5.1</td>
</tr>
<tr>
<td>Reading</td>
<td>5.1</td>
</tr>
<tr>
<td>Writing</td>
<td>5.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>5.1</td>
</tr>
<tr>
<td>Grammar</td>
<td>5.1</td>
</tr>
</tbody>
</table>
Figure 2: Year 5 Proficiency Bands by Aspect

Table 2: Year 5 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>4.7</td>
<td>18.8</td>
<td>35.9</td>
<td>28.1</td>
<td>3.1</td>
<td>9.4</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
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<td>6.2</td>
<td>21.5</td>
<td>35.4</td>
<td>16.9</td>
<td>12.3</td>
<td></td>
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<tr>
<td>Writing</td>
<td>12.3</td>
<td>6.2</td>
<td>52.3</td>
<td>21.5</td>
<td>7.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>7.7</td>
<td>10.8</td>
<td>12.3</td>
<td>29.2</td>
<td>33.8</td>
<td>6.2</td>
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<tr>
<td>Grammar</td>
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<td>32.3</td>
<td>15.4</td>
<td>29.2</td>
<td>15.4</td>
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</table>

Figure 3: Year 7 Proficiency Bands by Aspect

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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</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>4.3</td>
<td>2.1</td>
<td>12.8</td>
<td>25.5</td>
<td>19.1</td>
<td>23.4</td>
<td>12.8</td>
</tr>
<tr>
<td>Reading</td>
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<td>2.1</td>
<td>8.5</td>
<td>12.8</td>
<td>34.0</td>
<td>19.1</td>
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<td>Writing</td>
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<td>27.1</td>
<td>27.1</td>
<td>8.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.2</td>
<td>4.2</td>
<td>10.4</td>
<td>20.8</td>
<td>25.0</td>
<td>14.6</td>
<td>20.8</td>
</tr>
<tr>
<td>Grammar</td>
<td>4.2</td>
<td>6.3</td>
<td>10.4</td>
<td>10.4</td>
<td>33.3</td>
<td>20.8</td>
<td>14.6</td>
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</table>
**Student Mean Scores**

Figure 4: Year 3 Mean Scores

![Graph showing mean scores for Year 3 by aspect: Numeracy, Reading, Writing, Spelling, Grammar.](image)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>380.4</td>
<td>396.1</td>
<td>390.4</td>
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<tr>
<td>Reading</td>
<td>415.5</td>
<td>425.0</td>
<td>395.2</td>
</tr>
<tr>
<td>Writing</td>
<td>403.8</td>
<td>420.3</td>
<td>394.9</td>
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<tr>
<td>Spelling</td>
<td>417.4</td>
<td>414.1</td>
<td>378.8</td>
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<tr>
<td>Grammar</td>
<td>415.7</td>
<td>426.4</td>
<td>400.2</td>
</tr>
</tbody>
</table>

Table 4: Year 3 Mean Scores

Figure 5: Year 5 Mean Scores

![Graph showing mean scores for Year 5 by aspect: Numeracy, Reading, Writing, Spelling, Grammar.](image)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>494.5</td>
<td>465.4</td>
<td>466.8</td>
</tr>
<tr>
<td>Reading</td>
<td>531.3</td>
<td>483.6</td>
<td>499.4</td>
</tr>
<tr>
<td>Writing</td>
<td>482.9</td>
<td>464.5</td>
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</tr>
<tr>
<td>Spelling</td>
<td>504.0</td>
<td>480.2</td>
<td>499.2</td>
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<tr>
<td>Grammar</td>
<td>514.6</td>
<td>487.4</td>
<td>511.0</td>
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</table>

Table 5: Year 5 Mean Scores
Figure 6: Year 7 Mean Scores

Table 6: Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Numeracy</td>
<td>527.2</td>
</tr>
<tr>
<td>Reading</td>
<td>533.5</td>
</tr>
<tr>
<td>Writing</td>
<td>509.8</td>
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<tr>
<td>Spelling</td>
<td>538.8</td>
</tr>
<tr>
<td>Grammar</td>
<td>545.1</td>
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</table>

Growth

Figure 7: Year 3-5 Growth

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
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<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>
Figure 8: Year 5-7 Growth

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>

Recommendations for 2015
- Site Improvement Plan to continue to have a focus on improving Mathematics across R-7.
- Develop further common language, understandings and practice of the teaching of both English and Mathematics across like year levels.
- Embed the R-7 Agreements for both English and Mathematics.
- Participate in training and development to improve the consistency, quality of teaching and assessment in both literacy and numeracy R-7.
- To match and where possible achieve higher results than “Like Schools” in all NAPLAN tests for Year 3/5/7. (N.B. Annually we have students in our Special Class that are exempted which gives a 0 result that has an effect on our overall score.)

6. STUDENT DATA

6.1 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>2012</td>
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<tr>
<td>Reception</td>
<td>94.6</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.6</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.4</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.2</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.7</td>
</tr>
<tr>
<td>Primary Other</td>
<td>88.9</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.4</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.5</td>
</tr>
</tbody>
</table>

Recommendations for 2015
- Annually review Attendance Policy and Procedures with both staff and Governing Council.
- Focus on students who are regularly late.
- Continued awareness of families about holidays occurring during school term.
- Work closely with students, families, staff and where applicable to improve on-going unexplained absences.
- Work in collaboration with the Attendance Counsellor to support chronic absences as needed.

6.2 Destination

Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
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<tbody>
<tr>
<td></td>
<td>School</td>
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<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
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</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>69</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
</tbody>
</table>

Our Year 7 students following graduation transfer mainly to State Government Schools with the majority choosing to attend Aberfoyle Park High School.

7. CLIENT OPINION

Parent/Caregiver Survey
All 255 families had the opportunity to complete the survey (231 emailed and 24 posted) with a total of 33 returns (12.9%).
Some of the areas for us to further work on in 2015 –
- Communication – timely, accurate and consistent.
- Consistency of teaching and learning across like year levels.
- Ongoing upkeep and maintenance of our grounds.
- Intervention for students requiring extra assistance with their learning.
- Consistency of Student Behaviour Development.

Staff Survey
All 39 staff were surveyed with 18 returns (46%).

An area for us to further work on in 2015 –
- Successful implementation of the Australian Curriculum in composite classes.
Student Survey
A random selection of 34 students in Year 3 -7 was surveyed.

Student comments -
- I believe this school provides great facilities for disabled or impaired students.
- I really like the teachers here and that the principal always listens when a note is given to them.
- I like the way we are taught things that make it easier to understand things we haven’t learned before.
- I think our school controls behaviour pretty well, but we could improve.
- I feel very safe at my school because there are no bullies around, and I hope it stays that way.
- I especially like the way we are being taught things because it makes things easy to understand.
- I like it how Di has always been a helping hand.
- I would just like to say that I think that this school is a really great.
- My school is a supportive and I like being there.

Some of the areas for us to further work on in 2015 –
- Consistency with behaviour management.
- Strengthening authentic Student Voice across R-7.

My School website
http://www.myschool.edu.au/

8. ACCOUNTABILITY

8.1 Behaviour Management

Student Behaviour Development
- Develop inclusive practices and use a Restorative approach.
- Develop positive strategies in catering for the education of boys.
- Refine and further promote the process of the Bully Audit to our school community.
- Develop a consistent approach to recording Student Behaviour Development data for both school and system.
### Student Data

#### Summary by Year Level

<table>
<thead>
<tr>
<th>Yr. Level</th>
<th>Sex</th>
<th>Incidents 2012</th>
<th>Incidents 2013</th>
<th>Incidents 2014</th>
</tr>
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<tbody>
<tr>
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#### Summary by Consequence

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<tr>
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<th>Incidents 2012</th>
<th>Incidents 2013</th>
<th>Incidents 2014</th>
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<tbody>
<tr>
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<td>157</td>
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<tr>
<td>Office Referral</td>
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<tr>
<td>Total</td>
<td>221</td>
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<td>228</td>
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</tbody>
</table>

### Evidence of outcomes

- A high number of behaviour incidents continued to occur with males. Some specific students required ongoing intervention. Inter-agencies were also involved working in partnership with families and school.
- Restorative Practice is working successfully in the classroom and actively practiced at the office.
- Reporting of student development and welfare at every Governing Council meeting.
- Reported bullying incidences continued to remain low in comparison to previous years: 6 in 2014, 10 in 2013, 11 reported in 2012 compared to 34 in 2011. Bully audits conducted, reviewed and refined with greater awareness by students as to what constituted bullying and unfriendly behaviour; the importance to report and work through a resolution working in partnership with school and families.
- Monitoring and immediate follow up of student behaviour with students, staff and families.
- Conducted successful first week’s program focusing on behaviour; schools values of responsibility and respectful relationships.
- All 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 all students.
- Mentoring provided to support students at risk in the yard to develop problem solving strategies and relationship building.
- Weekly lunch time Kids club for all students focused on positive activities based on student interest.
• Successful social skills program ‘What’s the Buzz’ targeting specific identified students during class and break times.
• Inter-agencies worked closely with school and in partnership with families and wider community.
• School and Attendance Counsellor working together with identified families to improve student attendance resulting in significant improvement with 1 family.
• Training and Development and follow up discussions centered on strengthening relationships through play and implemented Restorative Practice approach to deal with behavioural incidences.
• Regular reporting to Governing Council of Student Behaviour Development including data of Bully Audits conducted during Terms 1 and 3.

**Recommendations for 2015**
• Restorative practices to remain a strong focus in the classroom environment and to incorporate Play is the Way language and strategies both in class and out in the yard.
• Promote consistent common approach to student development for all staff.
• Continue consolidating Restorative practices with all student development.
• Provide T&D to deepen learning & implementing strategies that cater for educating boys and managing abuse related trauma.
• 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 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.
• Continue whole school focus on students arriving to school on time.

*Sarah Magnusson, Deputy Principal*

### 8.2 Criminal History Screening

We follow the DECD Guidelines outlined in relation to Criminal History Screening. A School Support Officer is employed to process applications, input and update the data base and follows up/informs current volunteers/Governing Councillors/other personnel when their Criminal Clearance is due to expire. We require all volunteers, mentors, committee members, sports coordinators/coaches, regular parents/caregivers working in classrooms, student teachers to have a current Criminal History Clearance prior to working in our school as outlined in DECD guidelines. Contractors and visiting performers are also screened and if no clearance is sighted then they can only be on site under direct supervision i.e. our Grounds Person will supervise the Contractor while they complete their assigned work. We conduct regular checks with personnel working/volunteering on site to ascertain they have completed the Volunteer Package and have a current clearance on record with our school. Volunteer information sessions are provided.

### 8.3 HUMAN RESOURCES - Workforce Data

#### 8.3.1 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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<td>Bachelor Degrees or Diplomas</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.
8.3.2 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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</thead>
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<td>Indigenous</td>
<td>Non Indigenous</td>
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<td>Full-time Equivalents</td>
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9. FINANCIAL STATEMENT

Income by Funding Source

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<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
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<td>1 Grants: State</td>
<td>$76,962.25</td>
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<tr>
<td>2 Grants: Commonwealth</td>
<td>N/A</td>
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<tr>
<td>3 Parent Contributions</td>
<td>$136,207.55</td>
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<tr>
<td>4 Other</td>
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</table>

Please note –
2014 Financial Reports – Profit and Loss for Aberfoyle Hub R-7 School Consolidated Account, Canteen Account and OSHC Account are attached as appendices.

10. COMMITTEE REPORTS

Student Representative Council
Summary 2014
The SRC is made up of 5 year 7 executive students and 2 class nominated representatives from each class. The executive students are chosen through a merit selection process. This process begins with an information session for all eligible students where the job and person specifications are handed out to interested students. The students then write an application addressing the specifications and submit this in the first week of term 4 for appointment the following year. A panel of their peers is formed and they work with the SRC Convener to set the criteria and then short list the applicants. The short listed applicants are invited to an interview. They are given 2 questions to prepare prior to the interview and another question 10 minutes before the interview. At the end of the interviewing process the panel selects the successful applicant for the position of Co-chairperson (2), secretary treasurer and Community liaison.
In 2014 we increased the leadership opportunities to include 4 Sports captains appointed for the whole year. They have been involved in running lunch time activities, supporting Mr Trenorden at various times for SAPSASSA events and helping to organise and run Sports day.
During 2014 the students have been involved in discussing and making decisions relating to
- Providing ideas and feedback on our school awards system and certificates.
- Reviewing our school values and updating the posters and letterheads.
- Fulfilling our grant application from last year and organising the installation of filters to our drinking water taps across the school.
- The general cleanliness of our grounds.
- Student access to buildings during play times.
- Running around safely in hard play spaces.
- Supporting charities such as Beyond Blue and our sponsor child Wilbur.
- Fundraising through events such as casual days, R-3 discos, 4-7 disco, market day.
- Organising Hub’s Got Talent.
- Contributing money towards improving our basketball goals.
- Showcasing our school during visits from special guests.
Throughout the year the students have eagerly participated in meetings and have willingly volunteered in the various ways. The executive have worked with the SRC to meet our target of raising $2000 and have nearly doubled this. Many students have had the opportunity to take on leading roles in the organisation of different events and this has proven a great learning experience for them.

Vicky Bashford, SRC Coordinator
Finance Advisory Committee
Summary of 2014 Year
As usual the school’s financial position continued to remain in good condition with most accounts staying within Budget without affecting the standard and services of the school. Major concerns were the usual utilities costs, breakdown maintenance and cleaning. Once again we received a favourable report from the Auditors. Our SASIF investment remained healthy. We also continued to look after all the Local Partnerships Finances including the Indigenous Students programme.
Finance for both Canteen and OSHC remained in good condition for them to run as single identities by providing a good cost effective service and staying in budget. Thank you once again to Janet and Kathy respectively.

Achievements/Highlights
Online Banking for OSHC and Canteen wages was set up. We received the $23,616.00 State Grant for Site Facilities/Maintenance for 2014 which was used for painting and re-carpeting.
We finally received the $8,849.51 interest payment that has been owed to us since 2011, thanks to Julie and Heather strongly pursuing this.
Non DECD Grants received during the year:
Local Partnerships Professional Development Program Funding - $6400.00.
Local Partnerships $87,682.90.
ICAN Case Management Grant $6,000.
Variations in funding:
Received extra Australian Curriculum Funds +$9,643.20 (used for Training and Development for teachers).
Better Schools Agreement Funding $9,086.65 (June RES).
Local Partnership Fund Money $18,484.39 (Work Health Safety).
Better Schools Agreement funding of $4071 in the September RES.

School Fees
In 2014 the fees per student was $300.00 (being Material & Services Charge $260.00 and the Excursion fee of $40.00).
In term 4 Governing Council recommended that fees rise by $10.00 to $310.00 (being Material & Services Charge $270.00 and the Excursion Fee to remain at $40.00).
Collection of the Material & Services charge has again proved time consuming with a number of families being sent reminders and being referred to the debt collector (including some repeat offenders).
Next year a service called Payway will be introduced but not sure at this stage whether this will make a difference. We also changed some of the timeline in the Debt Policy to try to get outstanding debts to the debt collector earlier than previous years - this Policy takes effect from 1/01/2015.

OSHC Fees
OSHC fees were increased by $0.50 cents for Before School Care (will be $13.00), After Care (will be $20.00), and Vacation Care Days (will be $46.00) and the Vacation Care Days with Excursion were increased by $2.50 (will be $58.00). These will take effect as from the 1st January 2015.

Recommendations for 2015
• To work with teachers to continue to utilise class budgets more effectively through the year.
• To work closely with families to try and alleviate time consuming notices, debt collecting of unpaid fees and to keep to timetable as much as possible to enable outstanding debts to be forwarded to debt collectors as early as possible once all steps have been taken to receive these fees.
• To monitor Utilities, Cleaning and Breakdown Maintenance Budget Lines to try and keep as close to budget as possible.
• To push the marketing of our school as much as possible to try and increase our student numbers which will assist in the funding and financials for our school.

Chris Glass, Governing Council Treasurer
Fundraising Committee
Summary of 2014 Year
In 2014 the fundraising committee consisted of Helen Roberts and Cindy Paton and followed a similar template established in the previous year.
Our mission was to generate funds for the school.
We did this by executing the following events:
- Hot Cross Bun Drive
- Mothers’ Day Stall
- Fathers’ Day Stall
- School Walkathon
- Christmas Raffle
- Super Slice Drive
- Hot Cross Bun Drive - Hot cross buns were purchased from Kyton’s Bakery.
- Mothers’ Day Stall - 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 $6.
- Fathers’ Day Stall - same as Mothers’ Day Stall but held on 4th September.
- School Walkathon - Was held on 4th November. Students were sponsored to walk around one defined circuits at Thalassa Park.
- Christmas Raffle – Members of the school community have been approached to donate prizes.
- Superslice Drive – The drive was conducted using Heather Brae fundraising.
By the end of 2014 the Fundraising Committee will have raised in excess of $3000.
Our focus for 2015 will be decided in conjunction with other school personnel.

Cindy Paton, Helen Roberts, Andrea Scrimshaw and Kathy Smith, Fundraising Committee

Canteen report
Summary of 2014
2014 has been a busy and economically successful year for the Canteen.
We started the year with the official appointment of Trish Brewer as assistant manager. Trish has proven to be a reliable and conscientious manager.
Combined with countless various catering functions, staff luncheons on Pupil free days and Melbourne Cup we have also offered 4 Munchie Lunch specials, 2 Special Muffin days, homemade Xmas biscuits and supported school community events, Open night and Sports Day. All student specials have proven to be very popular and well supported.
We are again very privileged to have 20 volunteers on our roster, willing to give up their time to assist in the Canteen. They are a fantastic group who bring a range of ability, camaraderie, enjoyment and laughter. Their valuable assistance is always truly valued and I sincerely thank every one of them for their support and encouragement.
18 Year 7 students became Canteen Assistants in 2014, giving up their recess and lunch times to assist with serving over the counter, restocking, setting up and cleaning. They are to be congratulated on being so dedicated to their position and for carrying out their work so diligently.
Equipment we purchased this year includes 15 new class lunch order boxes, a new blind, various small cooking utensils, and we also refreshed the canteen with new signs, decals and a clock. From any 2014 profit we plan to allocate funds to our equipment fund, from which eventually, we hope to purchase our very own front glass refrigerator.
Thanks must go to Heather Brown for her outstanding financial operation of the Canteen funds, to Kendra Dunning and Heather McFarlane for representing the canteen on the school’s Governing Council and to Julie Gallaher for her management, support and promotion of the canteen.
As to 2015 I anticipate we will continue to cater for our students offering healthy, viable, options with the emphasis on vegetarian meals, more in house preparation and still produce a profit.

Janet Matthews, Canteen Manager

Aberfoyle Hub School OSHC
Summary of 2014
2014 has been a year where we have focused on the needs of individual children and incorporating these into our day to day program. While we have always done this, under the new NQF framework, we have fine-tuned the documentation. All staff have been involved in writing regular observations about individuals and groups of children. From these observations we can identify the developmental needs of the children and incorporate activities and experiences into our day to day practices. This process has been a valuable tool for many of the educators as it helps us to reflect on our own practices in a way that benefits the children in our care.
Two of our goals from last year were to strengthen links with the community and focus on sustainable practices. We have incorporated recycling of materials into programming; introduced a garden and cut down on our use of paper by emailing accounts to families and accepting on-line payments. All of these have had an impact on our environmental footprint in a small but important way. Karen has been in contact with the Onkaparinga Council, incorporating the OPAL program into our practices. We have focused on healthy food options for Snack and Breakfast as well as using pedometers to encourage physical activity for the children. Physical activity is encouraged each session outside, in the playground and in the Hall. Games that focus on social skills and fun are offered each day.

OSHC has purchased an outdoor table setting and a new craft table for the OSHC room. Next year we will purchase some new tables for the room.

The ongoing process of updating the service policies consistent with the Education and Care Services National Regulations has resulted in updated policies in the following areas:-

- Staffing policies
  - this incorporated many different policies from the existing Policy folder into one Policy with subheadings. Many hours were spent ensuring all current legislation and guidelines were included in the new Policy.

An updated Quality Improvement Plan has been written with input from the staff. We have not been assessed under the new regulations as yet.

Our goals for next year will be to continue to program to meet the needs of individual children, in particular the children 9 and over who have been attending OSHC for many years. We will be incorporating a worm farm and compost to keep the garden flourishing. We will also be updating our Safety Policies and Child Protection Policy.

MANY THANKS TO THE GREAT STAFF TEAM AND THE SUPPORTIVE ADVISORY COMMITTEE

<table>
<thead>
<tr>
<th>OSHC staff</th>
<th>Advisory committee</th>
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<tbody>
<tr>
<td>Kathy Strapps</td>
<td>Director (Nominated supervisor)</td>
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<tr>
<td>Karen MacGillivray</td>
<td>Assistant Director (Certified supervisor)</td>
</tr>
<tr>
<td>Dee Easter</td>
<td>Children's Services Coordinator (Certified supervisor)</td>
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<td>Gayle Crisp</td>
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<tr>
<td>Natasha Murray</td>
<td>Children's Services Assistant (Cert IV)</td>
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<tr>
<td>Vicki Page</td>
<td>Children's Services Assistant (Cert III)</td>
</tr>
<tr>
<td>Paula Files</td>
<td>Certified supervisor (Bachelor Early Childhood Ed)</td>
</tr>
<tr>
<td>Rebecca Denyer</td>
<td>Certified supervisor (Bachelor of Middle childhood Education)</td>
</tr>
<tr>
<td>Amy Curyer</td>
<td>Currently studying Education</td>
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<tr>
<td>Sam Clayfield</td>
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<tr>
<td>Maddison Armour</td>
<td>Children's Services Assistant (Cert III)</td>
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Kathy Strapps, OSHC/Vac Care Director

Grounds and Facilities
Summary 2014
Thanks to Chris Abbott for maintaining the school grounds to a high standard this year, and special thanks to Brian Broughton who is volunteering and supporting Chris 15 hours a week. These two gents work well together and I believe our grounds are as well kept as any in the region.

Maintenance and repairs:
- The large water tank near the hall had a leak repaired.
- A sun and rain shelter was installed near the back gate.
- The Breakdowns and Maintenance cost went over budget in 2013.
- Portable whiteboards have been removed from classrooms as they are a potential hazard from tipping over.
- A new onsite cleaning manager has been appointed.
- Numerous air-conditioning units have been serviced as they are not working well and a small number were beyond repair and have been replaced.
- Work done on the top bottom ovals filling holes and addressing the soccer goals. This is a constant problem.
- Drainage near the netball courts needs looking at during a significant rain event.
- Basketball towers and backboards have been replaced with some help from the SRC funds. The children are enjoying them.

Correspondence:
- Much correspondence from school to council and our local member Bob Such trying to get clearer direction signage to our school. The signs just say school; however with 5 primary schools in Aberfoyle Park it can be confusing for the public, DECS and potentially Emergency Services. Council have said that the signs meet the standards. However Councillor Parslow
has also been assisting and he has advised that the policy is changing and we may be able to get what we want at our cost in the near future. We will try again.

- Council have contacted us about the potential sale of the back laneway to a neighbour.
- Scott Trenorden has requested we look into improving the ovals. Drainage can be an issue and the soccer goals need attention.

Consultation:

- Peter Baldacchino was consulted for selection of plants along fence line to improve the street appeal of the school.
- A representative of the council visited in week three to discuss improvements to the parking, kiss and drop zones and flow of traffic at front and back gates.
- Facilities manager has been contacted with a view to provide disability access for the music room. Currently access is through the OHSC which is inconvenient. Initial estimates of up to $20,000 are inhibitive with a second design estimate near $11,000. Further discussion to be had.

Another busy year with our grounds well-presented and maintained. Thank you team.

_Graham Catt, Convener_

_Sports Committee_

_Summary 2014_

The Out of School Sports Committee for 2014 comprised of the Basketball Coordinator, Neil Purvis, Netball Coordinator, Michelle Styles, Soccer Coordinator, Frankie Lee, Pedal Prix Coordinator, Andy Bertram, Uniform Coordinator, Di Bray, Sports Canteen Coordinator and Governing Council Convener, Lee Steer and Staff Representative, Sarah Magnusson. Trish Brewer also regularly attended committee meetings during the year, registering her interest and work shadowing Michelle Styles so she could be the Netball Coordinator in 2015. The committee met twice per team to ensure students had the opportunity to participate in a variety of out of school sports at the Hub.

Out of School Sports comprised of five Basketball teams; 2 year 6/7 teams, 2 year 4/5 teams and one year 2/3 team, with a total of 35 students involved. Four Netball teams participated; a year 6/7 team, a year 5/6 team, a year 3/4 team and a year 2/3 team, making a total of 38 students. There were three Soccer teams; Seniors, U11s and U10s, consisting of 43 students in total. Three Pedal Prix teams were also registered; 1 Primary School team, 1 High School team and 1 Open team. Unfortunately we were not able to field a cricket team in 2014.

Committee members Andy Bertram, Kerry Southby and Michelle Styles will not be returning to Pedal Prix in 2015. Thank you to these members for their support, contributions and dedication.

_Achievements_

- Purchase of 40 Netball shirts, 60 Basketball singlets and new sports equipment.
- Well attended Netball umpiring course held in the school holidays.
- Successful soccer carnivals played at Bowker St, Brighton.
- Soccer referees received payment.
- Pedal Prix Primary school team consisted of nine students from our school and finished 4th overall in the series. A fantastic achievement!
- Successful fundraising - Pedal Prix: People’s Choice Credit Union Raffle and a Bunning’s BBQ on ANZAC Day. School Sports: Sports Canteen and Yoghurt Shop.
- Sports Policy reviewed.
- Efficient and user-friendly Sports Canteen was effectively coordinated during the winter season with a profit made.
- Family oriented Netball, Soccer, Basketball and Pedal Prix presentations.

_Recommendations for 2015_

- Regular sports reports/results to be supplied by Sport Coordinators/Coaches for input in to school fortnightly newsletter.
- Enhanced communication between the coordinators and coaches before the season begins.
- Government Initiative for Volunteer Signs to be stuck up every week when there are home games being played in either netball or soccer.
- Increased fundraising events.
- Registration Forms for following year to go out in term 4, week 8 of the current year and to be returned in week one of the new year.
- Revive Cricket and Kanga Cricket and continue the positive partnership with Auskick.
- Pedal Prix continue to be available.

Thank you to all members who will be staying on the committee and we say thank you and goodbye to Michelle Styles and Andy Bertram whose children will be moving on to high school in 2015.

_Lee Steer, Sports Convener_
11. Value Added

Additional enrichment programs during 2014 have been particularly successful. These include Pedal Prix, Instrumental music, Senior Choir, Early Years support and Lunch Time activities such as Dance Club, Jump Club, Sports Clinics, Knitting Group, Gardening and our Wakakirri Team.

The school’s ongoing focus on Healthy Lifestyles through involvement in SAPSASA, visiting sports clinics, Out of Hours Sport, Tri-Skills, Foot Steps Dance Programme and our Healthy Canteen continues to have a significant impact on student and community attitudes to healthy eating, exercise and wellbeing.

A focus on Sustainability and Environmental Education across curricular is having a positive impact on students’ awareness for the longevity and care of our world. In 2014 there has been further development of the Magic Square Gardens, seedling propagation and the Bush Tucker Garden.