



# Aberfoyle Hub R-7 School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Aberfoyle Hub R-7 School Number: 536

Partnership: South Valley Precinct

**Name of School Principal:**

Tas Ktenidis

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**Name of Governing Council Chair:**

Glyn Roberts

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**Date of Endorsement:**

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## School Context and Highlights

Aberfoyle Hub R-7 School is a Category 7 school comprising of 350 students. Students live in the surrounding suburbs of Aberfoyle Park, Happy Valley and Flagstaff Hill. Annually there is a steady inquiry 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, Curriculum Coordinator and an Administration Officer. Our specialist areas of study are Spanish, Music and Physical Education. In 2016 we had 12 mainstream classes Reception to Year 7 and 2 Partnership Special Classes; Reception to Year 3 and Year 4 to Year 7.

### 2016 Highlights

- Ongoing 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 – Providing Professional Development for staff in Australian Curriculum Mathematics, continuing to focus on improving Reading Comprehension across R-7 and teaching using the Australian Curriculum: Mathematics, English, Science and History. Four successful training and development days for staff focusing on Powerful Learners, using the Teaching for Effective Learning Framework and the Australian Curriculum.
- Ongoing verifiable improvements in both class and yard behaviour from our students.
- Student Wellbeing - celebrations such as Harmony Day, catering for Student Wellbeing throughout the year with our Pastoral Care worker
- R-7 SRC Successful during 2016. Added to school grounds by beautifying our facilities with Ground Splash
- Pedal Prix team having another successful year.
- Senior Choir performing at the Festival of Music.
- Music Celebration at Assemblies – songs from our Choirs and Instrumental Music students' performances at the Term 4 Recital Evening.
- Science day with Preschools in the surrounding area. Developing and resourcing a Science room.
- Outstanding performance at the Wakakirri Performance 2016. The standard of production was outstanding.
- Our 30th Celebration. Our Fair Day was amazing with perfect weather and a count of between 2000 to 2500 people coming through our gates. The day was successful and the Fair Committee goals were all met.
- Continued success engaging with Teacher Pedagogy, developing assessment tasks through whole school engagement.



## Governing Council Report

2016 was a significant year in the life of the School with the 30th Anniversary celebrations, and also the appointment of a new Principal in Tas Ktenidis.

We have been lucky to have a new Principal begin with a track record of excellence, and Tas has brought new ideas, new energy and new leadership into the school. Aply supported by Sarah Magnusson, the changeover went very smoothly, and it is a credit to the leadership team and teachers at the school that students have continued to enjoy an excellent standard of education during his first year. Having a new Principal start at a school can be a difficult time for everyone, but it has been pleasing to see the transition be so professionally managed and the standards at the school maintained.

The 30th Anniversary celebrations were a credit to the school and the community. An able team of willing helpers designed everything from the nature of the day, to the posters, and then went on to organise a fantastic day of activities for everyone. Staff worked so hard to create stalls that were fun and engaging and that gave the kids an opportunity to enjoy themselves and show how engaged and positive they are. It was fantastic to see so many students, parents, teachers, and support staff working together to create such a wonderful day.

The school continues to be a small but excellent community, and we can be proud of ourselves and the school's continued work. Staff are hard working, have great relationships with the students, and really put the kids at the center of all they do. The school is a credit to everyone involved, and I hope that the high standards of teaching and learning will continue into the future.

I am sure that 2017 and beyond will continue to be positive for the school and for everyone involved in the community.

Glyn Roberts – Chair of Governors.

## Improvement Planning and Outcomes

2016 aimed for high expectations in student learning outcomes. Key areas for Aberfoyle Hub R-7 School were;

- Building Pedagogical Capacity
- Enhancing Learning Environment and Instructional Practices
- NAPLAN Commitment to achieve respective year level bands and above
- Running Records results to reflect DECD goals and student achievement to build beyond the minimum base
- 75% of students to be proficient and above the Lexile levels
- In School PAT testing goals identified
- Attendance achievement of 95%
- 100% participation in Premiers Reading Challenge
- Student tracking collection once per term

Key Success identified for 2016;

Teaching and Learning:

- Staff more familiar and accessing assessment data to aid planning
- Learning goals displayed and used/taught in most classrooms
- Staff developing confidence in creating scales to match tasks

Assessment and Moderation:

- Collaborative planning to create common high quality assessment tasks
  - Staff creating tasks for Maths and English in Professional Learning Communities (PLC)
  - Some staff extending to other learning areas
  - Teachers met with Principal to share assessment portfolios
- Moderation
  - Some PLCs moderating writing samples

Staff Training and Development:

- Catch up workshop all new staff in ASOT
- Pupil free days addressed
  - Powerful learners
  - Learning Goal/Scale development
  - 21st Century Learning/technologies- Breakout boxes, Spheros and Ozobots
- Staff led T&D in science, nature play and sensory needs

Professional Learning Communities:

- Staff using time to collaborate and create common assessment tasks and learning goals
- Initial use of data to find trends in cohort
- Staff sharing termly-
  - Improvement in content and learning from 2016
  - Every member sharing back.
- More use of minutes folder- new format working well

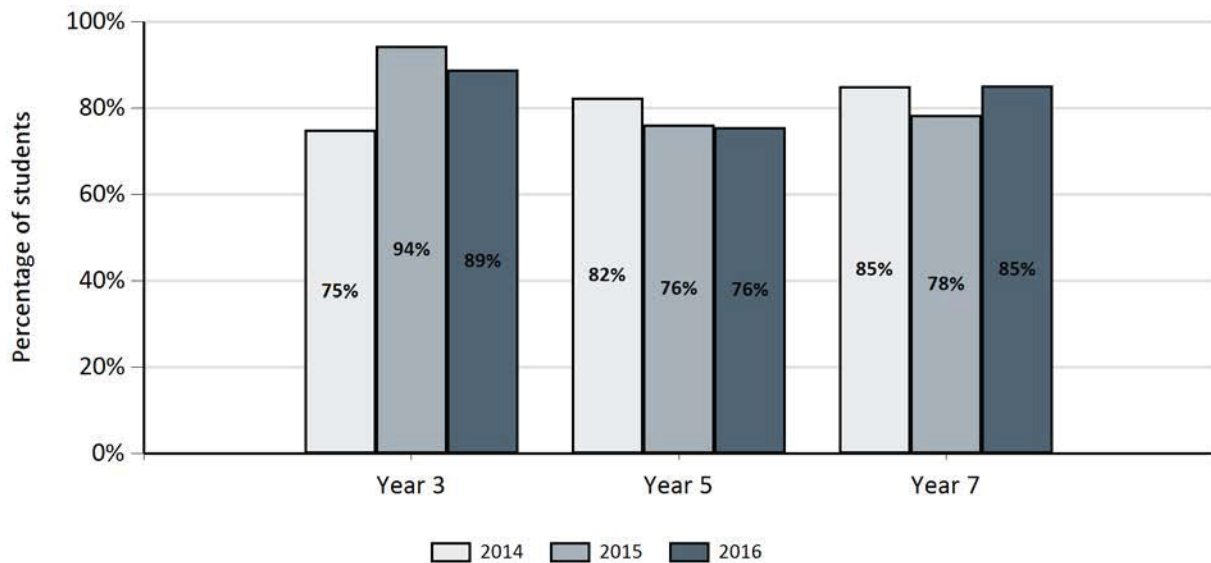
From our review, goals from the data collected will assist us in setting our targets for the 2017 school year.

## Performance Summary

### NAPLAN Proficiency

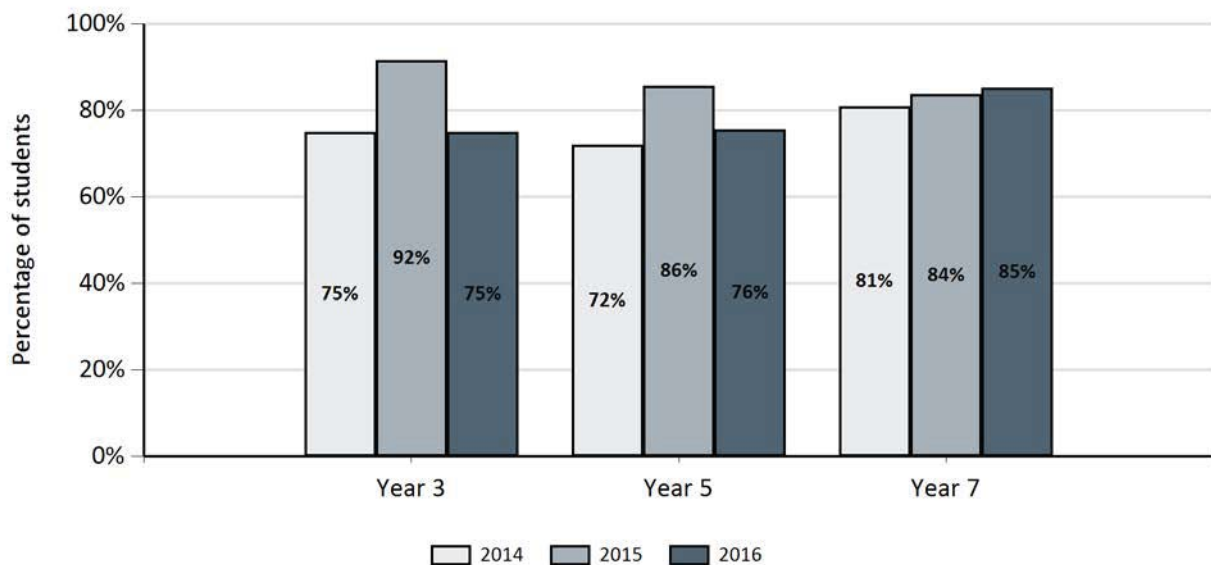
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	19%	12%	25%
Middle progress group	51%	51%	50%
Upper progress group	30%	37%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	39%	9%	25%
Middle progress group	47%	46%	50%
Upper progress group	13%	45%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	36	36	16	9	44%	25%
Year 3 2014-16 Average	37.3	37.3	14.7	11.0	39%	29%
Year 5 2016	45	45	11	6	24%	13%
Year 5 2014-16 Average	51.7	51.7	15.7	7.3	30%	14%
Year 7 2016	61	61	19	14	31%	23%
Year 7 2014-16 Average	48.3	48.3	14.7	12.0	30%	25%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## School Performance Comment

Overall our NAPLAN data has progressed with the goals set for the year. Our school met all proficiency bands as targeted by DECD and our site. Targeted support that the school has been providing throughout 2016 has assisted with reading results. Reading will continue to remain a key area for improvement into the future for us.

When looking at our students progress from 2014 to 2016 in both years 3 to 5 81% and from years 5 to year 7 88 . Respective data in Numeracy also shows our year 3 to year 5 progress, 60% of our students are in the middle to upper bands. When moving from year 5 to year 7 we have a recorded improvement in middle to upper band with 91% of our students in this area.

Our challenge is to continue to support our children in reading, writing and Numeracy and continue to reduce the number of students in the lower bands.

Our focus looking into 2017 will be;

- Site Improvement Plan to continue to focus on improving consistency of teaching both in English and Mathematics R-7
- Build on shared common and agreed vocab for English and Numeracy R-7
- Embedding R-7 Agreements in both English and Numeracy R-7
- Focus Training and Development to improve consistency, quality of teaching and assessment in both Literacy and Numeracy R-7
- Aim is to match or where possible achieve higher results compared to 'Like Schools' in all NAPLAN tests for years 3/5/7.

(Annually we have students in our Special Class that are exempt from NAPLAN testing culminating in a 0 result that does have an affect on our overall score.)

### Literacy Targets

- Students achieved agreed targets in Running Records
- Students achieved agreed targets in Lexile's 3-7
- Years 1-7 achieve agreed targets of In-Schooling testing

## Attendance

Year level	2014	2015	2016
Reception	94.3%	94.8%	94.6%
Year 01	95.2%	94.8%	94.4%
Year 02	96.4%	94.6%	94.3%
Year 03	95.5%	95.3%	92.9%
Year 04	96.1%	93.5%	93.9%
Year 05	94.1%	95.2%	93.2%
Year 06	93.7%	93.1%	92.9%
Year 07	94.3%	92.4%	92.8%
Primary Other	90.9%	91.4%	91.3%
Total	94.7%	94.0%	93.4%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Teachers have responsibility of following up documented evidence of non-attendance for students in their class. Teachers notify Front Office of any students who have been absent for 3 consecutive days without reason. Follow up contact is made with families and recorded through EDSAS and notes given to Teachers of outcome. Chronic absences and consistent lateness of students is closely monitored by the Deputy Principal and in consultation with the Attendance and Engagement Officer.

## Behaviour Management Comment

Due to a comprehensive process of quickly dealing with reported bullying there have been minimal cases recorded in EDSAS and the few students identified through the bi annual bully audit are already known to staff and had strategies already in place for support. All families are aware of the Bully Audit process and results published in school newsletter as well as regular reporting to the Gov Council.

There have been an increased number of incidents of actual and threatening violence occur during the year with 2/3 reported incidents occurring in class due to 1 particular student with significant additional needs. Inter-agencies have been involved to support the school and family. Proactive strategies of restorative justice

## Client Opinion Summary

Overall Community feedback has been quite positive. Favorable feedback has been in, 'My teachers expect me to do my best', 'I feel safe at my school' and 'My teachers provide me with useful feedback about my school...'. Key areas identified for 2017 to work towards are, 'My school takes students' opinions seriously' and continue to build on 'Student behaviour is well managed at my school'.

Community opinion does suggest that overall satisfaction is very positive, however we are continuing to always find ways as to how we can do things better at Aberfoyle Hub R-7 School.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	6.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	7.7%
Transfer to SA Govt School	56	86.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

At Aberfoyle Hub R-7 School we are fully compliant as required by DECD.



## Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	36
Post Graduate Qualifications	11

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	18.5	0.0	9.1
Persons	0	21	0	13

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	\$8,840.00
Grants: Commonwealth	\$274.00
Parent Contributions	\$92,277.99
Fund Raising	\$15015.76
Other	\$303.00

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2016 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	- Challenging behaviour level 2 funding to support student needs.	
	Improved Outcomes for Students with an Additional Language or Dialect	- Employed EALD teacher half day week for three terms - Employed a BSSO for term terms in the early years.	- Improved literacy levels, all increased one to two levels
	Improved Outcomes for Students with Disabilities	- All students received SSO one on one support and group support in the classroom - Targeted Speech intervention. - SMARTER goals identified for students with disability <small>Individual Learning Profiles</small>	+ - Improved results in literacy and numeracy outcomes for students
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	- Funds combined with Partnership School for the position of a Partnership ACEO - Funds used to support Early years intervention, Multilit, QuickSmart programs. - Employment of an Early Years Support teacher - Staff released to broaden knowledge skills and understanding of the Australian Curriculum.	
Program Funding for all Students	Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required)	Not applicable  - Funding of Multilit program for Primary years 3, 4,5 - Funding of Quicksmart/ Numeracy Program	- Contributing to Improved reading results.
Other Discretionary Funding	Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)	Not applicable  Not applicable  Not applicable	