ABERFOYLE HUB
R – 7 SCHOOL
Annual Report
2013
Aberfoyle Hub R-7 School is a Category 7 school comprising of 369 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, Curriculum Coordinator and an Administration Officer. Our specialist areas of study are Spanish, Music and Physical Education. In 2013 we had 12 mainstream classes Reception to Year 7 and 2 Regional Special Classes; Reception to Year 2 and Year 3 to Year 7.

**2013 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 improving teaching and learning programmes using the Teaching for Effective Learning Framework and the Australian Curriculum, 2 days Natural Mathematics with Ann Baker with our Cluster Primary Schools, and Quality Assessment Tasks.
- Ongoing verifiable improvements in both class and yard behaviour from our students.
- Student Wellbeing - celebrations such as Harmony Day, 40 Hour Famine, Mentor Programme involving 12 Mentors, Community Soup Day provided in collaboration with the Christian Pastoral Support Worker.
- R-7 SRC successfully have a profit for 2013 of $2 900 after supporting our sponsored child in Peru, other charities and maintaining their ongoing self sufficiency. Market Day was definitely the highlight. SRC has combined their 2012 and 2013 profit totalling just over $8 000 to purchase new basketball poles and backboards early in 2014.
- Pedal Prix Teams 2013 HPV Super Series having another successful year.
- Senior Choir performing at the Festival of Music with 2 of our students performing solos. One of the soloists was asked to sing with the Southern Troupe and another played the cello in the Southern Orchestra.
- Music Celebration at Assemblies – songs from our Choirs and Instrumental Music students’ performances at the Term 4 Recital Evening.
- Maintenance Funding for Schools 2013/2014 – We received $23 616 for 2013 and $23 616 for 2014. Both grants were expended during 2013 on internal painting of Units 1/2/3/4 internal classroom walls and hallways, painting of the Resource Centre and Multi Purpose Room, carpet for Resource Centre and new vinyl for hallways of Units 1/2/3/4/8.
- Over $5 800 was raised by the Fundraising Committee which will be donated to the school in 2014 for the staff and students to decide how to use. The Walk-a-thon was definitely the most popular event.
- Successful transition for 2013 Reception students starting school for the first time and our Year 7s who are off to High School in 2014.
- Involvements by many of our students in SAPSASA District/State Teams with some of our students being successful in representing our state in the National Competitions. One of the achievements was coming 1st in the SAPSASA District Athletics Day.
- 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. One male student received a High Distinction in Writing and a female student a High Distinction in Spelling.
- Sustainability focus across R-7 - recycling, conservation of energy, further development of our Magic Square Gardens and the establishment of a Bush Tucker Garden.
- We were pleased with a visit from Senator Penny Wright (Australian Greens) and Senator Bill Shorten (when he was Federal Education Minister for the Labor Party).
- Parents/Caregivers and Community support in classrooms, committee work and especially the hard work of our Governing Councillors.

*Julie Gallaher, Principal*
Report from Governing Council

It’s been another busy and productive year at Aberfoyle Hub R - 7 School this year, with many thanks to all staff providing and safe and encouraging learning environment for our children.

There have been many highlights during the year.

Briefly covering facilities Sophia was very pleased to have received new paint and carpets in the resource area, and it has made a big difference. Work on the bush tucker garden is ongoing, and the tree audit was completed with many trees considered unsafe being trimmed and/or removed. The new and fabulous Unit 5 has finally been finished and corrective work completed.

Being a camp year there were many children experiencing time away from families for the first time, and others fortunate enough to enjoy a third or fourth camp. Again the school has provided many incursions and excursions that have contributed to the learnings of our children.

Another positive audit was completed on our finances so well done to Heather and Julie. Much work has already been completed on the 2014 budget.

As usual Janet has continued to show how a school canteen is to be run. Keeping a canteen viable, whilst adhering to the healthy eating guidelines, is challenging to most other schools. We have just appointed a new assistant manager.

Out of hours sport continued to be well represented. The Pedal Prix team, led by Andy Bertram and Kerry Southby, had 2 bikes finish top 5 overall from the 3 rounds and both bikes finishing 2nd at the 24 hour race. Many students also represented Southern Valley in SAPSASA this year.

Our choir performed well at the Festival of Music and many students took advantage of lunchtime dance sessions through the year.

Finally many thanks to all volunteers contributing to keeping Aberfoyle Hub R - 7 a great school. For me it’s 8 years down and 9 years to go!

Graham Catt, Governing Council Chairperson

Site Improvement Planning

Teaching and Learning:

Targets:
- Improve comprehension of mathematics- strategies and skills
- Explicit teaching of maths content
- Strategic planning

Evidence of Outcomes:
- Ann Baker problematised situations and math strategies
  - Whole teaching staff attended 2 full day cluster workshops
  - 5 Teachers involved in the Mathematician in residence project
  - Staff using some of the new strategies and positive about the changes in their pedagogy and improved student outcomes
- Maths pedagogy in problem solving and reasoning was main focus through proficiency strands and Ann Baker and Dan Meyer strategies
  - Teachers using new resources for problematised situations and beginning to develop their own.
  - Problem solving a major focus in planning by majority of staff
  - Student interviews inform that students are enjoying the new approach to maths- particularly the problematized situations

Recommendations for 2014:
- Continued focus on Ann Baker Natural Math Strategies- Embed across all year levels to encourage shared language about maths and allow skills to be built on each year.
- All teachers to be using the ‘secret code’ mental strategies
- More collaborative planning and sharing of problematized situations with like year level teachers, whole school and partnerships.

Assessment and Moderation:

Targets:
- Develop summative and formative strategies
- Moderate common assessment tasks
- Improving assessment and reporting practices

Evidence of Outcomes:
- Collaborative planning to create common high quality assessment tasks
  - Staff modifying and creating tasks.
  - Using backward planning- starting with assessment task, not planned at the end
Moderation
  - Focus shifted to analysing tasks as staff felt they were not ready to moderate a portfolio and needed more assistance on creating tasks.
  - Staff feeling more confident in the creation of tasks and request a continued focus.

Recommendations for 2014:
  - Continued focus on developing high quality assessments in mathematics
  - Formulation and use of high quality assessment tasks in all learning areas
  - Data and assessment analysis to be focus for collaborative planning PLC focus and design of assessment tasks around identified needs.
  - Focus on formative strategies.

Staff Training and Development:
Targets:
  - Provide access to outside T&D opportunities
  - Utilise staff experience

Evidence of Outcomes:
  - Cluster Ann Baker days (as above)
  - 5 staff working with Ann Baker and providing feedback/learning to staff.
  - Staff attended Martin Westwall T&D on AC Leaders resource.
  - Provided training on the essence of mathematics from AC Leaders Resource along with Dan Meyer's approaches to creating problem solving questions/activities.
  - Further explored the Proficiencies in the Mathematics curriculum.
  - Provided training on creating high quality assessment tasks.
  - 5 staff members involved in Monitoring Numeracy and Literacy Project (MNLP) with DECD for assessment task development and moderation process
  - Coordinator as lead teacher in MNLP triangulating data from NAPLAN, PAT maths and Teacher judgements.

Recommendations for 2014:
  - Moderation days in mathematics- task and portfolio based.
  - MNLP participants to assist in process.
  - Work with cluster on new focus
  - Continue with assessment with a stronger focus on incorporating general capabilities, cross curriculum priorities and proficiencies.

Professional Learning Communities:
Targets:
  - Create more cohesion and a group focus towards PLCs
  - Establish guidelines and structures
  - More research based focus
  - Use critical friends for peer observations

Evidence of Outcomes:
  - New structure used based on Dylan Williams.
  - Up to 8 members in each group.
  - R-3s focused on further investigating problem solving in their mathematics teaching.
  - 4-7s delved further into general capabilities and their inclusion/planning with in mathematics.
  - Staff engaging at a variety of participation and interest levels.

Recommendations for 2014:
  - PLCs to take on a collaborative planning focus with like year level teachers
  - Groups of no more than 5 (after 5 somebody loses a voice)
  - Focus on data (NAPLAN and PAT testing) to identify cohort focus initially in maths
  - Collaborative planning based on needs identified in the data
  - Each group provided with PLC book with guidelines, proformas and minutes
  - Use of similar backward planning proformas formulated by PLC members.

Mathematic Event Days:
  - Maths Games Day
  - Professor Maths
Recommendations for 2014:

- Continued whole school math activities to be planned in collaboration with staff and students

**Amanda Badcock, Curriculum Coordinator**

**Reading Support Teacher Report**

**Target:**

Comprehension skills were identified as an area of concern at the beginning of 2013 by the Early Years learning Team. All other Big 6 areas were being covered proficiently and thoroughly within the classrooms. Therefore the goal was to improve the comprehension skills of students across the R - 3 classes. We organised a Literacy Block to be put in place every morning and used children’s Running Record levels to organise groups. In this way the focus in each group could be more targeted at a particular reading level. At the end of each Term we reviewed the progress and moved children accordingly.

Judy Smith and Judy Gum (Reading Support Teachers) organised and led a Training Day where we focussed on the comprehension resources of Sheena Cameron. The Reading Support teachers had attended her Training Day and teaching staff had been trialling her resources. The Training Day was an opportunity to target areas of concern and the strategies to be developed.

**Data Used:**

NAPLAN results from 2012 and classroom teacher observations when conducting Running Records.

**Evidence of Outcomes:**

Results of 2014 NAPLAN will provide limited evidence on the 2013 Year 2s and Running Record analysis of comprehension skills will provide further evidence in the classroom.

**Recommendations for 2014:**

Continue with Literacy Block and a commitment was made by Early Years staff to implement the Parents as Partners (kit purchased in 2013) programme as it was recognised that there was a need for our parents/caregivers to be provided with ongoing information about supporting their children with reading and comprehension skills as the children move through the different stages of reading and writing.

**Judy Gum and Judy Smith, Reading Support Teachers**

**Student Achievement**

**Literacy**

**Targets for 2014**

- There is a 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

**Evidence of outcomes**

- 100% of children in Year 1 achieved Level 16
- We have not met our target of 70% of children in Year 2 to achieve level 21- 26 reading an information text by the end of term 3. Only 48% achieved target despite students receiving intensive intervention during the year and previous year
- Base line data of Lexiles were collated from most students from Year 3-7 and analysis conducted in the effectiveness of the Lexiles programme
- Staff received training and development in the use of Lexiles and how to support student learning
- The Lexile Level of 77% of children in Years 3 to 7 matched year level expectation as outlined in the AHR7S English Agreements
- Online in school testing of Yr 1-7 students in literacy and numeracy
- Daily reading intervention and assessment programmes across R-2
- 9 identified students undertook the MultiLit programme – 1:1 intensive literacy intervention programme of 3-4 sessions per week of 30 minutes each session. Each student had progressed a minimum of 2 levels in 10 weeks.
- Successful Literacy Intervention Programme for all Students With Disabilities (SWD) and Students With Learning Difficulties (SWLD) Year 3-7 students
- SSO supporting identified SWD and SWLD within class
- Analysis of Running Records collected each term and student needs identified to support individual learning plans R-2
- 100% student participation in and 88% completion of the Premier’s Reading Challenge
- All students who have been at school for 4 terms have been assessed using the SPAT and Running Record achievements to determine required Intervention using the SMART WORDS program, Reading Recovery Strategies and the First Steps Reading programme
- 100% EALD students supported weekly by an EALD Teacher
- 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 improved were letter formation basic sound and letter recognition.

**Recommendations for 2014**
Annual Report 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 students.
- All students be reading level 26+ by the end of Year 2.
- Lexile levels data to be collated at beginning and end of year from Year 3-7.
- Lexile levels of 85% of children in years 3-7 to match year level expectations as outlined in school’s English Agreements.
- 85% of children achieve In-school testing scale score per year level as outlined in schools English agreements.
- Continue focus of improving Reading to be documented in Site Improvement Plan.
- Review process of identifying students for intervention and adopt the MultiLit/Minilit intervention programme.
- Continue ongoing reporting student progress to relevant staff and families.
- Continue to analyze Running Records data with like year levels which will support individual learning plans R-2.
- Continue to expand Guided reading across the R-7 cohort.
- Annual in school testing of comprehension, vocabulary and maths to be conducted online Y1-7 in term 4.
- 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 moderation of common assessment tasks in English.

Sarah Magnusson, Deputy Principal

NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td>4.3</td>
<td>6.5</td>
<td>2.2</td>
<td>30.4</td>
<td>21.7</td>
<td>28.3</td>
<td>6.5</td>
</tr>
<tr>
<td>Reading</td>
<td>4.3</td>
<td>2.1</td>
<td>17.0</td>
<td>12.8</td>
<td>17.0</td>
<td>10.6</td>
<td>36.2</td>
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<tr>
<td>Writing</td>
<td>4.3</td>
<td>6.4</td>
<td>14.9</td>
<td>27.7</td>
<td>31.9</td>
<td>14.9</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>4.3</td>
<td>4.3</td>
<td>8.5</td>
<td>25.5</td>
<td>10.6</td>
<td>25.5</td>
<td>21.3</td>
</tr>
<tr>
<td>Grammar</td>
<td>4.3</td>
<td>6.4</td>
<td>12.8</td>
<td>10.6</td>
<td>8.5</td>
<td>25.5</td>
<td>31.9</td>
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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>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
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<tr>
<td>Grammar</td>
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Figure 3: Year 7 Proficiency Bands by Aspect

Table 3: Year 7 Proficiency Bands by Aspect

<table>
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<th>% Proficiency Band by Test Aspect</th>
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<td>Reading</td>
<td>2.2</td>
</tr>
<tr>
<td>Writing</td>
<td>2.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>2.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>2.2</td>
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</table>
Annual Report 2013

Student Mean Scores

Figure 4: Year 3 Mean Scores

Table 4: Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
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<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Numeracy</td>
<td>367.3</td>
</tr>
<tr>
<td>Reading</td>
<td>389.1</td>
</tr>
<tr>
<td>Writing</td>
<td>381.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>381.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>365.4</td>
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Figure 5: Year 5 Mean Scores

Table 5: Year 5 Mean Scores

<table>
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<th>Mean Scores by Test Aspect</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Numeracy</td>
<td>478.7</td>
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<tr>
<td>Reading</td>
<td>504.5</td>
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<tr>
<td>Writing</td>
<td>495.8</td>
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<tr>
<td>Spelling</td>
<td>486.0</td>
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<tr>
<td>Grammar</td>
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Figure 6: Year 7 Mean Scores

Table 6: Year 7 Mean Scores

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<th>Mean Scores by Test Aspect</th>
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<td>2011</td>
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<tr>
<td>Reading</td>
<td>532.0</td>
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<tr>
<td>Writing</td>
<td>500.4</td>
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<tr>
<td>Spelling</td>
<td>521.5</td>
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<tr>
<td>Grammar</td>
<td>527.7</td>
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Growth

Figure 7: Year 3-5 Growth

Table 7: Year 3-5 Growth

<table>
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<tr>
<th>Growth by Test Aspect</th>
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<td>Progress Group</td>
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<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>
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</table>
Figure 8: Year 5-7 Growth

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
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<td>Progress Group</td>
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<td>Numeracy</td>
<td>Lower 25%</td>
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<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>
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</table>

Recommendations for 2014

- Site Improvement Plan to continue to have a focus on improving Mathematics across R-7
- Continue to maintain and establish a common language and practice of the teaching of 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
- 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

National Attendance Rates Semester 1
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>2011</td>
</tr>
<tr>
<td>Reception</td>
<td>93.6</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.4</td>
</tr>
<tr>
<td>Year 2</td>
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<td>Year 3</td>
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<td>Year 4</td>
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<td>Year 5</td>
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<td>Year 7</td>
<td>94.7</td>
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<tr>
<td>Primary Other</td>
<td>89.9</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.8</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>94.1</td>
</tr>
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</table>

**Recommendations for 2014**
- 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. Attendance Counsellor to improve ongoing unexplained absences

**Destination**

Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2012</th>
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<tr>
<td></td>
<td>School</td>
<td>Region</td>
<td>Index</td>
<td>DECD</td>
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<tr>
<td>No</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td>2.9%</td>
<td>0.9%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>3</td>
<td>3.7%</td>
<td>8.7%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Other</td>
<td>1.3%</td>
<td>0.6%</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>2.9%</td>
<td>0.9%</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5.3%</td>
<td>1.7%</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>7</td>
<td>8.5%</td>
<td>9.9%</td>
<td>16.7%</td>
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<tr>
<td>Transfer to SA Govt Schl</td>
<td>71</td>
<td>86.6%</td>
<td>45.8%</td>
<td>43.5%</td>
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<tr>
<td>Unknown</td>
<td>1</td>
<td>1.2%</td>
<td>23.3%</td>
<td>22.8%</td>
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</table>

**Behaviour Management**

**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
- 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 2011</th>
<th>Incidents 2012</th>
<th>Incidents 2013</th>
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<tr>
<td>Rec</td>
<td>F</td>
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<td>8</td>
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<td>M</td>
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<td>7</td>
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<td>01</td>
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<td>M</td>
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<td>45</td>
<td>12</td>
<td>35</td>
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<tr>
<td>03</td>
<td>F</td>
<td>6</td>
<td>10</td>
<td>9</td>
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<tr>
<td></td>
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#### Summary by Consequence

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<td>Total</td>
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#### Evidence of outcomes

- A high number of behaviour incidents occurred at Years 2, 3, 5 and 7 males as a result of specific students requiring ongoing intervention. Interagencies were also involved working in partnership with families and school.
- Restorative Practice is working successfully in the classroom and actively practiced at the office.
- Reported bullying incidents remain low in comparison to other years: 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 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 with students, staff and families.
- Conducted successful first week’s program focusing on behaviour; schools values of responsibility and respectful relationships.
- Conducted positive activities at break times for all students.
- 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 resulting in significant improvement with 2 families.
- Training and Development and follow up discussions centered around strengthening relationships through play and implementing Restorative Practice approach to deal with behavioural incidents.
- Regular reporting to Governing Council of Student Behaviour Development including data of the 2 Bully Audits conducted during Terms 1 and 3.

#### Recommendations for 2014

- Restorative practices to continue to be 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.
• Review current yard student behaviour development so that a consistent common approach exists for all staff
• Continue consolidating Restorative practices with all student development
• Continue Training and Development, deepen learning and 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 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**

**Suspension Data (System generated)**

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**Client Opinion**

The 2013 Satisfaction Survey was using parts of the National Survey on the ACARA site. Families were chosen at random and were either sent the link via email or a hard copy provided according to our school records. There were 99 families (40%) asked to complete the survey with only 14 returns (14%). The survey was a combination of questions requiring both scaling responses and written responses. The graph below shows the Parent/Caregiver Responses:
Recommendations for 2014

- Communication – timely, accurate and making full use of emails
- Ongoing upkeep and maintenance of our school grounds
- Further develop our Intervention for students requiring extra assistance with their learning
- Continue to develop consistency across the site with Student Behaviour Development, language and approaches

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

There were 34 Year 4 - 7 Students (25% of cohort) that completed the survey. The graph below shows the responses:

Recommendations for 2014

- Support with managing teasing by other students
- Developing a sense of fairness

All staff had the opportunity to complete the survey with 19 staff taking part. Below are the staff responses:

Recommendations for 2014

- Professional Development to be more self-directed
• Promote School
• Update ICT equipment for staff
• Continue to develop the culture of learning
• Ongoing upkeep of grounds

Accountability

Staff

Expenditure and teacher participation in Professional Learning
Each staff member is allocated $80 for their own personal Training and Development during the year. The total expenditure on Training and development was $41 100.00, $21 733.96 Australian Curriculum and $6 256 for R-2 Literacy/Numeracy; this money funded TRTs to replace teachers who attended conferences during school hours, conference/workshop fees, after hours attendance to Curriculum Forums, speakers for our Pupil Free days and support of our school priorities.

Many Teaching and ancillary staff participated in Training and Development in the following areas:
• Pedagogy - teaching methodologies, Teaching for Effective Learning, Natural Maths Project with Ann Baker and Australian Curriculum History and Geography
• Levels of Schooling planning days in relation to our site priorities
• Collaborative planning with colleagues using the Australian Curriculum
• Participation in Levels of Schooling Training and Development, Promethean Hub Group
• Literacy 4 Learning Course and Dyslexia Course
• Multi-Lit

All staff completed the minimum of 37.5 hours of individual Training and Development in their own time, with the majority completing far in excess of those hours.

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

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<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<tr>
<td>Post Graduate Qualifications</td>
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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

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Financial Statement

Income by Funding Source

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<td>4 Other</td>
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Please note –
2013 Financial Reports – Profit and Loss for Aberfoyle Hub R-7 School Consolidated Account, Canteen Account and OSHC Account are attached as appendices.
Value Added

Additional enrichment programs have been particularly successful. These include Pedal Prix, instrumental music, Senior Choirs, Early Years support and lunch time activities such as Dance Club, Jump Club, Sports Clinics, Knitting Group and Gardening.

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.

The strong focus and inclusion of Sustainability and Environmental Education across curricular and utilisation of our Environment Centre is having a positive impact on students’ awareness for the longevity and care of our world. The development of the Magic Square Gardens, seedling propagation, Bush Tucker Garden and extensive recycling programme has also proven successful.

Committee Reports

Finance Advisory Committee

Summary of 2013 Year

The school's financial position continued to remain in good condition for the year with most accounts staying within Budget. Areas of concern that both Julie Gallaher (Principal) and Heather Brown (Finance Officer) continually reviewed were the utilities costs (Electricity, Water etc.), breakdown maintenance and cleaning. These were due to not enough funds being allocated from DECD. Many other sites also had this issue. We received a favourable report from the Auditors.

Finance for both Canteen and OSHC, as usual, remained in good condition for them to run as single identities thanks to Kathy and Janet respectively.

Achievements/Highlights

We received $23,616.00 State Grant for Site Facilities/Maintenance with another $23,616.00 for 2014. This was used to paint Resource Centre, Music Room, Units 1, 2, 3, 4 and the Multipurpose Room. Also to re-carpet Resource Centre and re-lino Music Room and corridors in Units 1, 2, 3 and 4.

Non DECD Grants received during the year:

- $18,040.00 Non Government "Teach SA Reskill". Was used for Vicky Bashford to undertake further training in Mathematics
- $1,289.00 Technology for Inclusion (used in Special Classes to purchase Clicker 6 programme and licences)
- $1,000.00 (2 x $500) from the Ministry Group for Di Brinkworth to use to support her role/programme
- $15,450.00 Monitoring Literacy and Numeracy Project (Amanda Badcock to manage).
- $11,575.00 School Card Grant
- $1,289.00 Technology for Inclusion Grant

Items obtained this year:

- Colour Photocopier
- Bus Shelter at the back entrance of the school approved
- TV for OSHC

The Uniform Shop was closed and this was taken over by A1 Apparel.

School Fees

In 2013 the fee 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 stay the same for 2013 (thus leaving the fees the same for 2 years running). A poll of the school community for this recommendation has been conducted with a favourable outcome of fees being recoverable in 2014.

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). Although there was an improvement in outstanding fees earlier in the year the outstanding fees later in the year were worse than the previous year, mainly due to lateness of sending to Debt Collector.

OSHC Fees

OSHC increased the non refundable deposit amount for Vacation Care from $4.00 per family per day to $5.00 per child per day.

Recommendations for 2014

- To work with teachers to utilise class budgets more effectively through the year.
- To continue to closely work with families to try and alleviate time consuming notices, debt collecting of unpaid fees as much as possible and to forward to debt collectors as early as possible once all steps have been taken to receive these fees.
- To continue to monitor fluctuations in student numbers and their impact on the Student Centred Funding Model. Also to work on marketing our school in various ways to try and increase numbers.
- To monitor Utilities, Cleaning and Breakdown Maintenance Budget Lines to try and keep as close to budget as possible.

Chris Glass, Governing Council Treasurer
Fundraising Committee

Summary
The fund raising committee consisted of Helen Roberts and Cindy Paton with notable help from a variety of parents who were generous with their time to help organise and run a defined set of activities throughout the year.

Achievements

Term 1 Activities
- The Easter Raffle, raising $560
- Hot Cross Bun Drive, raising $1545

Term 2 Activities
- Supa Slice Drive raising $990
- Mother’s Day Stall raising $1430

Term 3 Activities
- Father’s Day Stall raising $1505

Term 4 Activities
- Walkathon raising $2500
- Sausage Sizzle for Disco Night raising $120

Still to come this year will be the Christmas Raffle. Auxiliary activities including the Open Night BBQ and Entertainment Booklets raised $455 and $1710 respectively.

Recommendations for 2014
A decision on the proposed expenditure of raised funds is to be discussed by the SRC in due course. There has been no decision about the targets for fund raising in 2014. This will be made in conjunction with School Management.

Cindy Paton and Helen Roberts, Fundraising Committee

Canteen Report
2013 has been a relatively successful year for the school canteen.
This year we catered for two of our schools’ Cluster training days, at Braeview Primary School. We offered a Munchie Lunch special and recess muffin treat, per term.
Our Thursday soup days in terms 2 and 3 were supported and appreciated by 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 setting 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 the Melbourne Cup.
We are very fortunate to have a strong volunteer base of 18 parents/caregivers. They are a wonderful group of volunteers who bring an array of ability, friendship, fun and laughter. Their invaluable assistance is truly appreciated and I thank every one of them for their support and encouragement.
18 Year 7 students applied to be a Canteen Assistants. 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.
Once again I must thank Heather Brown for efficiently operating the Canteen finances, keeping me informed of any financial operating changes applicable to the canteen and for always being available to answer any of my concerns.
Many thanks must also go to Julie Gallaher for supporting the canteen in its endeavours throughout the year and also for the personal support and encouragement she always avails to me.
Thanks to Kerry Southby, Kendra Dunning and Heather McFarlane for representing the canteen on our school’s Governing Council.
I will endeavour, in 2014, to continue to make the canteen a welcoming positive feature, a friendly place for everyone and to strive to bring the school a healthy, affordable, canteen.

Janet Matthews, Canteen Manager

OSHC Report
Summary of 2013
2013 has been a busy and financially successful year for OSHC. The financial reports will reflect a profit for the year with funds being allocated to improve our furniture and computers.
Two of our long serving staff have moved on to other employment. Justin Stone has won a position at Colonel Light Gardens OSHC. Sean Jensen won a position at Sherpa Kids and has now moved on to Glenelg OSHC.
The new staff members are -
Amy Curyer – an Education student at Flinders Uni
Jess East Underwood – an SSO in Room 10A
Sam Clayfield – a former student from our school now studying Education at Flinders Uni.
The children have enjoyed getting to know the new staff and involving them in activities and games.
Kathy was offered another contract at TAFE for 2 days a week and Gayle increased her hours to cover the administrative duties in Kathy’s absence on Wednesdays.

New couches and a flat screen TV were purchased this year adding to the comfort and enjoyment of the children in OSHC.

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:
- Interactions with children policy
- Behaviour development policy
- Debt management policy
- Inclusion and diversity policy
- Mobile phone and technology policy
- Risk assessment policy
- Staffing policies (still being reviewed)

An updated Quality Improvement Plan has been written by staff and submitted to Governing Council for review.

The staff are continually working to provide the best outcomes for the children in OSHC. Children are at the centre of our programming and we are continually looking for ways to best meet their developmental needs and their interests. Next year we will be building on our knowledge about the children to provide activities and experiences that are fun and also challenging. Among our goals are strengthening links with families and the local community and focusing on sustainable practices.

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

OSHC Staff

Kathy Strapps               Director (Nominated supervisor)
Karen MacGillivray       Assistant Director (Certified supervisor)
Dee Easter                   Children’s Services Coordinator (Certified supervisor)
Gayle Crisp                  Children’s Services Coordinator (Certified supervisor)
Natasha Murray           Children’s Services Assistant (Cert IV)
Vicki Page                    Children’s Services Assistant (Cert III)
Paula Files                   Certified supervisor (Bachelor Early Childhood Ed)
Rebecca Denyer          Currently studying Education
Amy Curyer                  Currently studying Education
Sam Clayfield               Currently studying Education
Jess East Underwood  Currently studying Cert IV Disability

Kathy Strapps, OSHC/Vac Care Director

Advisory committee

Sarah Magnusson
David Clifton
Kendra Dunning
Lisien Lisk
Adriana Garcia

Grounds and Facilities Report

Repairs and Maintenance
- Tree Audit – this work has been completed with the removal of designated trees with the cost being paid by DECD.
- 2013/14 Maintenance grants. Jobs included in the Maintenance Grants are as follows - Painting Unit 4, corridor flooring, painting and new carpet for resource centre, music room painted, painting in unit 3, lino flooring in corridors of units 1, 2 and 3.
- Breakdown Maintenance – this year we have had to work to a set budget, which once used then the costs fall back on to the school to pay. Unfortunately as the age of the school increases, this budget will not cover these costs and in the future the Governing Council, parents/caregivers and staff may need to take up this cause!
- Utilities – once again DECD allocates a budget to our site, and although we are trying to stay within budget, this is not always easy when the school does not actually receive/see these bills and the money is automatically taken out of the school’s account. This is another area of concern as if we go over our allocation this will be more money the school will need to find.
- We are currently in the process of advertising for a grounds person. It’s a big task given the large physical area they need to upkeep with the small number of hours they have allocated to them.

Student Involvement

Students, parents/caregivers and teachers are working on the following projects, some of which grants were obtained:
- ‘Bush Tucker Garden’ is progressing well with students planting, weeding and decorating with art works.
- ‘Magic Square Garden’ garden beds have been set up, with still more work to continue on this project.
- Future Gardens – this is all looking good with students involved from R-7.

Completed Works
- Long Jump redevelopment – completed.
New Works
• Shelter for students to wait at the end of the day is to be erected at the back gate – this project is well under way.

Recommendations for 2014
• To continue working with the school to strive to keep our Grounds and Facilities up to standards.

Kerry Southby, Grounds and Facilities Chair

Sports Committee Report 2013
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. This includes ensuring funds are allocated, facilities developed and maintained. School Sport plays an integral part in developing skills, fitness, and friendships within an appropriate competition. Out of School Sports are coordinated for 106 students by the School Sports Committee (12 students were involved in 2 sports for the school).

This year the Out of School Sports Committee helped coordinate 1 Kanga Cricket, 4 Basketball, 2 Soccer and 4 Netball and 4 Pedal Prix teams. All were very popular and well attended. Unfortunately, we only received a few registrations for Football and Cricket which were not enough to field a team - third year for Football and first for Cricket.

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.

Ben Calder will be vacating the role as Canteen Coordinator at the end of the year. We thank you and have appreciated his involvement and dedication to both sport and school community over the last 10 years.

Please take the opportunity to take an active role to ensure we can still offer sport at the Hub. Special Thanks also to the resourceful and committed members of the Sports Committee. We look forward to having strong numbers in all sports offered next year.

Achievements this year
• 118 players in Basketball, Netball, Soccer and Pedal Prix
• Fundraising for School Sport - Scrap Metal, Silent auction and Yoghurt Shop
• Fundraising for Pedal Prix – Quiz night, Chocolate drive, and Bunnings BBQ
• Pedal Prix - 2nd and 5th overall in the series
• Carnivals for both Soccer and Basketball
• Sports Canteen during the winter season
• Winter and Summer Presentations

Recommendations for 2014
• Continue promoting Out of School Sports within our community
• Monitor and update the school sport section of the Hub’s website
• Re-establish Cricket and Football.

Sarah Magnusson, Deputy Principal and Out of School Sports Coordinator