



Aberfoyle Hub R-7 School

2020 annual report to the community

Aberfoyle Hub R-7 School Number: 536

Partnership: South Valley Precinct

Signature

School principal:

Mr Tas Ktenidis

Governing council chair:

Kathy Dowding

Date of endorsement:

5 March 2021



Government
of South Australia
Department for Education

Context and highlights

Aberfoyle Hub R-7 School is a Category 6 school comprising of 305 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 consists of a Principal, Deputy Principal, Curriculum Coordinator, Well Being Leader and an Administration Officer. Our specialist areas of study are Spanish, Music, Health and Physical Education. In 2020 there were 11 mainstream classes Reception to Year 7 and 2 Partnership Special Classes; Reception to Year 2 and Year 3 to Year 7.

2020 Highlights;

- Ongoing quality teaching and learning programs in all classrooms, including specialist learning areas of Spanish, Music and Physical Education.
- Whole school training in Berry Street Education Model and gradual implementation during 2020 and 2021.
- Successfully planned for and transitioned from online learning and back to school learning due to COVID-19 measures.
- Continued success in engaging with Teacher Pedagogy, developing assessment tasks through whole school engagement. Effective learning design and teaching practices were evident in the early years with a strong focus on literacy and development of a consistent approach to phonics teaching. Across the school, there is a strategic focus on improving achievement in writing, with explicit teaching and moderation of writing tasks key to improved learning. High levels of collaboration in teaching teams is providing greater consistency of pedagogy and curriculum planning across classes.
- Successfully implemented the Interoception Room and self-regulation strategies including Play is the Way, with the support of a grant the school won. Targeted further resourcing to keep the Interoception room open for longer periods during 2020 as the data has shown the program is successful supporting student Well being.
- Music Performances; successful Choir performance during term 3 and Instrumental Music students' performances in Term 4 Recital Evening.
- Student Well-being; celebrations such as Harmony Day, focus on Student Well-being throughout the year with our Pastoral Care Worker and our Pastoral Care/ Well-being time in class.
- Successful external review has highlighted key successes we have had and set directions for the next three years.
- Findings from the review highlighted the school has an effective analysis and tracking process allowing identification of learning areas for focus and improvement. Writing was chosen as a challenge of practice from the review of student data and an overall awareness of inconsistencies in teacher practice. The school collaboratively developed a reception to year 7 writing agreement, focusing on a balanced and sequential approach to teaching of writing.

Governing council report

Chairperson report 2020 our thanks go to all the teachers and support staff for their extra time and effort that this last year has brought us. It was a tumultuous year that none of us would have seen coming. I thank Tas and Sarah for all of their support this year as a new person to this role. Their support has helped me grow as a mum and person of this community.

After 16 years and still going with the Aberfoyle Hub community, I have been very thankful for my family's good health in a year that was not of the normal. We have started getting used to the new norm and my girls have been great with the adaption of our new world. I look forward to my official last year as a parent with my last child finishing her primary schooling years with new exciting times.

2020 started off as any other new year busy and my family members looking forward to celebrating big special birthdays.

This was until March came upon us, where we found ourselves with many new challenges placed upon us that has never been seen before in most of our life time. I would like to give a very big congratulations to all teachers, school support officers, administration officers, Tas and Sarah for all of their hard work behind the walls and doors that kept the school year going forward. It was great to see many events the students were still happy and excited to participate in with bright colours and costumes of book week parade, sports day, choir events in house, sapsasa sports events, graduation and end of year celebrations.

I would like to express my joy of being a parent helper of the Aberfoyle Hub community, this is a role that I greatly encourage all to help with, it does not matter how much or little time you have. It is a greatly rewarding position that your children will love that you are there supporting them and other children with your knowledge of life. As my older girls have become of an age to help, I constantly encourage them to be a better person and help with growing of others. I am a great believer in the saying "it takes a village to raise a child". So all the help we can get is greatly appreciated, within this wonderful school community.

All the best for the year ahead, stay safe everyone,

Kathy Dowding

Quality improvement planning

2020 aimed for increased self-regulation and outcomes in student learning.

Key targets for Aberfoyle Hub R-7 School were;

- Building Pedagogical Capacity through coaching
- Enhancing behavioural strategies and building relationships
- NAPLAN Commitment to achieve respective year level bands and above
- Running Records results to reflect DfE goals and student achievement to build beyond the minimum base
- Improved outcomes in the Phonics Screening Check
- 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 semester
- Improved literacy outcomes in reading and writing

Key Success identified for 2020;

Teaching and Learning:

- School-day changed to a 3-2-1 lesson structure to improve learning and wellbeing.
- Site wide use of Zones of Regulation terminology and practice.
- Continuation of a dedicated Play Is The Way timetable on Monday and Wednesdays.
- Increased staffing and operating hours for interoception room.
- PAT assessment data used to aid teaching and planning cycles.
- All staff and SSOs attended first two sessions of intensive Berry Street Education Model (BSEM) courses to enhance Tier One teaching strategies.

Coaching/Profiling:

- All teaching staff coached on delivering high quality literacy programs and behaviour management strategies, particularly aligned to our SIP priorities.
- Staff accessed in NIT, after school, as needed and specific release days to meet with coach.
- Staff worked 1:1 with coach and as a whole staff to develop best report writing practices.
- Staff supported with modified reporting and programming during Covid-19.
- Collaborative planning to create common high-quality assessment tasks (PLC).
- Creation of online learning policies and procedures during Covid-19.

Literacy

- All teaching staff accessed Brightpath Assessment and Moderation training to improve student outcomes in Narrative writing.
- Staff utilise the Hub Writing Agreement in classrooms, evidenced through student use of rubrics.
- 5% improvement, from 2019 (and 11% from 2018), of our participation in Premier's Reading Challenge.
- 23% increase in students meeting standard in Phonics Screening Check outcomes.
- 68% of mainstream Receptions met department standard or higher.
- 15% growth in mainstream Year 1 cohort at department standard or higher.
- 6% growth in mainstream Year 2 cohort at department standard or higher.

Improvement: Aboriginal learners

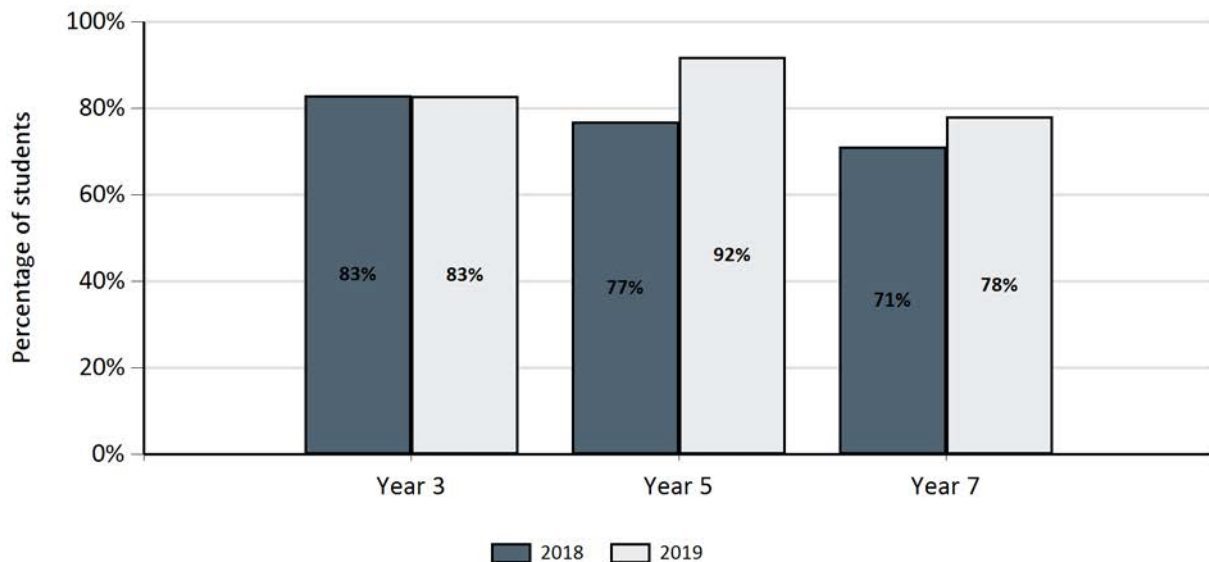
As part of Aberfoyle Hub R-7 School review, we completed an Action plan analysis of what the school is doing in supporting Aboriginal learning achievement. We have developed a draft school Action plan in line with the six key elements of the Aboriginal Learner Achievement resource. Aim is to have this finalized in 2021. Oneplan have been in place that has allowed for regular review or learning goals. This has been supported by data informed practices that influence teacher pedagogy.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

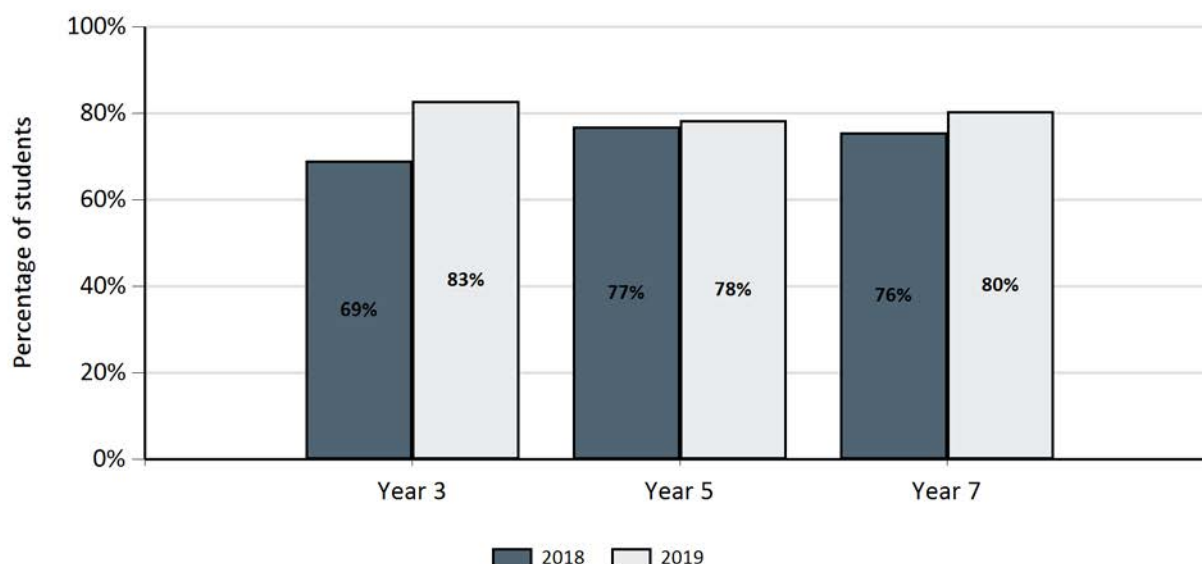


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 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)
Upper progress group	45%	33%	25%
Middle progress group	41%	60%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	22%	30%	25%
Middle progress group	59%	53%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	35	35	19	13	54%	37%
Year 3 2017-2019 Average	36.0	36.3	17.0	13.0	47%	36%
Year 5 2019	37	37	18	8	49%	22%
Year 5 2017-2019 Average	37.7	37.7	14.7	9.3	39%	25%
Year 7 2019	41	41	12	11	29%	27%
Year 7 2017-2019 Average	44.0	44.0	13.3	8.7	30%	20%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

^includes absent and withdrawn students.

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

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

School performance comment

Student attendance was affected due to COVID-19. Aberfoyle Hub R-7 School purchased electronic software to support the daily monitoring and follow up with families. Chronic & habitual absences as well as consistent lateness are closely monitored and interventions provided to students and families to support attendance. Focus continues to be on lateness.

Further referrals to Attendance Officer have also been made in accordance with Department for Education procedures for schools when required as per individual case.

Attendance

Year level	2017	2018	2019	2020
Reception	92.1%	93.1%	90.3%	83.8%
Year 1	94.3%	92.2%	92.6%	87.0%
Year 2	94.8%	96.0%	89.4%	89.3%
Year 3	96.4%	92.4%	94.1%	88.1%
Year 4	93.4%	92.9%	91.6%	88.7%
Year 5	93.5%	91.0%	93.3%	87.4%
Year 6	93.9%	93.1%	91.7%	85.8%
Year 7	92.9%	91.7%	91.2%	84.4%
Primary Other	90.3%	91.2%	87.9%	85.2%
Secondary Other	N/A	98.1%	N/A	N/A
Total	93.7%	92.6%	91.6%	86.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Attendance remains a focus for our school as 2020 COVID-19 did have a major impact.

Behaviour support comment

The introduction of break time clubs and Interoception room open during break time has helped promote positive student interaction in the yard. Students are supported within the yard during break time by SSO's and Social Work Students to support social skill development. Staff have begun training in the Berry Street Education Model. There remains a continued focus on supporting boys

Client opinion summary

Overall Community feedback was very positive. The 2020 Parent survey had the highest parent participation compared to past surveys. Favorable feedback has been in:

- People respect each other at this school
- Teachers and students treat each other with respect at the school
- I feel like my child is important to the school
- I receive enough communication from the school
- The school communicates effectively with me

When Parents/ Caregivers were asked about their preference of communication, the top two preferred methods that the survey highlighted were by email and Parent/Teacher interviews, followed by a close third via newsletters.

Identified areas staff will be focusing on with the greater school community is,

- Families discussing with class teachers about their child's learning
- Parents/ Caregivers knowing what standard of work the school expects of their children
- Greater Parent/ Caregiver input about their child's learning.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	7.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	15.5%
Transfer to SA Govt School	55	77.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

At Aberfoyle Hub R-7 School we are fully compliant as required by Department for Education.

Qualifications held by the teaching workforce 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	31
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	18.2	0.0	15.9
Persons	0	20	0	28

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$42,061
Grants: Commonwealth	\$4,200
Parent Contributions	\$104,240
Fund Raising	\$1,651
Other	\$0

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	WELLBEING ENGAGEMENT Focus on growth mindset and school values in which the Student Well-being Leader and Pastoral Care Worker support students and families.	Interoception strategies applied in classroom and yard, improved self-regulation
	Improved outcomes for students with an additional language or dialect	EALD teacher employed half a day per week for two terms, students monitored and tracked.	Improved Literacy outcomes particularly with vocab development as data reflect.
	Inclusive Education Support Program	IESP Staff training and development on differentiation. All students received 1:1 and small group SSO support within the classroom. Identifying and monitoring progress and needs of these students	Differentiation in Curriculum meeting personal social emotional skills.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funds combined with Partnership for Partnership ACEO. Funds to support Early Years intervention, MultiLit, QuickSmart programmes. Employment of an Early Years Reading Support Teacher released to provide reading support to identified Year 1 students focusing on needs identified in the year 1 Phonic screening test. Professional Development to support teachers in developing SMARTAR goals and writing OnePlans Staff released for broadening skills, knowledge and understanding of Australian Curriculum, developing one plans.	Student data informed practices in classroom, learning goals identified, Oneplans lead to improved student learning outcomes. Year 1 students Phonics tested.
Program funding for all students	Australian Curriculum	As part of our 2020 school review, we looked at the new Scope and Sequence lined to the Australian Curriculum.	Professional Development held on Scope and Sequence.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Funding MultiLit programme for identified Years 3, 4, 5 & 6 students. Funding of QuickSmart numeracy programme.	Contributing to improved reading and numeracy results.
	Specialist school reporting (as required)	Not applicable	Not applicalbe

	Improved outcomes for gifted students	Not applicable	Not applicable
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