



Aberfoyle Hub Primary School

2022 annual report to the community

Aberfoyle Hub Primary School Number: 536

Partnership: South Valley

Signature

School principal:

Mr Tas Ktenidis

Governing council chair:

Kathy Dowding

Date of endorsement:

24 April 2023



Government
of South Australia
Department for Education

Context and highlights

Aberfoyle Hub Primary School is a Category 6 school comprising of 262 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 2022 there were 10 mainstream classes Reception to Year 6 and 2 Partnership Special Classes; Reception to Year 2 and Year 3 to Year 6.

2022 Highlights;

- Ongoing quality teaching and learning programs in all classrooms, including specialist learning areas of Spanish, Music and Physical Education.
- Transitioned well with our Year 7 students being in High school this year.
- A uniform approach to Phonics lesson delivery making sure we have a consistent approach to teaching phonics across the early year classes.
- Successfully implemented LGU Phonics Scope and sequence and resources supported the new implementation of the Scope and sequence.
- Staff continued work with Brightpath moderation in writing, planning and reviewing student writing
- We continued to resource Interception Room and continued to engage in self-regulation strategies including Play is the Way, with the support of a grant the school won.
- 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.
- School camps were a great success for middle and upper primary school. Camps were held for the first time at El Shaddai at Wellington.
- Whole School and community activities were successful such as Reservoir day and Twilight performance.
- We had great success with Phonics screen results, including NAPLAN outcomes with all year 3 and Year 5 students meeting 100% SEA in reading who sat for NAPLAN.
- For the first time Aberfoyle Hub celebrated 100% completion of Premiers reading challenge.

COVID again did present itself as a challenge to our school community. Working together and being supportive of each other, 2022 witnessed some wonderful outcomes for all of our students. I would like to thank all of the staff, students and families for the wonderful support you have afforded me over the last 7 years as Principal. I leave Aberfoyle Hub with wonderful and proud memories, and will continue to follow with great interest, the upcoming successes our school/ students will continue have over the coming years.

Kind Regards

Tas Ktenidis

Governing council report

My thanks go to all the teachers and support staff for their time and effort. I thank Tas and Sarah for all of their support this year as I continued in this role. Their support has helped me grow as a mum and person of this community. After 18 plus years with the Aberfoyle Hub community, I am saying good bye. Finally I feel that it is time for me to move into a different direction, my years at the Aberfoyle Hub Primary started in 2001-2002 when I was a family day carer and I had a child who attended the special class with Judy McCarthy as his teacher. My time as a parent started in 2004 when my eldest daughter started at the school. I joined Governing Council in 2005 and stayed as a councillor until the birth of our third daughter in 2009. I re-joined the Governing Council in 2019, then became chairperson from 2020 till now. As I sit here and reflect on my time as a parent and helper of the school, I would like to thank all of the past and current teacher, leadership team, School support officers and all other volunteers and helpers of the community. Without all of your help and guidance the school would not be where it is today. Good luck to the new Governing council chairperson and all governing councillors, it is a rewarding and interesting position to be on and involved in. Enjoy your break and goodbye.

Kathy Dowding

Quality improvement planning

2022 agenda was centred around a number of initiatives. This was inclusive of,

- Consistent curriculum planning and overviews across the early years. Agreed approach to teacher Pedagogy with Phonics delivery in all early years Classrooms.
- Implementation of Phonics and Heggerty Scope and Sequence linked to Literacy guarantee unit. Immediate resourcing and long term resourcing to building up school Decodables readers for students.
- Continuation with Brightpath moderation with writing.
- Berry Street strategies incorporated in daily classroom practice.
- Implemented Question Answer Relationship strategy to support our reading improvement goal across the whole school site.

Reading Lexile's data did show growth for Years 3, Year 4 and Year 6. The year five cohort of students' recorded the highest number of students' who met proficient or above. NAPLAN result for the Years 5 cohort were consistent with Lexile results.

Leading from 2021 NAPLAN results and Phonics results, changes to our Phonics approach with the early years have been implemented and Phonics results have seen major growth. These gains in reading should also see further growth in Year 3 NAPLAN reading in the coming years.

Year 5 NAPLAN reading results were positive for a second year achieving outcome above the historical average. Year 3 students who sat for NAPLAN meet SEA in reading. AN action plan will also be established for those students who were withdrawn from NAPLAN.

Staff have implemented reading strategy implementation, (Question Answer Relationship), in raising reading outcomes further. PAT Maths results have seen growth in most year levels. Numeracy is becoming an identified area we will need to focus on in the future.

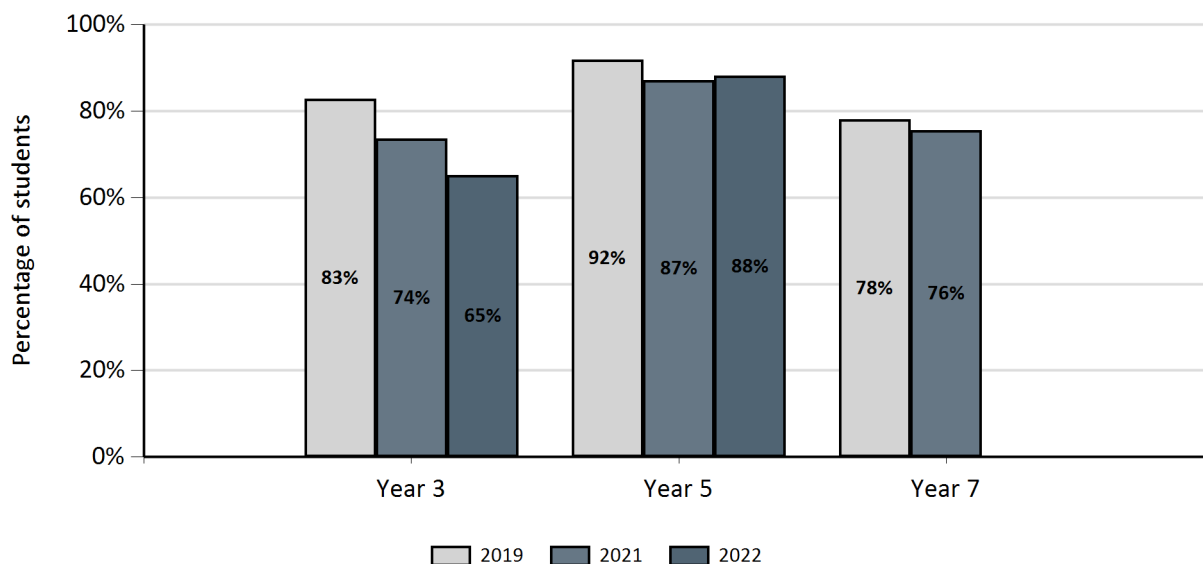
Writing results for Year 3 NAPLAN has seen growth in students achieving in the Higher bands. Year 5 Writing results in NAPALN have had excellent success, with high band achievement growth and National minimum standard growth.

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

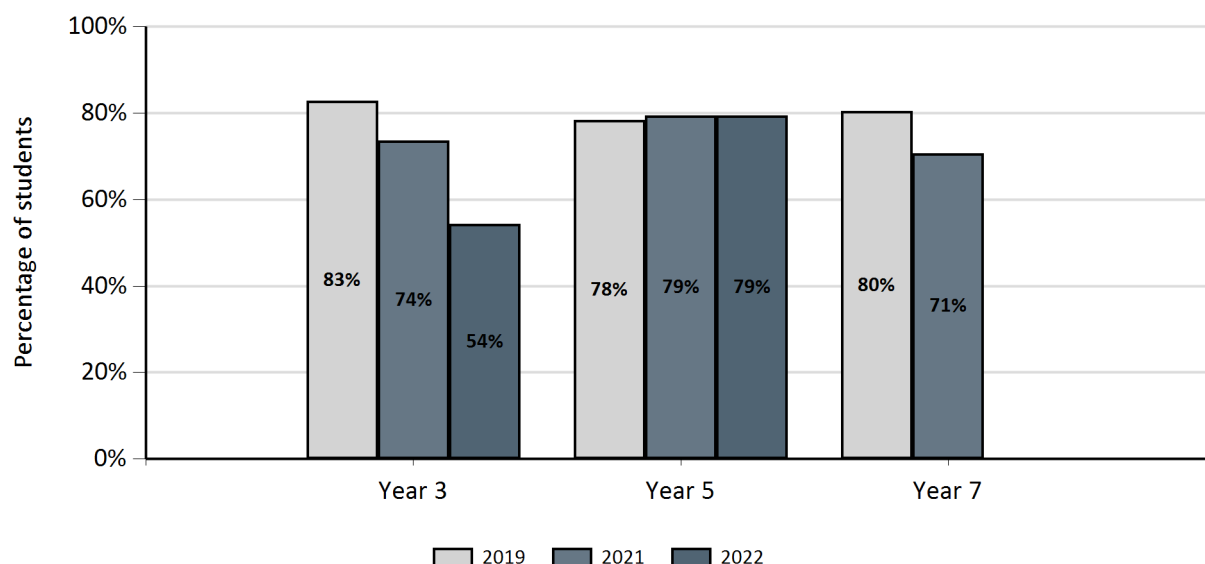


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022 | 46 | 46 | 19 | 11 | 41% | 24% |
| Year 03 2021-2022 Average | 42.0 | 42.0 | 13.5 | 9.5 | 32% | 23% |
| Year 05 2022 | 34 | 34 | 17 | 4 | 50% | 12% |
| Year 05 2021-2022 Average | 36.5 | 36.5 | 17.5 | 7.0 | 48% | 19% |
| Year 07 2021-2022 Average | 41.0 | 41.0 | 8.0 | 8.0 | 20% | 20% |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

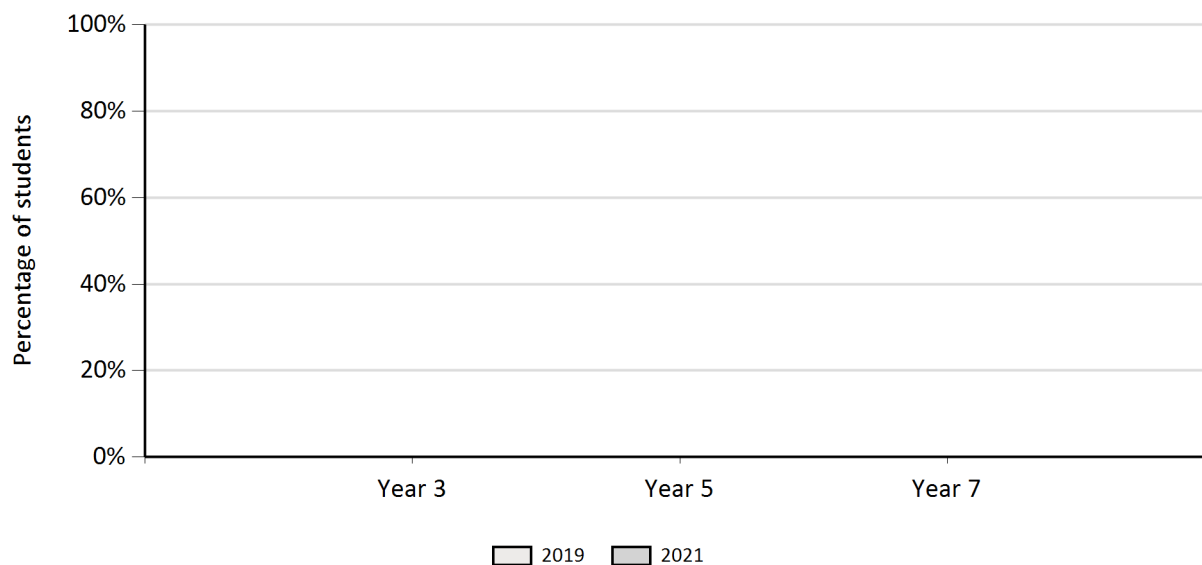
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



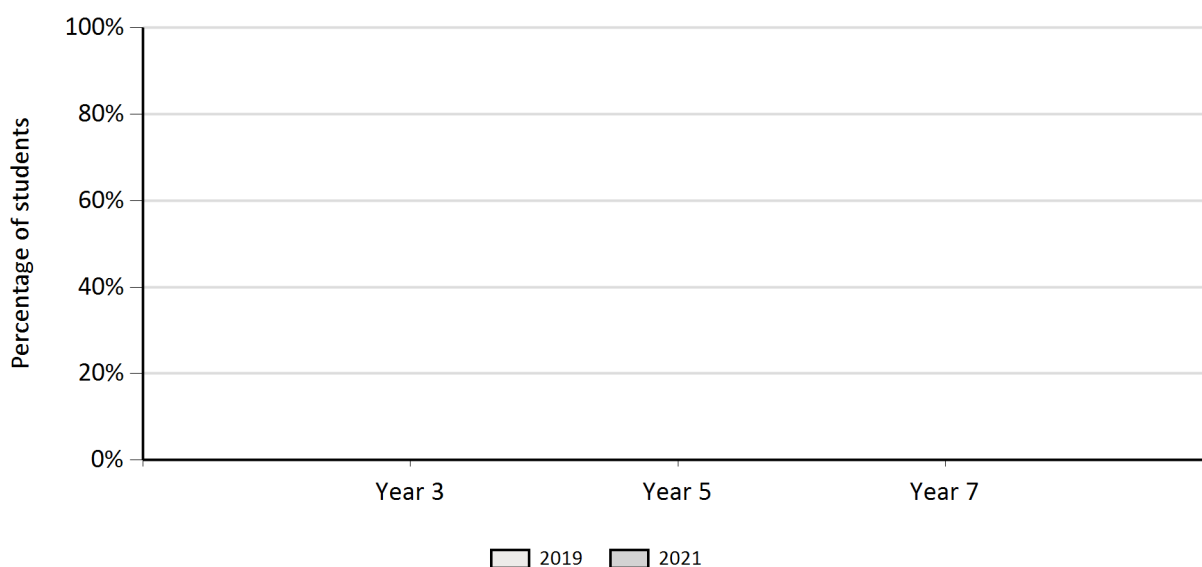
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2021-2021 Average | * | * | * | * | * | * |
| Year 07 2021-2021 Average | * | * | * | * | * | * |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Part of Aberfoyle Hub R-6 practice has been working with the Action plan to the school action plan, regular monitoring of student progress via the School Improvement group that meets three times a term. Regular classroom teacher feedback on progress and One plan adjustments are done in order to meet student learning outcomes. Further investigation was pursued by the Principal to adapt a holistic tracking process for those students.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Aberfoyle Hub for 2022 had five Aboriginal students. Overall attendance has been positive with four students recording 93% and above in attendance. One student recorded 63% attendance and is an identified area of improvement for them. For those students in the early years they did meet SEA, doing very well with perfect scores. Two of the students are receiving intervention support and have shown solid growth in their Running Records results. In NAPLAN testing, for the student tested reading remains an area of support while in Numeracy they did meet SEA. Further targeted support will be maintained to meet student learning needs.

School performance comment

2022 aimed for increased outcomes in student literacy, with a focus on high quality and consistent pedagogy. Key targets for Aberfoyle Hub Primary School were;

- Improved outcomes in the Phonics Screening Check
- Improved literacy outcomes in reading and writing
- 75% of students to be proficient and above the Lexile benchmarks
- Building consistent and high quality pedagogical capacity through coaching
- Attendance achievement of 95%
- 100% participation in Premiers Reading Challenge
- Student tracking collection terms 1 & 3; Student reporting terms 2 & 4
- Reading updated and data consistently tracked using MarkIt

=SIP Targets:=

65% of students meet SEA Phonics Screening

75% Receptions meet SEA Running Records by end of term 3

65% Year 1 meet SEA Running Records by term 3

62% Year 2 meet SEA Running Records by term 3

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25% of students in Years 3 achieve High Bands in NAPLAN reading

45% of students in Year 5 achieve in High Bands in NAPLAN reading

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75% of Year 3 students to meet SEA in NAPLAN writing

25% of Year 3 students to achieve HB in NAPLAN writing

70% of Year 5 students to meet SEA in NAPLAN writing

20% of Year 5s to achieve HB in NAPLAN writing

KEY SUCCESS IDENTIFIED FOR 2022;

=Teaching and Learning:=

- Data used to create classroom SVR charts to identify areas for literacy teaching focus and differentiation, with support from the Coordinator.
- Literacy Guarantee Unit extensively supported the Early Years team in building consistent pedagogical approach to delivery and differentiation of phonics.
- Literacy Agreements / Scope and Sequences developed/refined for phonics site wide.
- All teaching staff accessed Brightpath Assessment and Moderation training to improve student outcomes in Information Report writing.
- Teaching staff participated in phonics training and development for Jolly Phonics/Grammar via SPELD SA.
- Staff utilise the Hub Writing Agreement and Question Answer Response (QAR) strategies in classrooms, evidenced through lesson plans, tasks and student use of rubrics.
- Year 6 students, particularly those with additional needs, supported in transition to a high school environment
- Connections developed with the local pre-schools and transition days undertaken to support future students and families.

=Coordinator/Coaching:=

- Teaching staff coached on creating quality unit plans and high impact behaviour management strategies, particularly aligned to our SIP priorities.
- Revised PLC operations, all staff attend same sessions and interact across levels of schooling to create whole site perspectives.
- Staff accessed in NIT, after school, as needed and specific release days to meet with coach.
- Collaborative planning to create common high-quality assessment tasks (PLC).
- Staff released to work with coordinator to support the development of the Early Years and Middle/Upper Primary Literacy data analysis of NAPLAN and PAT.
- LGU, peer, and coordinator observations.
- Training and support provided to staff to unpack the new department units and associated curriculum resources, supported by Curriculum Lead.

=Literacy Targets Met:=

Our improved consistent sequence and pedagogical approach to literacy has seen a clear improvement in outcomes. Unfortunately no NAPLAN growth data is available due to Covid in 2020.

- 100% student participation in Premier's Reading Challenge.
- 89% of students met SEA Phonics Screening
- 72% of mainstream Year 1 cohort met department standard or higher in Running Records.
- 62% of mainstream Year 2 cohort met department standard or higher in Running Records.
- 85% of students in Year 5 met school Lexile reading benchmarks or higher.
- 59% of students in Years 3 achieved High Bands in NAPLAN reading
- 57% of students in Year 5 achieved in High Bands in NAPLAN reading
- 90% of Year 3 students met SEA in NAPLAN writing
- 50% of Year 3 students achieved HB in NAPLAN writing
- 93% of Year 5 students met SEA in NAPLAN writing
- 30% of Year 5s achieved HB in NAPLAN writing

Attendance

| Year level | 2019 | 2020 | 2021 | 2022 |
|---------------|-------|-------|-------|-------|
| Reception | 90.3% | 83.8% | 93.0% | 88.0% |
| Year 1 | 92.6% | 87.0% | 89.3% | 84.8% |
| Year 2 | 89.4% | 89.3% | 89.2% | 90.9% |
| Year 3 | 94.1% | 88.1% | 92.8% | 83.9% |
| Year 4 | 91.6% | 88.7% | 90.7% | 89.5% |
| Year 5 | 93.3% | 87.4% | 92.5% | 84.9% |
| Year 6 | 91.7% | 85.8% | 91.9% | 86.5% |
| Year 7 | 91.2% | 84.4% | 88.8% | N/A |
| Primary Other | 87.9% | 85.2% | 82.7% | 82.9% |
| Total | 91.6% | 86.6% | 90.6% | 86.8% |

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

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

Attendance comment

Student attendance was 86.8% in 2022. Data reflects that students are being kept home as per Covid guidelines, in addition to an increase of students being withdrawn for Family Days.

Parents/caregivers can email the school or contact classroom teachers via Class Dojo to confirm an intended absence, late arrival or early departure. Students who are absent without notice are contacted via site SMS service, advising of the absence and requesting contact with the school.

Students/families with extended absences due to social and emotional reasons may have home visits conducted by our pastoral care worker.

Behaviour support comment

Consistency of staff implementing well-being agreement, continued use of break time clubs, pro-active student support/intervention provided by the Well-being Leader and Pastoral Care Worker saw a reduction in the number of students receiving both yard and office referrals.

There were a total of 2 exclusions (2 students), 22 suspensions (9 students), 8 internal suspensions (8 students), 32 take homes (11 students) this year. A total of 158 incidents occurred this year for threaten or perpetuated violence with 24 students as repeat offenders. The department's SEE procedures are adhered to as is community conferences held with families involved in repeated offences. Biannual online bully audits are conducted, analysed and reported to Governing Council as is the well being engagement survey.

Parent opinion survey summary

I am pleased to report that Community feedback was very positive and very comparable to 2022. The 2022 Parent survey again had a high level of participation, which was very pleasing to see. Favorable feedback has been in:

- People are respectful
- Education is important
- 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 has seen improvement to 2021
- I receive enough communication from the school
- The school communicates effectively
- 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.

As part of our planning for 2023, areas identified for improvement are;

- Receives learning tips.
- Has input into learning.
- Encouraged to help child learn.
- Knows the standard of work.

Intended destination

| Leave Reason | Number | % |
|--|--------|-------|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 2 | 28.6% |
| TA - LEFT SA FOR TAS | 1 | 14.3% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 4 | 57.1% |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All school volunteers and staff have had a Relevant history screening check.

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 | 36 |
| Post Graduate Qualifications | 10 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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 | 1.0 | 18.6 | 0.0 | 14.7 |
| Persons | 2 | 22 | 0 | 24 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | \$6,400 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$101,271 |
| Fund Raising | \$3,332 |
| Other | \$21,750 |

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

2022 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 2022 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 | Formalise | 'Student Wellbeing Practice Agreement' was formalised. The agreement involves the whole school and a large focus of the plan is how we can incorporate BSEM (Berry Street Education Model) into each classroom. A non-negotiable that should be evident across all classrooms is the use of a visual morning routine and implementing meaningful brain breaks where necessary. This is a continuing journey for the Hub as we look to firmly embed a range of strategies from our BSEM training. |
| | 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. | IESP funding was used to support individual students with additional one on one classroom support and to enable more SSO support for students with complex behavioural needs. Staff were provided with release time to review oneplan goals and meet with families. |
| | Inclusive Education Support Program | Primarily used for specific and targeted SSO support according to related One Plan goals. | IESP funding was used to support individual students with additional one on one classroom support and to enable more SSO support for students with complex behavioural needs. Staff were provided with release time to review oneplan goals and meet with families. |
| Targeted funding for groups of students | <p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p> | One Plans through SMARTAR goals | All outcomes and progress have been recorded on One Plans through SMARTAR goals |
| Program funding for all students | Australian Curriculum | Training and development in phonics scope and sequence. | Systematic synthetic phonics approach developed. |

| | | | |
|-----------------------------|---|--|---|
| Other discretionary funding | Aboriginal languages programs Initiatives | N/A | N/A |
| | Better schools funding | MultiLit programme provided support for 14 students identified Years 3, 4, 5 & 6. QuickSmart numeracy programme provided support for 22 students. | Individual growth in all students to meet and exceed SEA. |
| | Specialist school reporting (as required) | N/A | N/A |
| | Improved outcomes for gifted students | Planning for High Band Stretch is incorporated into all lesson plans. | Improved Naplan and PAT results. Reading and Mathematics attainment. |