Page 3  APHS Context Data
Page 4-37  2015 Highlights including Site Learning Plan Reflections & Value Added Programs
Inc. Student Success / Aboriginal & Torres Strait Islanders data / Child Protection Curriculum / Behaviour data
Middle/Senior School overview / International Programs / Wellbeing / Student Voice / Ignite / SMAF
Advanced Technology / Learning Support / Academy / Pre-Service teachers / Mentoring / QuickSmart / DayMap
Page 38  Governing Council / Facilities Report
Page 39-62  Learning Area / Professional Learning Community Achievements
Inc. The Arts / English / HASS / HPE / LOTE / Maths & Science / Technology
Page 63  Attendance
Page 64  Year 12 Destination & SATAC Data
Page 65-68  Extension Studies & Vocational Pathways
Page 69-70  NAPLAN
Page 71  Progressive Achievement Testing
Page 72  School Based Assessment Data
Page 73-75  Senior School Achievement
Page 76-77  Parent / Student / Staff Opinion Survey Results
Page 78  Additional Australian Government Requirements
- Teaching Attendance, Retention, Qualifications, Workforce Composition
Page 79-83  Funding Sources - 2015 General Ledger & Profit and Loss Statement Period 13
We started 2015 with 1010.8 students including 220 new year 8 students and a number of new and returning staff.

**Context Data**

Specific populations:

**2015**

- Enrolment: **1010.8** (inc. FLO) students
- Aboriginal students: **15 = 1.48%**
- ESL students: **105 = 10.38%**
- NESB students: **142 = 14.04%**
- Students with Disabilities: **75 = 7.42%**
- School Card: **156 = 15.43%**

**Comment in relation to 2014**

- Stable enrolment - minor increase in enrolment of 7.8 students
- Stable enrolment - variation of 1 student
- Stable enrolment - slight decrease of 0.98%
- Stable enrolment - slight decrease of 1.01%
- Stable enrolment - slight increase of 0.94%
- Stable
Students Success
Congratulations to the following Year 12 students for their outstanding achievements in 2015:
- **School Captains** - Max Ford and Erin Simister
- **APHS Dux** - Erin Simister & Holly Withers
- **ATSI Indigenous Student of the Year** - Kira Curtis
- **Ben Mitchell Award** - Nathan Crawford
- **Caltex All Rounder** - Erin Simister
- **Community Service Awards** - Caitie Schneider & Jason Fok
- **Elite Sports Award** - Ashley Colliver
- **Principal’s Award** – Jason Fok
- **Rotary Mathematics Award** - Joshua Leyshon
- **Service to School Award** - Jess Scott
- **Sport Award** - Erin Simister
- **Vicki Ryan Award** - Madyson Tunn
- **Zonta Award** - Caitie Schneider
- **The Long Tan Award** - Max Ford
- **International Student of the Year** - Rebecca Yiru

This year six students received A+ grades with 'MERIT'. The merits were awarded to the following students:
- ★ Chloe Blacket – Health (Teacher - Dave McCulloch)
- ★ Keegan Jones - Maths Apps (Teacher - Jane Hoffman)
- ★ Erin Simister - Psychology (Teacher - Jane Hoffman)
- ★ Rebecca Langhans - Food and Hospitality (Teacher - Lyn Rogers)
- ★ Ben Schofield- Visual Art (Teacher - Kate Toop)
- ★ Katerina Kozaderova – a year 10 student in 2015 - French (Teacher - Andy Vinter)

Congratulations also go to Brianna Dinning (centre of photo) who was the winner of the
**Department of Planning, Transport and Infrastructure Walpaara Anpa Award.** The Department presented a laptop and certificate to Brianna. In addition our Year 10 Debating Team consisting of Mansa Sukheja, Alex Herden, and Ellyane Wall won the SA Year 10 Debate.

**Student Principal for a Day**
This year Jessica Langton, a year 11 student, joined me as **Student Principal for a Day.** Students were offered the opportunity to apply to be Student Principal for the Day, which is a national initiative from the Principals Australia Institute. In her winning application Jess said; “**SP4D is an intriguing event and is something I would thoroughly appreciate being able to participate in. As I must try my best to limit this application to 100 words I will attempt to be concise about the many reasons I wish to apply for this great opportunity. To be chosen for SP4D would be an amazing honour, being given the rare opportunity to peer into the day to day life of a principal at work, and I must admit this is something I am greatly interested in and believe my peers are too. I believe that not only will this allow me to see our school from an entirely new perspective, but it will also allow me to learn valuable skills from our school's principal Mrs Mead that will hopefully be of much use in later life**”. This application struck an accord with me and thus Jess joined me for the day. Jess had a very full day including a Trade School meeting, an ICT meeting, lunch with the Exec team, planning an Ignite Parent meeting and involvement in a National Student Webinar. It was a pleasure and privilege to work with Jess for the day and hear her thoughts and ideas.
Aboriginal & Torres Strait Islander (ATSI) students

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>5</td>
</tr>
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<td>10</td>
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<tr>
<td>11</td>
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<td>1</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

Note: 2 students (year 8, year 9) left APHS at the conclusion of term 3

In 2015, APHS set the following goals for ATSI students:
- 75% SACE completion – this was met with 100% of students successfully completing SACE
- 100% completion of Research Project – goal met
- 100% SACE literacy & numeracy completion – this goal was met
- High-level monitoring of ATSI student progress – successfully undertaken with positive feedback received by Sam Mosley our AET in 2015
- More opportunities for ATSI students to connect with culture – connections with South Valley Precinct were very positive

Aboriginal Education Teacher- Sam Mosley, Youth Worker- Jo Dean and Director of Middle School - Jenny Johns worked closely with ATSI students to ensure academic and social progression. All students were enrolled in suitable courses for 2016 through collaborative meetings with families, career and course counselling sessions.

ATSI students connected with the South Valley Partnership to engage in cultural excursions, which included photography, dance, artwork, a trip to Monarto Zoo and a camp to El Shaddai. This was met with positive feedback from our ATSI students and their families who appreciated the opportunity to network across the community and celebrate culture. Further visits to the SACE Indigenous Student Pathways Conference, University visits and cultural assemblies, which were performed to all Year 8 & 9 home groups, allowed APHS to showcase Indigenous culture.

2015 saw the induction of two ATSI mentors to APHS, who worked closely with ATSI students to identify support needs and ensure academic progress. Mentors worked with young people by providing academic support and working on social outcomes of students. This was met with great success, with 100% of students involved reporting satisfaction with working with a mentor and successful progression into 2016 or in achieving SACE credits.

All ATSI Stage 1 students undertaking their Research Project were successful and both Year 12 students successfully graduated APHS, both receiving subject prizes at the Year 12 valedictory. APHS also supported a Year 9 Ignite student in winning the Walpaara Anpa Award, which included a laptop computer prize to support her studies of SACE.

It has been a successful year for ATSI students at APHS, with higher-levels of communication between families in conjunction with clear processes to monitor progress and provide support going forward. We are looking to another successful year in 2016.
ANZAC Assembly

We held our ANZAC assembly on the first day of term 2 following ANZAC Day on the Saturday. Mr Warren Eaton welcomed everyone and then Zoe Versteeg sang the National Anthem. In my speech I recognised that this year was our 100th ANZAC Day and that our assembly is the time when we remember with dignity and pride those who served and those who carry their spirit of service forward. We welcomed to our ANZAC Assembly a very special guest Mr Ryan Foster – a middle east Veteran and Welfare Officer at the Blackwood RSL who later recited the ODE and Lest We Forget. For the first time our school captains Mr Max Ford and Ms Erin Simister compared the Assembly. They are to be congratulated for their professionalism and skill in managing this very important assembly. Our students behaved in an exemplary manner acknowledging the solemnness and importance of the ANZAC Assembly. It was a very special morning indeed.

I would also like to acknowledge Lachlan Bruce who was one of our successful students who attended the ANZAC service at Gallipoli as part of the Premiers ANZAC Spirit trip and Mr Charlie Moyle, one of the teachers, who accompanied the winning students. It was clearly a memorable experience for both of them.

Arts

2015 was the year of the Arts with gigs, plays, dances, performances and displays of such quality and variety that our students and their great teachers leave me in awe of their talents. The Music Showcase at Elder Hall was an outstanding evening. The evening commenced with the inaugural 75 piece Year 8 Band. It was truly an extraordinary performance. This was followed by equally outstanding performances by the Big Band, String Ensemble, Percussion Ensemble, Choir and Concert Band. The students and staff are to be congratulated for the excellence of the performances. A huge thank you to Mr Steve Reece and Ms Vicki Holland (note Ms Vicki Holland has been appointed for another 5 years as the Arts Senior Leader).

Open Night

Open Night was a huge success this year with in excess of 800 people joining us on tours. Visitors had the opportunity to see everything from Science in action, tasting delicious treats from Home Economics, being amazed by our brilliant Artists, being enchanted by our talented Musicians and Dancers, and seeing the extraordinary work of our students in English, HASS, LOTE and so much more. I know that everyone left exhausted by the breadth of what we have to offer, and informed on the quality we deliver.
Sports Day
Flinders University was again the setting for Sports Day 2015. A beautiful autumn day greeted students and staff as they arrived sporting their various house colours and outfits, with year 11 students supporting, either as Big Brothers/Big Sisters or as officials and umpires. Throughout the day the Middle School students vied for House points in a variety of team and individual activities.

Feedback from students:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Sports Day - What worked well for you?</th>
</tr>
</thead>
</table>
| Year 8     | • I really like how organised the whole day was and it was overall just a great experience.  
           | • I believe overall the day was quite enjoyable and entertaining. I was able to participate in many events and the atmosphere was amazing. My personal favourite was when the older students raced in their cardboard cars. It was nice to have a fun but competitive day.  
           | • Being able to choose our events that we participate in.  
           | • European handball- discovered it and loved it.  
           | • I made new friends and tried new things like spoke relay and soccer.  |
| Year 9     | • Working as a team and cooperating together.  
           | • Loved how people dressed up.  
           | • There was suitable time in-between sessions for food and drinks. There were good reminders to keep hydrated and to put on sunscreen.  
           | • The way everything was set out and having all the events being told to everyone at one time.  
           | • The spoke relay was really fun and tug of war also THORPE WON #WINNING.  
           | • The activities were well organised and chosen well for each year level.  
           | • A lot of people participated in the events so that was good.  
           | • Choosing our sports and not being forced into the activities we dislike.  
           | • Having fun.  |
| Year 10    | • Most of the activities involved everyone and worked well.  
           | • I think that having everyone return to their houses after each session was good to get organised. Also the spirit that everyone had was amazing.  
           | • Being able to participate in many events throughout the day.  
           | • I had more fun than I thought I would when all the teams were building their own "boat" for the boat race.  
           | • Getting involved and having a great time with people you don't normally hang out with.  
           | • The support and encouragement from the teachers was great.  
           | • Sports day was just great.  |

Final Results:

<table>
<thead>
<tr>
<th>Place</th>
<th>House</th>
<th>Final Points</th>
<th>Place</th>
<th>House</th>
<th>Final Points</th>
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</thead>
<tbody>
<tr>
<td>1st</td>
<td>Thorpe</td>
<td>1437</td>
<td>4th</td>
<td>Bradman</td>
<td>1129</td>
</tr>
<tr>
<td>2nd</td>
<td>Moneghetti</td>
<td>1423</td>
<td>5th</td>
<td>Freeman</td>
<td>1076</td>
</tr>
<tr>
<td>3rd</td>
<td>Barassi</td>
<td>1291</td>
<td>6th</td>
<td>Fraser</td>
<td>979</td>
</tr>
</tbody>
</table>
STEM has flourished again in 2015 with many opportunities for students and staff to be involved in innovative Science, Technology, Engineering and Mathematics. A real highlight was attending the Singapore International Science Challenge (SISC) with three year 11 students Mansa Sukheja, Liliya Naydonova and Brandon Smart and Mr Jak Haggett. The students were extremely successful and were truly brilliant ambassadors for our school and South Australia.

Tennis Academy
2015 saw the launch of the Tennis Academy with Mr Terry Ellis and a small but very determined band of Year 8/9 tennis players looking forward to making their mark on the tennis stage which by the end of the year they most certainly had achieved.

TV Stars – Channel 7 report

It's all ‘appening at Aberfoyle Park High
Tech savvy students from Aberfoyle Park High School are designing and creating their own game applications. More than 30 keen Year 8 and 9 students are learning to develop applications or ‘apps’ using iPads at the school’s Coding Club, run twice a week over lunchtime. A game, developed by one of the students has been listed on the Apple Store. The game involves dodging falling geometrical shapes, grabbing things to score points and bonus lives. Characters or people were deliberately not used, as the creation of geometrical shapes provided more challenging and rewarding learning options for students. The game has been hugely popular within the school. Congratulations to Chris Robinson and the Coding Club students.

Year 12 Formal
Following the success of the mid-year formal in 2014 the Year 12 Formal was again held mid-year and as always students were totally glamorous and exceptionally well behaved. All stories confirmed how much everyone enjoyed the evening.
**Child Protection Curriculum (CPC) Action Plan 2015**

The CPC PLC worked throughout the year to ensure that full implementation was managed successfully.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>HOW</th>
<th>WHEN</th>
</tr>
</thead>
</table>
| Leadership and staff understand their responsibilities and DECD requirements | ▪ Student survey  
▪ Risk analysis  
▪ Leadership informed  
▪ Complete implementation rubric | Exec to approve- Wk 9, T2  
Main presentation- Wk1, T4  
Leadership T4 (early) |
| Embed CPC throughout the curriculum                                       | ▪ Learning area leaders on board  
▪ Mapping  
▪ Resourcing (time/money/info) | Semester 1 2016 and beyond  
Student Survey repeat T4, 2017 |
| All staff trained in CPC                                                  | ▪ PAI PD  
▪ RAN Training  
▪ SMART Training | Whole school PD Day T 4 2015 |
| Parents are aware and on board with the CPC                              | ▪ Governing Council informed  
▪ Distributing info  
▪ Website  
▪ Email  
▪ Newsletter  
▪ Transition | Second GC meeting of 2016  
T1, 2016 Alternate distribution of info |
| CPC - PLC works through the improvement cycle                             | ▪ Monitoring  
▪ Evaluating  
▪ Maintaining  
▪ Support  
▪ Mapping- hyperlinks to curriculum areas | Commitment to 2016 |
| Implementation Plan developed                                             |                                                                      | Before 2016 |
| Meet with the HPE Faculty                                                 |                                                                      | Early Term 3 |
Middle School Leadership Team 2015
Further development of the Middle School Leadership Team occurred during 2015 as we built on the work initiated during the previous year. The team consisted of 5 leaders overseeing 6 houses:

- Dale Hoffman: Fraser & Freeman Houses
- Claire Forsyth: Barassi House
- Janine Easton: Bradman House
- Richard Garrett: Thorpe House
- Jo Jaensch: Moneghetti House
With Chris Jones & Jane Hoffman assisting when MS Leaders were on leave or on secondment to other roles.

The Middle School Leadership Team operates a proactive, case management approach, identifying students &/or issues early and providing support and solutions before things go wrong. As the team follows their students from year 8 through to year 10, rapport is built early and students now willingly seek out their House Leader for support or advice.

Benefits of our Middle School Leadership Model:

- Students are now case managed by the one person for the 3 years they are in the Middle School and have the opportunity to develop a stronger rapport with them.
- Parents can maintain a positive, close relationship with the one leader for the entire 3 years.
- There has been an increase in House pride and identity as students are supported / followed up by their Head of House and acknowledged for their positive behaviours and academic progress by their Head of House.
- The Middle School Leadership Team works collaboratively and supportively with each other. This has enabled at least one leader to be available at all times to assist with any issues or emergencies and there has been greater consistency of process within the team.
- The Middle School Leadership Team has also worked very closely with the Wellbeing Team to ensure that the appropriate intervention and support is provided for each student.
What the data tells us:

1. Time Out

![Bar chart showing the number of students sent to Time Out from 2013 to 2015.]

2. Suspensions

![Bar chart showing the number of referrals to Time Out by Year Level from 2013 to 2015.]

![Bar chart showing the number of suspensions from 2013 to 2015 by Year Level.]

- Year 8
- Year 9
- Year 10
3. Work Completion (ie lunchtime catch up sessions for students who are capable but choose to not to complete set work by due date)

4. Attendance
   Through regular monitoring of attendance, students absence was followed up quickly by the Middle School Leadership Team and if support was required either for learning needs or social / emotional needs, then the appropriate support person eg counsellor was notified and appropriate steps were put in place. The MS Leadership working in close partnership with parents have enabled students to attend more regularly and thereby improve their ability to be successful at school.

In summary: Through a variety of strategies, including the case management of students by the Middle School Leadership Team, we have seen a decrease in behaviour management issues that ultimately take a student out of class. This combined with improved pedagogical practices within the classroom are resulting in students being more successful and engaged at school.
Senior School
Throughout 2015 the Senior School at Aberfoyle Park High School continued to develop its vision and set about building on and deeply establishing a number of priorities including:
- SACE completion and SACE improvement
- Preparing students for life post school to ensure continued success
- Providing students with the necessary tools to improve time management, organisation and independence
- Strengthening the level of communication between teachers and parents to ensure that all students received the highest levels of support in their final years of schooling

Flinders University – Setting the Scene, Day 1
As in previous years the first day for all year 12 students was held at Flinders University. This day ultimately set the scene for the whole year and provided all students with an insight into what to expect in their final year of schooling and opened their eyes to the many challenges that they would face throughout the year. Members of the Senior School Team worked with students to help them develop an understanding of the importance of effective time management, personal organisation and communication with teachers. Guest speakers including past students also shared their experiences of Year 12 and these presentations were well received by all students.

Partnerships with Parents – Year 12 Acquaintance Night
Developing partnerships with parents to improve and maintain effective and high levels of communication remains a high priority for the Senior School Team and teachers delivering SACE subjects. This year the year 12 acquaintance night was a very successful event allowing parents the opportunity to meet with members of staff directly involved with the education of their son/daughter including, subject teachers, counsellors and members of the leadership team.

Elevate Education
To support all students and provide them with the best opportunity for success Aberfoyle Park High School has teamed up with Elevate Education. Elevate Education is a company who have developed a different approach to study skills and uses the following techniques listed below to ensure that students are not only engaged, but actually use the study skills to make a tangible difference to their grades.
- Young presenters that students can relate to and engage with easily
- Seminars conducted in small, class-sized groups
- Short sharp sessions delivered across the year
- Practical skills that students can use straight away
- Supported with staff and parent workshops

The feedback from students in both Year 11 and Year 12 strongly indicated that the sessions delivered by Elevate Education were worthwhile and made both an immediate and significant impact on their study.

SATAC Evenings and Tertiary Information Sessions
Throughout the year a number of sessions were held for students who were still considering their University options. Presenters from Flinders University conducted sessions during lunchtime throughout the year with a focus on specific fields of study that were offered. These sessions were well-attended and provided students with an insight into what was available to them. The SATAC evening was well attended and provided information for students and parents on the SATAC admissions processes and what happens in relation to offers as well as providing the opportunity for clarification.
Valedictory
The Year 12 Valedictory night again lived up to and exceeded expectations as the achievements and successes of all Year 12 students were celebrated. A number of awards are presented throughout the evening for students who demonstrated excellence in both academics and community involvement. In addition to this each Year 12 student is recognised and presented as a member of the graduating class. This year a number of special guests were invited to present awards including; Brendyn Semmens, Education Director, Natalie Cook, MP for Fisher, Peter Shulze, Councillor City of Onkaparinga, Brianna Bartlett, Past Student, Mona Gleed, Governing Council Representative, Marg Rigby, IES, Ann Leenders and Paula Lioret, ZONTA and Joy Clinch and Rob Farrugia, Flagstaff Hill Rotary.

International Programs 2015
The International program at Aberfoyle Park High School continues to gather momentum, building on from the renewed enthusiasm and energy that was evident in 2014. This year there have again been a number of highlights, all of which demonstrate Aberfoyle Park High School’s commitment to the International Program and willingness to embrace and learn from other cultures. These highlights include:
- Hosting a teacher exchange from the Yokohama Board of Education in Japan
- Hosting a teacher and student exchange from Ayutthaya Wittayaiai School in Thailand for 3 weeks
- Hosting 8 teachers from a range of schools from Indonesia as part of a teacher training program
- Hosting a number of short-term study tours from high schools in Japan including; Ushiku, Kiritappu, Kyoto Board of Education and Ritsumeikan.

In addition to these highlights we have had a number of students on exchange as part of the study abroad program from the following countries; Japan (12), Germany (9), Norway (3), Kenya (2), South Korea (2), China (1), and Thailand (1).

Throughout the year the feedback we have received from International Education Services, Agents and the International schools we have hosted has been extremely positive and the programs that we have offered continue to be endorsed. Aberfoyle Park High School is being recognised as a school of choice for international students and for visiting study tours and this is due to the organisation of the programs and the support of staff that happily give their time to provide lessons and experiences for all of our International visitors.

Looking forward 2016 will hopefully see more growth in terms of the number of students studying abroad as well as some exciting new study tours from schools that have not previously visited.

With this continued growth Aberfoyle Park High School would like to acknowledge all the families who have hosted International students during the year and we trust that you will continue to support the program.
SPECIAL PROGRAMS AT APHS

Student Wellbeing
In Student Services the Wellbeing Team has continued to provide an emphasis on the mental and physical wellbeing of the APHS school community. APHS Student Counsellors Carol Davey and Leigh Charlesworth plus Youth Worker Jo Dean, have been the core members of the Wellbeing Team. This year they were joined by new Chaplain Matt Lohmeyer, In School Psychologist Dr Carla Humphrys and Workskil Youth Consultant Aneleise Truman.

Achievements:
Proactive programs have been a focal point for the Wellbeing Team. Some of the continuing and new programs included:

True Colours
The True Colours program was designed to enhance young women’s self-esteem by developing more positive self-concepts. We looked at their values, beliefs, and attitudes towards themselves and aimed to increase their sense of self-worth. The aim of the True Colours group was to effect positive change through participation in a variety of activities which were focused on the development of self-esteem, social skills, positive communication skills and effective interaction.

The Re-Set Program
Designed for female students, this program focused on nutrition, personalised training sessions and breaking down the barriers for students who wanted to access gymnasiums and personal trainers.

The Strength and Conditioning Program
Designed for male students, this program focused on self-esteem as well as positive outlets for energy and stress reduction. Nutrition and weights based activities were the major focus as well as utilising positive male role models and taking the ‘mystery’ out of accessing a gym. From many of these programs, support from the local community has been overwhelming. Switch2Fitness and Paragon Fitness have been most accommodating and provided our students with experiences they will take beyond the gates of APHS.

Girl Power
Girls in Year 9-12 were able to participate in leadership and wellbeing workshops run by Port Adelaide Football Club. The sessions at school explored leadership, health/wellbeing, self-esteem, physical activity, body image and bullying. The final celebration was an opportunity for the girls to meet successful female leaders across a range of fields.

Tailored2Connect Program
This new program targeted 16-18 year olds and encouraged them to look at life now and in the future. Positive psychology was a focus as well as exploring relationships, accomplishments, resilience and optimism. The students involved were able to learn more about themselves and look at moving forward to be the best version possible.

In 2015 we continued to utilise the expertise of support services beyond school, while also maintaining the case management focus of our Youth Worker. Additional support was provided by:

In School Psychology - Dr Carla Humphrys
To streamline the process of accessing a psychologist for our students, this year we began utilizing the services of In School Psychology, and specifically Dr Carla Humphrys, Clinical Psychologist. Carla is passionate and experienced in working with adolescents and their families. Carla adopts a range of evidence based psychological techniques to provide a valuable on-site service.
Workskil/POP
A positive new initiative this year was to connect with Workskil and Youth Consultant Aneleise Truman. Aneleise has supported many senior students through individual case management, helping them successfully transition to earning or learning. Workskil also offers the POP Program (Positive Opportunities Program) that provides a friendly space for students to complete individualized learning programs, with support of qualified and experienced youth staff.

Seeds Mentors
This year Mentors from Seeds Uniting Church have connected with some of our students to offer support, encouragement and tutoring. The mentees were able to develop trusting relationships and receive extra guidance when needed.

University of SA Social Work Student Placement Program
In 2015 we connected with Uni SA to support their Social Work Student Placement program. Two students were placed at the school for semester two and undertook various roles to support students, staff and the greater APHS community. They mentored students, ran small programs, organized visitors to the school (eg Drug Arm) and analyzed and interrogated valuable wellbeing data.

Case Management
Jo Dean, APHS Youth Worker, has delivered individual Case Management for Year 8 FLO Transition Students, and APHS students. Support has been provided for students who have experienced difficulties to further develop their individual/personal skills with a focus on student re-engagement, their academic or career pathways and student wellbeing. Jo has also supported Yr 11 and 12 probation students to ensure their success in the senior years.

Encouraging students to take on greater responsibility and explore leadership opportunities, continued to be a focus in 2015:

Student Voice
This year the previous SRC decided to re-badge and re-boot the voice of students at APHS. With renewed vigour Student Voice was born and this year students involved have done a lot to promote the team and encourage more students to participate, by organising lunchtime “pop up” events to survey students, talk about their ideas and create interest. The year began with leadership days run through Grip and Port Power Football Club with Empowering Youth, allowing students to learn more about effective leadership and also set goals. Students were also able to attend leadership conferences at Flinders University and Wirreanda High School where they met with like-minded peers to look at wellbeing in secondary schools.

Each casual day this term was a great success with the school community raising valuable funds for various charities: our school’s sponsor child ($850), Novita Children Services ($700), the Cancer Council ($780), and most recently an underfunded school in the Philippines ($670). We also participated in a vegemite “drive” for a local Foodbank whereby students donated jars of vegemite to support local school breakfast programs.

Wellbeing Week was a highlight with activities run to promote positive mental health and emotional wellbeing. The staff versus student basketball game was a favourite but large numbers of students also enjoyed meditation, movie and zumba!

EQHQ
This year we joined the Safe Schools Coalition. By joining the coalition, we have made a commitment to build a school that is free from homophobic and transphobic bullying – a school that is safe and inclusive for same sex attracted, intersex and gender diverse students and staff. A small group of students have led the way to ensure LGBT+ students feel safe and included at APHS, by creating a team called EQHQ (Equality Headquarters) whereby students who identify as LGBT+ and their allies, can meet in a safe space, support each other and also plan future initiatives. From an initial group of six students this group has expanded to more than 50 young people, who are excited about plans for 2016 and beyond.
Our Student Services Team continued to build their expertise through ongoing professional learning. This year they have completed PD in the following areas:

<table>
<thead>
<tr>
<th>Leigh Charlesworth</th>
<th>Carol Davey</th>
<th>Jo Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART Information Session- ACF</td>
<td>How Counsellors Can Support Students with ASD-Autism SA</td>
<td>Ignite Professional Development - Janine Easton</td>
</tr>
<tr>
<td>High Schools PD Day- Flinders University</td>
<td>Career Strategy- Career Strategy PLC</td>
<td>Youth Mental Health First Aid - Workskil Health</td>
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<td>SMART Advanced- ACF</td>
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<td>Wellbeing In Schools –WISA</td>
<td>Child Protection Curriculum Implementation</td>
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<td>Extreme Leadership Program- Facilitated by Rachel Robertson</td>
<td>Workshop facilitated by Linda Woolcock (DECD)</td>
<td></td>
</tr>
<tr>
<td>Child Protection Curriculum Implementation Workshop facilitated by Linda Woolcock (DECD)</td>
<td>SMART Advanced- ACF</td>
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</tr>
<tr>
<td>Certified Educational Assessor Modules, Facilitated by Bob Buxton (SACE Board)</td>
<td>Merit Selection Training-AEU</td>
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<tr>
<td></td>
<td>RAN Training- DECD</td>
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<tr>
<td></td>
<td>Certified Assessor Training- CEA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wellbeing In Schools –WISA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thinking and Learning Conference</td>
<td></td>
</tr>
</tbody>
</table>

Once Carol and Leigh had completed the “Train the Trainer” course for SMART Trauma Training through the Australian Childhood Foundation they delivered SMART PD to staff at APHS and also Aberfoyle Hub Primary School.

Leigh Charlesworth left us for a new position at the end of 2015 at ASMS. He leaves a significant legacy at APHS and will be missed by all. His replacement for 2016 will be Mr Sam Mosley.
IGNITE
Leadership 2015
The Ignite Program at APHS continued to be led by:
  - Jenny Johns: Band B5 Director Middle School & Ignite (Overall leadership of the Ignite program)
  - Claire Forsyth: Band B2 Ignite & Coordinator of HASS, MS Leader (Student focus)
  - Janine Easton: Band B2 Ignite & Coordinator English, MS Leader (Ignite promotion)
  - Kate Berry: Band B1 Ignite & Coordinator of Maths & Science (Ignite Maths/Science Curriculum)

Testing and selection for Year 8 Ignite 2016
Students are selected for entry into the program based on their results in an ACER (Australian Council for Educational Research) assessment and a subsequent interview. These students are guaranteed direct entry into the school regardless of whether they live in or out of zone.
The ACER assessment comprises a four part test: Reading Comprehension, Mathematical Reasoning, Written Expression and Abstract Reasoning.
The assessment occurs once a year in February and is open for students in Year 7. Some Year 6 students who have the maturity and ability to accelerate directly into Year 8 do apply, however all Year 6 students need to obtain a recommendation from their current Principal that they would be suitable for acceleration directly into Year 8. Year 6 students will only have the one opportunity to sit the assessment unless there are exceptional circumstances. This year we ran a second testing date in May, as we were aware of students who for a variety of reasons had missed the February sitting.

Once the test results are received back from ACER, we create a short list of students who are invited to an interview. Based on all the information/data collected (including detailed information from each student’s current primary school teacher) we select 50 candidates to form 2 classes of 25 students, which have traditionally been called our 06 & 07 classes (eg 806, 807) – but as of 2016 they will be identified by the number of years they have been in the Ignite program eg 1st year Ignite = 101, 102, 2nd year Ignite = 201, 202 etc.

NAPLAN Results: Year 9 Ignite
Once again all Year 9 Ignite students performed extremely well in this year’s NAPLAN tests averaging Band 9 in each of the 5 tests. Growth between year 7 and year 9 for Ignite students across all 5 tests was well above expectations:
  - Expected growth = 26.0 points
  - Numeracy growth = 41.4 points
  - Reading growth = 40.5 points
  - Writing growth = 46.1 points

![IGNITE Numeracy Growth Year 7 to Year 9](image-url)
ICAS Results 2015
Ignite students once again did very well in the University of NSW’s International Competitions & Assessments for Schools (ICAS) with APHS collectively scoring above the Australian schools average per year level in most areas.

ICAS English

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Distinction</td>
<td>6</td>
<td>13.1%</td>
<td>5</td>
</tr>
<tr>
<td>Credit</td>
<td>19</td>
<td>41.3%</td>
<td>12</td>
</tr>
<tr>
<td>Merit</td>
<td>3</td>
<td>6.5%</td>
<td>7</td>
</tr>
<tr>
<td>Participation</td>
<td>18</td>
<td>39.1%</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>38</td>
<td>46</td>
</tr>
</tbody>
</table>

Ignite Reading Growth
Year 7 to Year 9

Estimated Growth = 26 points
Actual growth = 40.5 points

Ignite Writing Growth
Year 7 to Year 9

Estimated Growth = 26 points
Actual growth = 46.1 points

ICAS English 2015

[Graph showing ICAS English results for Year 8, Year 9, and Year 10]
ICAS Mathematics

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Distinction</td>
<td>4</td>
<td>8.7%</td>
<td>2</td>
</tr>
<tr>
<td>Credit</td>
<td>12</td>
<td>26.1%</td>
<td>14</td>
</tr>
<tr>
<td>Merit</td>
<td>4</td>
<td>8.7%</td>
<td>4</td>
</tr>
<tr>
<td>Participation</td>
<td>26</td>
<td>56.5%</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

ICAS Science

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Distinction</td>
<td>6</td>
<td>13.3%</td>
<td>2</td>
</tr>
<tr>
<td>Credit</td>
<td>15</td>
<td>33.3%</td>
<td>17</td>
</tr>
<tr>
<td>Merit</td>
<td>2</td>
<td>4.4%</td>
<td>7</td>
</tr>
<tr>
<td>Participation</td>
<td>22</td>
<td>48.9%</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>
Bright Sparks Program 2015
Twenty-nine year 5 & 6 students from 14 different feeder primary schools were introduced to working in a Science laboratory through involvement in a six-week Bright Sparks program in Term 2 this year.

The program was delivered in a way to promote a holistic approach to STEM, engaging students in experiences they would otherwise not receive in their primary classrooms, including conducting experiments, computer programming, problem solving and connecting content to careers in STEM. It also enabled students to connect themselves with like-minded students whilst promoting STEM, Aberfoyle Park High School and the IGNITE Program.

Bright Sparks was delivered by Sam Mosley and Shannyn Siemens and supported by Chris Robinson, Leigh Rayner, Russell Johns and Jane Hoffman.

Feedback of the program was overwhelmingly positive, with students appreciating the opportunity to connect with others with a passion for STEM subjects and being able to showcase their learning experiences with their families through a presentation session. Inviting parents into the final session allowed the staff to engage in conversations about the suitability of the IGNITE program for their young person and witness the ways in which APHS staff interact with students and guide their learning.

In 2016 the team hope to include individual and group projects with a career focus to the program to promote higher-order thinking skills and allow students to use all their learning to solve complex problems. We are of the hope that these students will continue these projects back at their sites, which in turn will promote our Bright Sparks program further and encourage greater involvement in Science, Technology, Engineering and Mathematics.

Teacher Professional Development for Teachers in Gifted Education
It is an expectation of employment at APHS, that teachers will undertake professional development in Understanding Giftedness and program their curriculum delivery effectively to provide engaging and challenging curriculum that meets the needs of the gifted learner.

Topics covered included:
1. The Identification of Gifted Students
   i. Principles of Identification
   ii. Bright Vs. Gifted Identification
   iii. Forms of Identification
2. Concept of Giftedness
3. Understanding Underachievement of Gifted Students
4. Myths on Giftedness and Creativity
5. Social and Emotional Development of Gifted Students
6. APHS Curriculum Development for Gifted Students

73% of APHS permanent staff have now undertaken this training.

In 2015 a number of primary school teachers also attended this training, which in turn will support primary school aged gifted students and raise the profile of the Ignite program throughout schools in the southern suburbs.
The Aberfoyle Park High School Ignite Pathway

Guaranteed and Agreed Curriculum – What do we want students to learn?

In 2015 our Ignite Pathway model was again refined based on feedback from students, parents and staff. English, HASS, Maths, Science, LOTE and HPE have created compacted curricula that allows students in Ignite to complete years 8, 9 & 10 of the Australian Curriculum in 2 years.

All Courses incorporate the core curriculum plus enrichment/extension activities, ensuring critical concepts and skills are developed, understood and can be applied in new situations. Emphasis is on developing higher order thinking and problem solving skills.

Benefits:

- Students stay together as a cohort for core subjects.
- Staff have a strong understanding of the gifted learner and how to support their social/emotional and academic needs.
- Opportunity to access the breadth and depth of the SACE over 3 years (rather than just 2), undertaking subjects that have a career focus but also those areas of passion and personal interest.

Ignite Retention Year 8 to Year 12

During the previous decade, retention of students in the Ignite program has been a concern. There had been a significant “bleed” to other educational institutions eg ASMS, University Senior College.

We anticipate through the formation of the new Ignite Pathway that students will recognize the benefits of the Ignite program and also appreciate that it is no longer a 2 - 3 year program. The retention rate this year was 82% and we expect this figure to rise significantly over the coming years. Only one Ignite student (Years 8 – 12 inclusive) left APHS this year for another Adelaide school. Retention from 2011 to 2015 has been 82%
IGNITE Inspire program
Aberfoyle Park High School in partnership with Flinders University, has been able to offer our Ignite students the opportunity to be part of the “Inspire Mentor Program”, which is part of Journey to Higher Education, an Australian government – funded project.

The Inspire Mentor Program aims:
- To raise school students educational aspirations by developing skills and knowledge and their capacity to succeed.
- To support school students to develop positive, respectful and sustainable relationships that enhance wellbeing, self-esteem, social and communication skills.
- To bring about strong outcomes for students involved, including increases in confidence, engagement at school, social skills, outlook and aspirations for their future and overall to believe in themselves.

The program harnesses the energy and commitment of mentors to allow students to benefit from their support and experience. Mentors are matched with students based on an area of study and common interests like hobbies, sports and career paths.

Mentors in the program are predominately tertiary students or alumni of Flinders University and undergo mentor training and screening including DCSI Child Related Employment Screening and DECD RAN-EC training. A total of 5 Inspire mentors worked with a total of 15 of our Ignite students (from Years 8 – 12) during 2015. For some, one on one was the preferred option whilst others were mentored in a small group based on a common interest eg 3 of our Stage 2 Spanish students worked with a native Spanish speaking mentor to further develop their confidence and expertise in conversational Spanish. We look forward to continuing this partnership with Flinders University in 2016.

Flinders University River Program
Flinders University, through their Student Access Unit (SAU) ran a workshop for the students in 806 and 807 with a focus on the students’ futures and the key decisions they will need to make in order to gain entry to University. They discussed career typologies, employability skills as well as their passions and aspirations for the future.

Following a 90 minute workshop at school, our students attended a full day at the University for a “Taste of Flinders University” on Tuesday 20th October. During this day, students participated in a number of workshops and toured the campus, gaining an insight as to what a university pathway could be like. The workshops included:
- Anatomy of the Chest
- Cooling Gases
- Space Junk

Interestingly, 79% rated their day at Flinders University to be better than they expected and we learnt about the variety of possible careers our 1st year Ignite students are contemplating:
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting, olympics, policeman</td>
<td>1</td>
</tr>
<tr>
<td>Acting, performing arts, paramedics</td>
<td>1</td>
</tr>
<tr>
<td>Aerospace engineer</td>
<td>1</td>
</tr>
<tr>
<td>Animation</td>
<td>1</td>
</tr>
<tr>
<td>Architect</td>
<td>1</td>
</tr>
<tr>
<td>Army or film making</td>
<td>1</td>
</tr>
<tr>
<td>Creative writing, psychology</td>
<td>1</td>
</tr>
<tr>
<td>Electronic music</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Environmental health</td>
<td>1</td>
</tr>
<tr>
<td>Film making</td>
<td>1</td>
</tr>
<tr>
<td>Forensic science</td>
<td>3</td>
</tr>
<tr>
<td>IT</td>
<td>1</td>
</tr>
<tr>
<td>Lawyer</td>
<td>2</td>
</tr>
<tr>
<td>Medicine</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Police officer</td>
<td>2</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Robotic engineering</td>
<td>1</td>
</tr>
<tr>
<td>Robotic engineering and renewable energy</td>
<td>1</td>
</tr>
<tr>
<td>School counselling</td>
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</tr>
<tr>
<td>Science</td>
<td>1</td>
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<tr>
<td>Social sciences</td>
<td>1</td>
</tr>
<tr>
<td>Sports journalism</td>
<td>1</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher (Music/English/HASS)</td>
<td>1</td>
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<tr>
<td>Travel, university</td>
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<tr>
<td>Travel/journalism</td>
<td>1</td>
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<tr>
<td>University</td>
<td>1</td>
</tr>
<tr>
<td>Unsure</td>
<td>11</td>
</tr>
<tr>
<td>Vet</td>
<td>2</td>
</tr>
<tr>
<td>Writer</td>
<td>1</td>
</tr>
</tbody>
</table>

Rate your experience of visiting Flinders

- Better than expected: 79%
- As I expected: 17%
- Less than expected: 4%
SMAF 2015 was the fifth year of the Science and Mathematics Academy at Flinders University. The 2015 SMAF Confederation consisted of APHS, Mt Compass, CBHS, WHS & HCS. APHS teachers Jak Haggett and Maurice Akele delivered much of the Physics and Specialist Mathematics courses at SMAF, and APHS Chemistry students were also strongly supported at school by Ian Kershaw. Next year the team will be joined at Flinders by Kate Berry (Chemistry) and Donna Riordan (Physics).

Attendance and retention of APHS students was again excellent and results have been satisfactory. Overall A grades were slightly down in 2015 (4.5%) however B grades improved by 5.43%, C and D grades also both decreased and although the E grade percentage increased this was in effect one student only. As with all APHS SACE results we continue to look at how to increase the number of A grade students.

36 APHS students attended workshops at the SMAF Orientation Day at Flinders University on Wednesday 11th November.
STEM Teaching and Learning Programs

Concept 2 Creation

C2C has continued as a project based activity whereby small groups of students use a project management process to develop a product or service from concept to creation. With the use of industry experience and assistance the students have taken on a wide variety of challenges.

SA Power Networks Drone Challenge

Three APHS students competed in the C2C Drone Challenge conducted at the SAPN Training Centre at Angle Park in September. This challenge required students to collect data relating to faulty power lines and transformers flying an unmanned drone, or ‘quadcopter’, and generate a report for SA Power Networks.

The team collected data using their own aerial photography of the transmission lines and transformers. Images were produced using Blade 350 Quadcopters and GoPro cameras. The group was highly successful in overcoming the initial issues they encountered, such as incompatible batteries and charger, limited flight time, and conflicts between flight control frequencies and camera wifi. Thankfully the weather was kind to us and the day went well, despite the odd crash!

Seven schools took part in the 2015 challenge. The 3 year 9 students who represented APHS at the Drone Challenge Day were Leo Hock Morris, James Dasari and Nur Salie. Much of the work was carried out in their free time and they are to be commended on their efforts.

Pictured below is the APHS team at the SAPN Training Centre, Angle Park.
**Advanced Technology Industry Pathways Project**

Aberfoyle Park High School has continued as the lead school for the southern region in the Advanced Technology Industry Pathways Program (ATIP). Aberfoyle Park High School was chosen as one of only three South Australian high schools to lead the $5.7 million program. As a lead school we have continued to develop units of work that integrate mathematics, science and technology through Problem Based Learning. This approach has a focus on moving from closed inquiry to open inquiry and aims to develop higher order thinking and lateral thinking skills. ATIP units are being engineered to allow students to make connections to Advanced Technologies, and to provide authentic learning experiences through relevant industry links. The units have also been aligned to the Australian Curriculum and as such have enabled us to incorporate links to relevant careers via the 'Science as a Human Endeavour' strand. This enables students to investigate vocational and higher education pathways related to Advanced Technology.

The Program was further supported by the appointment of a Science Mathematics and Advanced Research Technology (SMART) Assistant Principal to provide curriculum leadership and management, and of a Career Pathways Assistant Principal to assist in student career development. Both of these positions commenced in 2012.

The ATIP Team and teachers of Science, Mathematics and Design and Technology have continued to develop and refine Problem Based Learning (PBL) units to engage middle school students in authentic, group projects. All units are aligned to the Australian Curriculum enabling teachers to report against the Achievement Standards.

iTunes U courses have continued to be refined and have been made available to staff and students and the Year 8 course is available to the STEM community via the STEM Portal – [http://stemaustralia.org.au/spaces/6/i-m-an-educator](http://stemaustralia.org.au/spaces/6/i-m-an-educator), and has also been published using the Edutect Unit Planner for other schools to share online. The 3 integrated units have been constructed using the Backwards Curriculum Design Model and incorporate a PBL approach. Much of this work is also available on the ATIP Moodle - [http://dlb.sa.edu.au/atmoodle/](http://dlb.sa.edu.au/atmoodle/)

**Year 8** students undertook research into the design and construction of wind turbines (AC - Sustainable Energy/Energy Forms). This unit makes extensive use of the STELR resources that were developed by The Australian Academy of Technological Sciences and Engineering.

**Year 9** students explored the design and principles of energy efficient housing (AC - Energy Transformations). In this unit students were required to use the online simulation software, Energy 2D and Energy 3D (concord.org). They were able to collect data relevant to the models they had constructed using the FLIR thermal imaging camera, Vernier temperature probes. They could then analyse this data with the Loggerlite software.

**Year 10** students investigated a variety of techniques that could be employed to reduce the force of impact associated with motor vehicle collisions (AC - Force and Motion). Some of the tools utilized by the students were Vernier accelerometers and Loggerlite software, and the analysis of high-speed video captured using GoPro cameras (240 frames per second!).

27
In all ATIP units students are encouraged to employ emerging digital technologies such as Computer Modeling, CAD, and 3D printing in developing their solutions. Students had the opportunity to present their ATIP work to Primary and Secondary school students at the Southern Science Expo, which was conducted at the Tonsley Park TAFE SA Facility, on Thursday 20th August, as a part of Science Week.

*APHS students proudly displaying their wind turbine designs as part of the Year 8 ATIP unit.*

**Learning Support including LIFT (Literacy Intensive Flexible Learning)**

**SMART Goals**

- Improve the use and documentation of the alignment of the Australian Curriculum to integrated and thematic units of work in the LIFT program.
- Development of a map outlining the literacy and numeracy demands for years 8-10 using Backwards Design informed by SACE stage 1 Essential English and Math to support successful transition into Senior School
- Improve the NEP process for incoming year 8 students to facilitate timely information for teachers

The start of 2015 saw the appointment of a new Learning Support Coordinator and a LIFT teacher into the APHS team. This brought an exciting transformation with a focus on continuous improvement addressing curriculum design and differentiation. Throughout the year achievements have seen the development of an A/C aligned scope and sequence ensuring equal amounts of time for core learning areas together with embedding formative assessment to better facilitate individual learning throughout the thematic and integrated programs. This has resulted in the development of a map that clearly aligns A/C content descriptors and general capabilities to the four core subjects. We have scope and sequences developed for 3 terms that display this information. Further confirmation of the success of this initiative was the positive feedback received from the auditors during the External Review process.

Using Backwards design a literacy and numeracy map has been created identifying key skills and a timeline in which these will be embedded into the LIFT curriculum into 2016 and beyond.

Facilitating timely information for new students saw a process implemented where NEP information was documented in a transition NEP at meetings held in student Primary Schools. This information has been recorded in the Learning Support curriculum area of G drive and is available for staff to access prior to student commencement or return to school in 2016. All new Year 8 students had NEP’s created on time in line with the SIP. Senior school NEP time line was achieved with the review of NEP’s undertaken at course counselling. A small number still require parent signature pending placement into alternative courses. Further to this 2015 saw the implementation of an alert system using DAYMAP. This has provided timely information to teachers of all students with NEP’s or learning barriers providing them with tools to differentiate their program based on student needs. Feedback from staff has been overwhelmingly positive with over 90% of staff indicating the system is highly and extremely useful.
2015 saw an increase in teachers as leaders visiting learning area PLCs and individual teachers approaching the Learning Support team to discuss differentiation, reviewing units and tasks to meet the needs of students in both the Ignite program and students identified as Students At Risk or students on an NEP. These conversations have been recorded in the Learning Support faculty minutes helping to inform where to for 2016 for the team relating to differentiation across the whole site.

**Measures of success**
- Achievement, PAT R/M and engagement data reviewed to inform ongoing units
- Scope and sequence developed for each of the performance standards
- Documentation in faculty minutes relating to who has been supported and by which staff member
- Daymap alert system put in place identifying students requiring differentiation. Review of this has informed improvements to further refine identification system making it easier to identify specific student need
- Staff resources relating to specific disability collated and placed in a Resources folder in the Learning Support curriculum folder on G Drive
- PAT R /M data used to identify areas of need such as inferencing resulting in reflection of units to embed this literacy skill
- Review of PAT R resources to identify appropriate resources for LIFT program specifically designed to address literacy skills
- Staff feedback relating to effectiveness of alert system

**Performance Management and Development** in Learning Support used a plan that addressed Standards from the Professional Domains of the Australian Professional Standards. Meetings were held and feedback given which discussed individual goals which included:
- Integration of units of work suitable to the needs of the students (in LIFT) and requirements of the school using contemporary knowledge and understandings with a focus on Literacy and Numeracy.
- Attend relevant professional development on the core subjects of English, Humanities and Social Sciences, Mathematics and Science as well as Special Education.
- Gather student self assessment and feedback in order to further develop programmes, units of work, assessment and to inform future planning and assessment, using the TfEL framework, in particular student feedback surveys, student engagement matrix’s and formative assessment strategies.
- Support colleagues to implement programs through PLC and individual teacher support.
- Improve pedagogy by reviewing/refining current strategies and developing new strategies that will connect teaching & learning in my classroom to authentic contexts using TfEL classroom observation. Use TfEL 4.3 guidelines to inform/structure my research.
- Viewing/deconstructing AITSL Illustrations of Practice collaboratively with Learning Support colleagues to elicit relevant ideas and embed them in units of work.
- Implementation of SSS Performance & Development conversations against the rubric

**Training and Development undertaken by Learning Support Staff**
- APHS Thursday lunch time meetings Terms 1 & 2 - ICT what’s new/how to use it
- APHS Gifted & Talented: Ignite Professional Development
- Disability Unit /Special Class Teacher’s Australian Curriculum Network Meeting
- Learning 4 All
  Special Education Information Session 3: How to support the classroom teacher to plan an inclusive & differentiated lesson
Learning Network (HST) South Region:
- Highly Structured Teaching
  - Understanding the culture of Autism
  - Physical Environment

Research In Special Education (RISE) Conference
Enabling Ecologies and Pedagogies for Teaching and Learning in the Field of Special Education

STEM Middle School Conference
Keynote: Using ICT to engage students with STEM
Workshops: Electives of interest

Scaffolding experimental inquiry in the middle years

ASELL: Science inquiry skills through student experience

Personalised learning and information assessment using Google Apps for Education

STEM connections: Integrating learning across the Australian Curriculum: Science, Technologies and mathematics

Thinking and Learning Conference – Tess
  - How to focus on formative assessment

Thinking and Learning Conference – Sally
  - Anthony Muhammad - The Four Skills of a Transformational Leader
  - Anthony Muhammad - Eliminating Barriers to Effective Collaboration
  - Dr Phil Warrick – Leading The High Reliability Initiative
  - Dr Kathy Perez – Dynamic Differentiation: One Size Does Not Fit All
  - Dr Kathy Perez – Closing the Achievement Gap Using Formative Assessments
  - Gavin Grift – The Power of Coaching in Schools

Dylan Williams - Embedding formative assessment classroom and school wide approach

Completed CEA 3 x modules, Certified Educational Assessors training

Merit Selection Training (SSO)

Teachers as leaders

Presented at SAETA Conference – Differentiated Extremes – Catering for Diverse Learners collaboratively

Mentored and collaborated with other high school Special Education faculties. (PASS, Waikerie HS, Seaford HS, Mt Barker HS. Implementing A/C and providing information on alert systems in place for NEP and STAR, discussing and showcasing APHS LIFT program and structure of the Learning Support Line of support.

Part of the collaborative development of rubrics with the English PLC.

Analysis of PAT- R resources to identify relevant and appropriate resources to support identified need

EALD - scaling provided assistance to ‘new scalers’ & EALD - Language and Literacy Levels Moderation

Meeting with an EALD Consultant to receive feedback about EALD Levels assigned in Aberfoyle Park High School

Presented APHS Stage 2 Year 12 Health Education-Information session-Autism/disability
Other highlights or achievements

Hub Maths vignette Aberfoyle Hub primary students working with APHS student Joel Paxton on a Chance and Probability unit of work

LIFT A/C cross curriculum English/HASS
LIFT collaborative work
A/C cross curriculum HASS and Science

Academy Report – Teacher Dave Roberts

Students entered the class with varying levels of disengagement, from chronic attendance issues to gaps in learning. Numeracy, literacy and life skills are the main areas of focus, along with readiness for re-entering mainstream or entering a FLO course.

Some practical projects this year have included working on the two garden beds outside D27 / D28 adding to and nurturing it over the year. We have also grown plants from seedlings while learning about plant biology.

We had an excursion in term one to SAHMRI (SA Health Medical Research Institute) with a guided tour around the state of the art building, including labs and research areas. We also went to the Thebarton Police Barracks and had a tour around the Police Museum as well as the Police Greys in their stables.

In term four we had a guided tour by one of the development managers around the Tonsley redevelopment at the former Mitsubishi site. Flinders University and TAFE are already there, and the students realised it was a place where they may pursue tertiary pathways. We used public transport, some students learning how to go about using a Metrocard for the first time.

These excursions were intended to expose students to possibilities for future endeavours, be it aiming high with science or something along the lines of a “tradie” profession with carpentry, plumbing, construction. I feel they were successful excursions in engaging student interest.

Eight of the eleven students in Ice Factor are from Academy. Journals are written weekly, reflecting on the “life-skills session’ of the week and what was accomplished in training. Students have continued to engage enthusiastically with the Ice factor program. They have written letters of thanks to our sponsor, Jenny Matthews (of Matthews Lawyers) and have begun a children’s’ book with an ice hockey theme, to give to the pre-school next to the school. This project was part of a ‘giving back to the community’ idea brought up in one of the life-skills sessions.

Attendance has improved with Academy students compared to previous years, or remained stable. When necessary I have worked closely with Kate Eglinton on attendance matters. Maintaining close positive relationships with parents / caregivers has helped keep tabs on students’ lateness and absenteeism.
Students have told me that it helps a lot to have breakfast offered in the classroom. They have said it is “one less thing they have to worry about” at home and does get them out the door quicker, and to school on time. I have continued to collect Bakers Delight every Tuesday morning for this, at no cost to the school or myself.

In term three I approached the “Hub Fruit Bowl” at the shopping centre, about having them supply fresh fruit on a weekly basis to the class. They were happy to help, and since that time have given Academy a bounty of apples and mandarins at no cost. This will continue into 2016.

Next year will see a few changes, such as Ice Factor being exclusive to Academy students, and the introduction of Stage 1 Essential English and Stage 1 Essential Maths.

Students from Academy this year have ended the year having all passed their core subjects. I will continue to build upon and improve processes into 2016.

**ICE FACTOR**

The Ice Factor program has continued its success this year. The students who have reached the end of Year 10 were sad to see the end of the program and those who are continuing are extremely keen for the new year and season to begin. The life-skills sessions have been wide-ranging and powerful at times, and always engaging and relevant. Marie Shaw has singled out the team for its ‘tightness’ and comradery. This is very evident to see on and off the ice.

Ice Factor has remained a successful “carrot” to keep tabs on negative behaviour back at school, as well as attendance. Leadership qualities are developed, through the designation of captain and vice-captain each term, which gives all students a turn at the roles. Self-esteem, confidence, teamwork and communication skills are developed throughout the year.

**2015 Student Teacher Placements**

Aberfoyle Park High School hosted a significant number of Pre-Service Teachers from both Flinders University and the University of Adelaide throughout 2015. The pre-service teacher program at Aberfoyle Park High School seeks to build capacity in young aspiring educators and ensure that they are fully prepared and ready to face the many challenges and roles that they will experience as educators. Within this what can never be discounted is the benefits that the pre-service program not only provides to teaching staff who act as mentors but to the whole school. Working closely with aspiring educators can often challenge the thinking and behaviours of experienced teachers and can lead to a change in practice and pedagogy that can only lead to improved outcomes for young people. Learning occurs for all that are involved in the pre-service teacher program, irrespective of age or years spent in the classroom-learning environment.

The partnership that Aberfoyle Park High School has with Flinders University continues to develop and strengthen and we are always looking for new opportunities to enrich this. Dale Hoffman (Assistant Principal of Pathways) has continued to deliver lectures to the University Students as we seek to continue to break down what is quite often a very big disconnect between content delivered at University and the day to day life of working in a school.
This year as part of the DECD External Review, Aberfoyle Park High School invited a number of current and previous pre-service teachers to be part of an interview panel to provide their thoughts and perspectives of the program that we offer. The pre-service teachers provided very high quality feedback to both Aberfoyle Park High School and DECD through the External Review process about the richness of our program and the impact it has had on their own professional growth and when comparing it to programs that exist in other schools it is clear that we have a program that is meaningful and engaging and one that provides pre-service teacher with the support required to enable them to develop and flourish.

In 2015 the following students completed their Professional Placement at Aberfoyle Park High School:

**Flinders University Professional Experience 2 – Second Year Placement (15 days) Observation Only**
- Luke Baltrop
- Emma Brands
- Stephanie Fox
- Emma Hage
- Joyce Manuel
- Ben Price
- Corey Phillis

**Flinders University Professional Experience 3 – Third Year Placement (4 weeks)**
- Shaun Gill English and HASS
- Sheree Morphett HASS
- Kate Sheppard Maths and Science
- Jack Watchel Physical Education
- Hannah Southwell Drama and HASS

**Flinders University Professional Experience 4 – Final Year Placement (6 Weeks)**
- Josh King Physical Education
- Jayde Killmier Physical Education
- Daniel Rabbett Mathematics & Science
- Alyce Spicer Psychology and English
- Nicholas Vlachos English

**Adelaide University Professional Experience – Second Year Placement (6 weeks)**
- Miriam Gonzalez Spanish
- Shannon Telfer Psychology and English
- Adnan Abu-Ajameih Maths and Science

It is a credit to the teachers of Aberfoyle Park High School and the Teaching and Learning areas involved to commit to mentoring such large and diverse cohort of student teachers. The efforts of all mentor teachers are greatly appreciated and we look forward to offering further opportunities for pre-service teachers in 2016.
2015 SAIEL Mentoring Program
This y Principal, Liz Mead and Assistant Principal Pathways, Dale Hoffman were both successful in their applications to be part of the South Australian Institute for Educational Leadership Mentoring Program. Both Liz (Mentor) and Dale (Mentee) were awarded $3000 scholarships as part of the program that they were able to use to contribute to their own professional development.

This program provided an opportunity for Aspiring Leaders to build meaningful relationships with and be mentored by highly experienced Principals so that they can develop their own skills, abilities, and knowledge and leadership capacity. The mentoring program is an important program as it really does contribute to shaping the leaders of the future and ensuring that they are adequately prepared for future role, responsibilities and challenges they may face.

“Last year I was involved in the SAIEL Development Centre program which was fantastic and applying to be part of the Mentoring Program in 2015 was the next logical step for me. The benefits of this program can certainly not be understated, not only have I continued to examine and reflect on my leadership strengths and identify areas for further improvement, but I have also had the opportunity to learn from an experienced leader who has been able to guide me, inform me and challenge my own thinking. The relationship I have built with my mentor is one which will continue to develop even once the program has stopped and I now consider my mentor to be an integral part of my leadership journey”.
Dale Hoffman – 2015 Mentee

“I take the role of mentoring a young aspiring leader seriously as I believe I have a responsibility to inspire the next generation of leaders to think seriously about principalship. I hope I was able to do this for my mentee this year Ms Hayley Przibilla, Assistant Principal from Wiliunga High School. It was an excellent opportunity to share and learn from a very talented young leader.” – Liz Mead 2015 Mentor

High Reliability Schools Conference, Adelaide 19/20 October 2015
Organised as professional learning for school leaders within the South Valley Partnership, 8 APHS staff attended the 2 day High Reliability Schools (HRS) conference presented by Dr Phil Warrick from the Marzano Institute. The HRS model is intended to serve as a guide for school leaders and the focus is clearly on school improvement through research-based practices. The HRS model has 5 levels, however we focused on the first 3, which aim to develop:

1. A Safe and Collaborative Culture
2. Effective Teaching in Every Classroom
3. A Guaranteed and Viable Curriculum

This conference not only provided those present with strategies and scaffolds to use at our site, but also provided time for us as leaders, to discuss and plan for the future implementation of these practices. On returning to school, staff involved have reported back to both the Executive Team and the Leadership Team at APHS. Workshops at our Start of Year conference in 2016 will inform staff of these strategies and utilization of them will further improve their pedagogical practices.
QuickSmart Numeracy & Literacy
Quicksmart Literacy and Numeracy are structured intervention programs aimed at students in the lower 30% of the Year 8 cohort but not including students with a Negotiated Education Plan (NEP). Quicksmart (QS) at APHS began as a trial in 2012 with the numeracy program and following its success was expanded to include the Quicksmart Literacy program. Quicksmart targets automaticity to improve working memory so that students can build their skills in Literacy (reading, spelling, vocabulary and understanding) or Numeracy (multiplication, addition, subtraction, division and mathematical understanding). Each of the 30 minute lessons, delivered over a 30 week period, is designed to include five short but intensive activities. Student activities include Focus charts, Flash Cards, thinking games and speed and accuracy testing via the CAAS computer program. PAT-R and PAT-M tests are also used at the beginning and the end of the program to measure long term progress while the CAAS speed and accuracy testing, allows instructors and students to monitor progress session by session.

QS Numeracy / PAT M Analysis
This year seven Year 8 students participated in the 30-week program. Students were chosen from a review process of Year 7 transition information, NAPLAN data and Year 8 teacher recommendation. As mentioned previously pre and post-testing was conducted via the PAT tests. However the DECD September Test has now superseded the post-test so students are now tested before completion of the course. QS students were still just below DECD: SEA (128) however the average improvement of 14.1 points of scale score is enormous when compared to the national average improvement of just 4 points for a Year 8 student.

QS Literacy / PAT R Analysis
Nine Year 8 students participated in the QS Literacy program. Once again students were chosen from a review process of Year 7 transition information, NAPLAN data and Year 8 teacher recommendation. While most students are still just below DECD: SEA (127) the average improvement of 5.6 points for QS students, compared to the national improvement of 4 points is excellent. Two students had an improvement of 9 points which is enormous.

OZCAAS Results from the University of New England
The University of New England, who oversee the QS program across the nation, provides the following results. Each year they collect our data and analyse the speed and accuracy components of the OZCAAS computer based activities completed by students in each session. The results are presented as an effect size. The 2015 results will be available in February of 2016 which we will carefully analyse.

Implications
What the OZCAAS results are showing is that the teacher, or more importantly the experience of the teacher, makes a difference. QS Literacy in its second year produced strong and very strong improvement for students compared to the first year when staff were being trained. QS Numeracy has had some ups and downs with staff leaving and new staff being trained. However overall students improve when participating in the program.

The next complication for APHS is where to from here, because the QS program is successful most of our feeder Primary Schools are now using the program. Research from the University of New England tells us that repeating the QS program is not effective so we may need to find an alternative safety net for our students in the lower 30%.
DayMap Learner Management System
The year began with all staff and students accessing their timetables via DayMap. This was supported by all students from Years 8 to 10 now having an iPad or similar device. Feedback from students and parents was extremely positive. As a result, in 2016, we will not hold the traditional first day assemblies to place students in classes. Students already know which room to report to and which teacher to meet via their timetable in Daymap.

Also, at the beginning of the year, the expectation for all staff, was to make DayMap the ‘one stop shop’ for course outlines, roll marking and assignments. New staff were trained during the induction process to bring them up to speed with the DayMap Learner Management System. Also at the end of Term One Daymap was upgraded to a new version, which made course outlines accessible to students and to parents via the Parent Portal.

In Term 2 we conducted surveys of parents and students to gauge use of the system and gain feedback for improvement. Survey results, coupled with regular audits of staff usage led to more training for staff at the beginning of Term 4.

The beginning of Term 3 saw the smooth transition of managing relief lessons to the DayMap system. This has completely replaced the old paper-based process. Locations, lesson activities and class rolls are now all provided by the system. Relief teachers from outside of the school are provided with iPads that allow them to access the DayMap relief system.

Discussions at Executive, Curriculum Leaders and subsequent faculty meetings has prompted the move in 2016 to deliver results to students and parents in real time rather than the traditional ‘End of Term Report’. During each Semester teachers will publish results for Summative Assessment tasks in accordance with their published timelines as depicted by their course outlines in DayMap.

Quality Assurance:
During 2015 unmarked rolls were checked every Thursday morning and reminder notices sent. Thursday afternoon Unmarked Rolls were checked again to make sure all rolls were up to date. The data has shown us that the reminder process is an important quality assurance tool and will continue in 2016.

Week 4 of each term we also conducted an Audit of each teacher’s usage of Daymap. This data was shared with leaders for discussion with faculty teams and to target areas of improvement. Following the Term 3 Audit the data was used to divide staff into three categories to target more training. The Champions category was used to either help train other staff or to brainstorm improvements for DayMap to incorporate into future upgrades of the system. Category 2 teachers were deemed good users but not yet making the system their ‘one stop shop for parents and students’. One training session was set aside to check their skills and look at improvements for their classroom usage. Category 1 teachers were provided with two training sessions consisting of ‘one on one’ mentoring followed by a second session for personal troubleshooting to increase their usage of the system and assist all staff to work on a common level.
Student Survey Results
As mentioned previously students were surveyed in Term 2 to gauge confidence and usage of the DayMap System. The highlights of the survey were:

- Students like the online access to timetables
- Students liked assignments being available on DayMap 24/7
- Students liked lesson notes to guide them and requested more teachers to put notes on the system
- Students reported that parents were monitoring their assignments and progress via DayMap. Year 8, 45%, Year 9, 35%, Year 10, 28%. They, like their parents, commented they would like more result published in DayMap

Parent Survey Results
At the time of the survey approximately 45% of our parents had registered with the parent portal. The highlights of the parent responses were:

- Positive feedback about the ability to monitor lesson by lesson attendance
- Positive feedback about the ability to see assignment due dates and results when published
- Concerns that not enough staff were publishing results for parents to see
- Concerns that not enough teachers were marking worked received therefore Daymap showed assignments were over due. This was compounded by assignments from previous terms were still showing overdue

Action Plan
Feedback from both the student and parent survey, combined with the staff audit, ultimately led to the extra training provided for staff to bring all staff to a common level of use of the system. For 2016 more training for new staff and increased expectations have set in play to improve assessment and reporting so that parents and students receive results in real time.

DayMap in 2016:

- All timetables and class attendance will continue to be displayed and monitored via DayMap.
- Staff training will be conducted in early Term 1 to bring new staff up to speed with DayMap and the expectation of making the system a ‘one stop shop’ for students and parents
- All classes will have Course Outlines published in DayMap with a timeline indicating when Summative Assessment tasks will be due, marked and published
- Parents will be contacted and asked to register with the DayMap system so they can be become an active user of the Parent Portal
- Faculty leaders supported by the executive team will audit and monitor the uploading of assignments, and assignment due dates, as well as the publishing of summative task results. Senior School and Middle School Teams will monitor student progress provide intervention programs for struggling students based upon their progress.
- Once the system of ‘real time’ publishing of course outlines, assessment timelines, due dates and Summative assessment results is in place, we will ask Governing Council to approve just two ‘end of semester’ formal reports
- The continuing goal for DayMap will be to work with the software company to improve the functions and systems of the Learner Management System
Governing Council

There were 8 Governing Council meetings in 2015 (2 meetings per term 3 and 7 each term). I would like to acknowledge the work of the APHS Governing Council who have been actively involved in our school ensuring we stay on track and provide the best possible outcomes for our students. A huge thank you goes to following Governing Councillors for their time and dedication:

<table>
<thead>
<tr>
<th>Angela TOLIUS</th>
<th>Andrea COULSON</th>
<th>Linda GERMAIN</th>
<th>Linda RODDA</th>
<th>David CLIFTON</th>
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</thead>
<tbody>
<tr>
<td>Chairperson &amp; Finance</td>
<td>Deputy Chair</td>
<td>Correspondence Secretary</td>
<td>Treasurer Finance</td>
<td>Parent Rep</td>
</tr>
</tbody>
</table>

Mona GLEED  
Parent Rep

Ida DILLON  
Parent Rep

Karen MARTINI  
Parent Rep, Finance & Facilities

Sam MOLLOY  
Parent Rep

Tracey WICKSTEIN  
Parent Rep

Kerry SOUTHBY  
Parent Rep, Finance & Facilities

Vanetta RENFREY  
Parent Rep, Uniform

Helen CHADWICK  
Parent Rep, Uniform

Fiona DOROCH  
Parent Rep

Trina COBURN  
Parent Rep

Matt SARRE  
Parent Rep

Linda SZYJKO  
Parent Rep

Liz MEAD  
Principal

Sam MOSLEY  
Teacher Rep

Brian STRATFOLD  
Teacher Rep

Voula GREEN  
Teacher Rep

Nat COOK  
Community Member, MP Fisher

Merv NEIGHBOUR  
Teacher Rep Finance

Jak HAGGETT  
Teacher Rep Finance

Carolyn VOWELS  
Staff Rep Finance

Che PORTER  
Staff Rep Finance

Vanda FARRALL  
Teacher Rep Finance

FACILITIES DEVELOPMENT 2015

Furniture and computers have been installed in Art2, Tech Studies and Computing Lab 1

Grounds shed repairs have been completed during vacation period

Drama ‘blue’ room has been painted during vacation period

Computing lab 3 & 4 furniture has been upgraded

Refurbishment of new finance/cashier office completed

Staff office relocation in Admin competed

Indigenous designed poles painted by the students have been erected in the mall near the Home Economics building

Metal bars have been removed from the English/Computing building and windows tinted

TVs and Apple TVs have been installed in various classrooms during the vacation period

ICT office, C02 (senior floor), D29 and Media toilets have been painted

Retiling of the water-damaged walls in the library toilets has been completed

Replacement copier for Student Services has been delivered and installed

Replacement air-conditioner in Administration has been installed

Spread mulch around language and Outdoor Education buildings

Replanting around language building

Air conditioner replacements for D01, Lab2 (ICT) and S04 have been completed

Garden bed and path have been completed in lawn adjacent to Admin building

Watering systems in lawn and garden areas have been repaired and upgraded

Oval and lawns have been fertilised

Gardens have been upgraded with new plantings around the school yard

D10 boys toilets have been repainted

D18 (maths) brickwork has been repaired

Meeting poles have been erected adjacent to front office
LEARNING AREA / PROFESSIONAL LEARNING COMMUNITY REPORTS

The Arts

The APHS Arts faculty, through collaboration and commitment to continuous improvement, has created an emergent learning culture for Arts students at APHS that:

- involves “learning to learn” in order to facilitate lifelong learning
- is learner directed and driven by intrinsic motivation
- is collaborative and cooperative and one in which interpersonal relationships and interactions with others and others’ knowledge, serve to inspire, encourage, expand and challenge
- is embedded in authentic contexts
- facilitates high levels of engagement and student learning outcomes

Performance Management and Development

The APHS Arts Faculty continuously reflect upon, review and research current teaching practices and programs, and work collaboratively to implement changes that will improve student learning outcomes and increase authenticity, engagement, quality of assessment and retention.

The faculty undertake classroom observations, team-teach components of their teaching loads, collaborate with subject and learning area colleagues within and across sites, and are active members of professional Arts organizations and associations in order to expand and improve skill sets and to explore new pedagogies, curriculum and learning opportunities for students.

The Arts team willingly share resources and examples of student work, confidently engage in open discussions about teaching and learning practices, and actively mentor and support pre-service, graduate and new teacher placements.

We have used the community of inquiry framework to encourage constructive, in-depth exploration and capacity building regarding program design, and regularly include the moderation of student work samples in Faculty and PLC meetings for qualitative assurance.

- Arts staff used the AITSL standards to identify their professional strengths and areas for development and subsequently documented key intentions and targets on their 2015 Performance and Development plans.
- All Arts staff addressed three of the AITSL National Professional Standards for Teachers (one from each of the 3 domains) on their Performance and Development plans and attended a Performance Management Planning discussion to share their learning goals and aspirations with the Arts Coordinator.
- Arts staff reflected on their year of teaching and achievements in their Term 4 Performance Management review discussions and provided evidence to support outcomes and successes.
- Arts staff have been involved in the Arts PLC and worked collaboratively to identify and achieve agreed targets. These achievements have included:
  - the design, development and documentation of AC aligned Year 9 Arts programs (Visual Art, Dance, Drama and Music), course outlines, common assessment tasks and rubrics/markings schemes ready for implementation in 2016
  - the 2015 implementation and review of Year 8 AC Arts programs and course materials
  - the continuous development and improvement of Year 10-12 teaching and learning programs and task designs
  - improved ICT skills
  - maintaining a culture of continuous improvement, high expectations and high standards
• 100% of Year 8 – 12 Arts Course Outlines and Assessment Summaries were uploaded to DayMap (DayMap audit data)
• All Arts staff completed SMART training and Child Protection Curriculum training
• The Arts Coordinator also attended:
  ▪ Dylan Williams Conference – Embedding Formative Assessment
  ▪ Thinking and Learning Conference: (Hawker Brownlow):
    o Motivating Underachievers
    o Building A High-Performing PLC
    o Transforming School Culture
    o Eliminating Barriers to Effective Collaboration
  ▪ CEA Professional Assessor Training for leaders:
    o Module 3 – Differentiated Assessment
    o Module 4 - Engaging with data and providing effective feedback
    o Module 5 – Moderation Procedures
  ▪ TfEL Workshop – Designing Learning for your Learning Area
  ▪ High Reliability Schools Conference (Phil Warrick)
  ▪ BELS First Aid Training
• Arts faculty members have also attended workshops and been engaged in professional learning outside of school that is relevant to their work with APHS students. For example:
  o Member of VAESA
  o Members of High School Dance and Drama Teachers Networks
  o Members of Music EDnet HUB and online Music Education networks
• Arts teachers also regularly attend professional performances and exhibitions presented by professional Arts companies and practitioners

Arts faculty as Lead teachers
• Visual and Performing Arts teachers model excellence in the areas of pedagogy and curriculum development.
• Arts faculty members have mentored pre-service teachers (Visual Arts), early career teachers (Visual Arts, Drama, Dance, Music) and colleagues teaching in a new subject area (Visual Art).
• Arts faculty members undertake many voluntary leadership roles within the school. For example:
  o Middle School Management
  o PLC Facilitator
  o Planning and preparation of the 2016 International Arts Cultural Tour itinerary and parent meetings
  o SACE Moderation and Marking
  o Course Counselling
  o Transition – Music sessions for all incoming Year 8 Ignite students
  o Art Activities with International students
  o Parent Information evenings
  o Arts Production/Performance organization, management and support
Stage and tech crew management
• Extra curricular activities (eg Year 8 Dance Club, Boys Breakdance, Tech Crew, Choir)
• Excursions and camps (eg SACE Art show, professional Drama performances, Year 8 camp)
• Host for DECD Southern Area Primary Music band Workshop
• School Visual Art exhibitions and entry in national competitions (eg Silk Cut Award)
• APHS House leadership

• Arts faculty members also adopt lead teacher roles outside of APHS. For example:
  - SACE Markers/Moderators
    - SACE Stage 2 Visual Art - Visual Study Benchmark Supervisor
    - SACE Stage 2 Visual Art - Practical Moderation Supervisor
    - SACE Stage 2 Visual Art - Visual Study Markers
    - SACE Stage 2 Visual Art - Practical on-site Moderators

Teaching and Learning Programs
High standard APHS Performing and Visual Arts events are strongly supported by the school community and are highlights of the school calendar. Through sharing their learning in such authentic environments, students experience great personal achievement and team satisfaction, and their sense of identity is strengthened.

• Strong commitment to the provision of engaging, inclusive and authentic learning experiences, including the promotion and organization of “out of school” opportunities and experiences for students, ie workshops/exhibitions/performances/community Arts:
  - Year 8 Visual Art students entered the 2015 Silk Cut Award (a national lino cut competition). The judges awarded a finalist placing to Isabelle Simkin
  - Year 8, 9 and 12 Visual Art students attended Drawing and Painting sessions on site with portrait artist, Meaghan Coles
  - Stage 2 Visual Art students attended the annual SACE Art Show
  - Drama Students attended professional performances:
    - Year 11s Betrayal, 11th August
    - Year 8 and 9s Cheap Thrills, 21 May
    - Year 9 and 10s Masquerade, 28th May
  - Dance students presented two themed Dance Productions at the Hopgood Theatre, Noarlunga
  - Music students presented 5 public concert performances, 3 in prestigious SA Arts venues (Elder Hall, University of Adelaide; Adelaide Town Hall; St Augustine’s Church, Unley), and 2 onsite for the school community

• Engaging and authentic learning and assessment tasks developed using the Backwards By Design model in all Arts programs
• High quality, authentic learning and school promotion through high profile, public performances and exhibitions. For example:

Drama
Year level drama productions performed for school and community audiences in our on-site, fully equipped theatre:
  - Year 8 Extravaganza – Year 8 Drama classes -18th June, 3rd September and 26th November
  - Year 9 Production:
    - Death In The Limelight – 31st March
Year 10 production:
- The Waiting Womb – 27th May

Year 11 Production:
- Alice Dreaming – 3rd November

APHS Open Night – Open Rehearsal, 17th March, PAC
Tech crew - Dance and Drama Productions, various school events

Dance

- Year 8 – 12 Dance productions at Hopgood Theatre, Noarlunga:
  - Momentous - 4th June
  - Come Fly With Me - 19th November
- Year 8 Extravaganza – Year 8 Dance classes -18th June, 3rd September and 26th November
- Year 8 Dance Club – weekly lunchtime activity with Stage 1 mentors
- Year 8 – 12 Boys Breakdance – weekly lunchtime activity
- APHS Open Night – Open Rehearsal, 17th March, APHS Dance Studio

Visual Art

- Silk Cut Award 2015 – Year 8 student finalist, Isabelle Simkin’s work exhibited in Glen Eira City Council Gallery Exhibition, (Caufield, Victoria), 5-20 September, and published in the annual award booklet, distributed nationally
- Stage 2 Visual Art – Art and Design Exhibition, 28th October, APHS Conference Room
- Ongoing exhibitions of quality Year 8-12 work in APHS Administration building

Music

Year 8 – 12 public performances including:
- APHS Open Night – Concert Band Open Rehearsal, 17th March, APHS PAC
- St Augustine’s Church Concert, Unley, 28th May – Choir, String and Percussion Ensembles
- Band Night, 1st June, APHS PAC – Year 9 &10 Bands, Big Band and Concert Band
- IMS Primary Band Workshop, 12th August, APHS PAC - APHS Band student mentors
- Elder Hall Music Showcase, University of Adelaide, 9th September – Year 8 Band, Big Band, Choir, Concert Band, String and Percussion Ensembles
- Stage 2 Music - Final Solo and Ensemble Performance Assessments, 22nd September, PAC
- Junior Band Night, 12th November, APHS PAC
- Valedictory- Percussion Ensemble and Stage 2 Soloist, 30th November, Adelaide Town Hall

Year 8 – 12 Co-curricular Ensembles:
- Concert Band
- Choir
- Big Band
- Percussion Ensemble
- Orchestral String Ensemble
Arts achievements in Ignite
To stimulate and foster creativity (based on world STEAM trends and in response to scientific research and data indicating the many cognitive and creative benefits of undertaking the study of music, and in particular, the active learning and playing of a musical instrument), and to develop Ignite students’ persistence, resilience, group work and organizational skills, Specialist Music was included as core First Year Ignite curriculum in 2015. The focus of this curriculum, a massive 73-piece Year 8 Band presented an outstanding inaugural performance at the school’s prestigious Elder Hall Music Showcase in September and a second polished concert to a packed house of family members at the school in November. The APHS Music staff is incredibly proud of the amazing work and standard achieved by this cohort in 2015 and it was fabulous to be able to share that learning with the school and community.

ENGLISH
English set out with the major goal of improving student achievement via two main strategies. Improvement via shared Australian Curriculum (AC) resources supported by student ‘Can Cards’, clear assessment guidelines via AC rubrics and moderated marking to make standards uniform across the teaching team. Secondly targeted improvement of ‘Reading Comprehension’ skills through the analysis of Performance and Achievement Testing (PAT-R) supported by the integration of Reading Comprehension tasks into the curriculum. These strategies led to the development of two SMART Targets for the year:

SMART Target 1:
To improve student achievement in English via the development of ‘Can Cards’ to direct student learning to use AC Rubrics to informatively assess students and for teams of teachers to moderate assessment to improve consistency. This will be measured by comparing English Grades from 2014 with 2015 with a targeted improvement of 10% in A and B grades.

SMART Target 2:
To improve ‘Reading Comprehension’ skills of Year 8 to Year 10 students using targeted classroom resources. This will be measured via the comparison of online Performance and Achievement Testing (PAT-R) from Term 1 and Term 4, with a targeted improvement of 5 ‘scale score’ points.

This target was later amended when DECD announced a new statewide program of September PAT-R Testing for all students with Standard of Educational Achievement (SEA) benchmarks.

To support the SMART Goals and Targets the English team devoted time and developed resources through Faculty and PLC meetings supported by Literacy Coach Mike Dumbleton:

English Faculty
• Resources review – Reviewing, mapping, removing, and re-writing English materials and resources for shared use by all teachers on the school server (G:Drive).
• Auditing of all block book sets and mapping their compatibility with SACE and AC.
• Improving cataloguing and mapping of other resources, such as ‘Clickview’, for shared use by teachers.
Review of 2014 SACE English results and planning SACE improvement. Major strategy was the implementation of school based moderation of SACE English subjects.

AC Moderation – Moderation sessions to support teams to improve assessment and use of the AC Rubrics developed in PLC.

Curriculum writing in preparation for the implementation of the new AC Stage 1 English courses in 2016.

English PLC

Writing Benchmarking Program – In 2015 English took responsibility for benchmarking the Narrative Genre. These work samples were also used to scale EALD students.

EALD Scaling program - As put forward and agreed to by the English PLC, the whole English team were involved in the EALD Scaling process. This allowed teams of teachers to scale students and moderate the marking process at the same time.

PAT R Testing – English teachers ran the PAT-R testing program. This was an initiative of the 2014 PLC. The success of the program means that English will again take charge of the testing during September in 2016.

Analysis of PAT-R data – The English PLC used the PAT-R analysis combined with a review of the PAT-R online resources to add reading comprehension activities to the weekly curriculum to target improvement.

Can Cards – Led by Mike Dumbleton the PLC developed Can Cards to provided direction for students to improve their writing and to scaffold their writing structure. The cards were designed in a range of levels to support differentiation in the classroom.

AC Rubrics – Led by Mike Dumbleton the PLC developed comprehensive Rubrics for the assessment of tasks in English in line with the Australian Curriculum. The AC Rubrics assist teachers to explain where students are at and assists students to see how they can improve.

Achievements

PAT-R Reading Comprehension

September PAT-R results were very pleasing with only the 5th Percentile in each of the year levels 8 through 10 performing lower than the DECD:SEA Benchmarks.

GRADE DATA

After all of the work that went into ‘Can Cards’, AC Rubrics and moderation of assessment the number of A and B grades declined. However upon reflection the results show the shift in paradigm away from former grading systems where teachers worked alone and grades were not moderated. Also tasks were not moderated and nor were grades decided ‘on balance’ in relation to performance standards. The good news seems to be that the E grades were eliminated and D grades were very few in number.

Another factor that came from student feedback during our external review was that students could articulate where they were at with the AC Rubrics but wanted more assistance from teachers to understand how to improve to achieve a better grade. This has become a goal for English in 2016.

Outstanding student achievements in English during 2015:

- 150 students completed the UNSW Global Australia Educational Assessment Australia
- Three students received SA Spring Poetry Awards in 2015
- The SAETA Young Writers Award for 2015 went to Rachel Min in Year 9 and Sigrid Schumacher in Year 11
- 150 students attended Bell Shakespeare’s live performance of Macbeth
- Four of our Debating SA teams were very successful in 2015 with the Year 10/Senior School team becoming Grand Champions and Ellyane Wall being proclaimed Best Speaker
Eight students attended the United Nations Youth SA young diplomats forum
Our students were again involved in the Premiers Reading Challenge
Oliver Land won the Principal Award for English ICAS

Performance Management and Development
- All English teachers completed two Performance and Development meetings, writing plans based upon the AITSL Standards and providing evidence of development and improvement in 2015
- Six English teachers attended the High Reliability Schools Conference with Dr Phil Warrick
- Two English teachers were members of the South Valley Precinct initiative
- Four English teachers attended the Ignite Training/ Personal Development course
- Janine Easton attended four days of training for the Certified Educational Assessors course
- SAEIL Leadership course (South Australian Educational Instructional Leadership) completion by Janine Easton
- Five English teachers represented the faculty and were contributors to the External Review process
- The English team supported seven Pre- Service Teachers from Flinders and Adelaide University
- Six faculty members attended Implementations Forums for Stage 2 English Literary Studies, Stage 2 English and Essential English
- One team member attended the TFEL conference
- Two team members attended Embedding Formative Assessment with Dylan Williams
- The English faculty undertook an Apple iTunesU workshop with Michael Cowling
- Two team members attended the Senior SACE refresher course
- Literacy focus and differentiation training was provided to the English faculty by Learning Support Leader Sally Wilson
- Two team members attended the Google Educators Conference
- Five members of the English team were involved in coaching the highly successful debating teams
- All staff members were involved in the formal DayMap training
- Two members attended the SACE improvement Conference - Flipped Classroom
- One staff member attended the SAETA Annual General meeting
- All staff completed Response to Abuse and Neglect (RAN-EC) training

Teachers as leaders

Presentation to the 2015 Annual Conference for SAETA presentation by Janine Easton and Sally Wilson (Differentiated Extremes - Catering for Diverse Learners Collaboratively)
HASS Faculty and HASS AC PLC

SMART goals
★ To improve student achievement in Year 8, 9 and 10 History Grades from Term 1 to end of Semester 1
★ To improve student achievement in Year 8 and 9 Geography Grades from Term 3 to end of Semester 2

Our Methodology
★ Creating clearer assignment instructions and rubrics
★ Increase moderation of assignments within Faculty
★ Saving electronic examples of student work to help students understand moving to a higher grade level

Measures of Success
- It was difficult to measure some elements as Term 1 and 3 grades were based on 1 or 2 tasks, whilst end of Semester 1 and 2 Grades were, ‘on-balance’ judgments against the Achievement Standards
- We successfully reviewed and improved all Year 8 – 10 History assignments for 2016. (Geography, Civics and Citizenship and Economics and Business to be reviewed in 2016 as they were all new in 2015)
- Some moderation was achieved, but our intention is to increase this in 2016
- Most staff successfully ‘saved’ examples of student work to share and show students in 2016 and again this will continue to be important to further develop in 2016

The HASS Learning Area and PLC made significant contributions to the Site Learning Plan Strategic Directions and Targets including:
- **AC implementation / review and evidence of success**
  - Taught Year 10 AC History, Year 8 AC Civics and Citizenship and Year 8 AC Economics and Business for the first time in 2015. Staff successfully delivered courses and students were actively engaged in the classroom
  - Year 8 – 10 students surveyed via Google Forms Surveys to answer questions reflecting their year undertaking HASS subjects

- **Common assessment tasks and impact**
  All HASS assignments in all 4 subjects have common Assessment Tasks. This has been extremely beneficial for students and staff – with improved moderation, assignments will continue to be reviewed and improved to cater for the needs of all learners

- **Literacy/numeracy focus**
  In all units of work, we have ensured students work through ‘glossaries’ for topics and depth studies – greater focus and emphasis by teachers to use them

- **Student achievements**
  - Lachlan Bruce – Premier’s ANZAC Spirit School Prize – trip to Gallipoli for Anzac Day (accompanied by Charlie Moyle)
  - Three entries into Eden Prize Competition
Performance Management and Development
All HASS staff wrote PD Plans in Term 1. They were reminded to look at them during the year and create a folio of evidence of achieving Teacher Performance Standards (AITSL). Several PLC/Faculty meetings allowed time to do this. All staff met with Claire Forsyth (Learning Area Coordinator) during Term 4 to discuss their achievements and areas for development for 2016.

HASS staff attended:
- SACE Clarifying Forums
- Annual SA History, Geography, Legal Studies and Tourism Conferences
- Mentored Student Teachers from Flinders University
- Differentiation work with Sally Wilson (Learning Support Coordinator)
- Instigated and hosted C+C and E+B Writing Conference with Malcolm McInerney and Graham Cox for interested teachers
- Thinking and Learning Conference with Dr Anthony Muhammad (High Reliability Schools Conference)
- APHS Ignite PD Sessions
- Claire – South Valley Precinct Meetings (2) and CEA Certified Educational Assessors Course (1 session), Dr Phil Warrick High Reliability Schools Conference
- Staff attended other Faculties’ Meetings – English, Research Project, SACE improvement – cross curriculum links

Teachers as Leaders
- Claire Forsyth – Middle School Leader for Barassi House, Ignite Leadership and Faculty Leadership, PLC Facilitator, invited Member of RSL Virtual War Memorial Reference Group and planner and organizer of the Western Front Tour in April 2016 – working with Reynella East College during 2015 in preparation for trip
- Trial School for Soldier Research Program
- A number of teachers mentored pre-service teachers
- Oksana Kaczmarsky – Moderated Legal Studies and Research Project and marked Legal Studies Exams
- Ellen Glass – Graduate Teacher (2014) regularly assisted more experienced Faculty members in use of DayMap and other IT needs

Other highlights or achievements (Students or Staff)
- Year 8 Geography Coastal Excursion to Hallett Cove Conservation Park and Glenelg
- Trialled Year 9 Geography Local Area walk – enjoyed by all Year 9 students
- Year 9 Ignite Field Trip to Canberra in July – Planned and led by Claire Forsyth and supported by Charlie Moyle
- Practical Excursions to Victor Harbor (Schoolies impact on the Host Community) and Cleland Conservation Park (Sustainability) for Year 12 Tourism
- Multiple visits to the Courts for Legal Studies Years 10 – 12
- Classroom Observations by Charlie Moyle and Ellen Glass
• 807 sold Poppies and memorabilia for RSL Poppy Appeal collecting $367.80 for the RSL
• Faculty successfully collaborated, created and implemented:
  Year 8 AC Civics and Citizenship Course
  Year 8 AC Economics and Business Course
  Year 9 AC Geography Course
  Year 10 AC History Course
• Purchased and displayed 2 glass cabinets full of World War 1 Memorabilia purchased by Gabriele Trobbiani and Claire Forsyth (when in Europe) in Library – well received by the community
• 9 Ignite Students listened to Aboriginal Elder Nellie Egan – wonderful experience to listen to a member of the Stolen Generation – thought provoking and very educational

HPE Including Health, PE and Outdoor Education

Achievements
The Health and Physical Education Faculty has been working towards these Smart Goals.

• Refine and evaluate current HPE courses – an ongoing process
• Gain constructive feedback from students regarding HPE courses – develop better feedback questions/surveys (e.g. different ways to deliver content) to give to students - by the end of semester 1 (100% achieved)
• Differentiation of assessment tasks – ignite, NEP (e.g. extra scaffolding, other ways of presenting tasks etc.) – by the end of 2015 (100% achieved for HPE some work to go on PE courses 50% achieved)
• Moderation of Year 8-10 HPE theory Assessment tasks from different classes of the same year level – over the course of the year - Aim for at least 2 per year level – partial achievement 50%
• Examine report data to determine areas for course and delivery improvements – end of each term (100% achieved)

The PLC goals have been similar focusing on the compulsory AC based HPE courses and Faculty time on the elective PE courses. Although these goals have not been met to the degree of success desired, definite progress has been made towards achieving all goals. The moderation process highlighted a need to revisit some tasks and make the requirements clearer and the need to refine some rubrics so students can better understand what they are to be assessed on. This needs to be completed and then the task retaught before we can gather benchmarking examples for students.

Performance Management and Development
The most common areas identified by the Health and Physical Education faculty for development are as indicated below (from the Australian Standards)

• 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
• 5.3 Make consistent and comparable judgments
• 7.4 Engage with professional teaching networks and broader communities
• 5.4 Interpret student data

The faculty members have worked hard to improve their knowledge and pedagogy in these areas and have been able to support their improvements with evidence from their teaching. In areas where success was not achieved, faculty members are able to identify barriers to their success and identify possible solutions for future progress.
Professional Learning

- Certified Educational Assessor Module 3,4 and 5
- S.M.A.R.T Training
- Developing High Quality Teachers
- Thinking and Learning Conference
- Responding to Abuse and Neglect
- Keeping Safe – The Child Protection Curriculum
- Doing Behaviour Well in Schools
- ACHPER Curriculum Leadership
- High Reliability Schools
- Mentoring
- ACHPER SA Year 12 PE Teachers Seminar
- Motivate PE Webinar
- The Art and Science of Teaching Conference
- SMART
- ACHPER SA Health and Physical Education Conference
- SACE Stage 2 Clarifying Forum – Physical Education
- SACE Stage 2 Clarifying Forum – Integrated Learning
- SACE Stage 2 Clarifying Forum - Health
- Shine SA
- Gifted and Talented PD
- Dylan William’s Formative Assessment
- Disability Standards for Education
- Relationships & Sexual Health: Update
- Benchmarking Strategies for moderation

Teachers as Leaders

Examples of how members of the HPE Faculty have been involved in leadership role at APHS and in the wider community are:

- Sports Coordinator
- Middle School Management
- SACE Chief Supervisor – School Assessment Outdoor Education with responsibility for:
  - Developing resources for Clarifying
  - Delivering Clarifying workshop
  - Initiating changes to Outdoor Education Subject Outline for implementation in 2016
  - Undertaking review of Skill Checklists
  - Preparing benchmarking material
- Reviewing and verifying all Learning and Assessment Plans
- Mentoring new teachers on implementing Stage 2 OE, developing a LAP, designing tasks and assessing student learning

- Moderating for Year 12 Outdoor Education
- Providing some mentoring/advice to other Stage 2 Health teachers at other schools - Learning Assessment Plans, Curriculum information and guidance
- Moderator SACE Year 12 Health
- Supervising Pre-Service Teachers – 4 staff mentored 6 pre-service teachers
- APHS 2014 Year 12 assessment tasks and marking/feedback samples used at 2015 SACE Stage 2 PE Clarifying Forums
- Facilitated Flinders University students presentations for Nutrition
- Member of OEASA (Outdoor Educators Association of SA) committee
- Organised and co-delivered two workshops on behalf of OEASA in developing Stage 2 Outdoor Education programs, tasks and resources
- Officiated as a Key Official at SSSSA events – Triathlon, 50km relay, Cross Country and Ekiden Relay

Other highlights or achievements
- Primary school tennis challenge.
- A successful snow trip for 32 students.
- Excellent results (pre moderation) with 2 students achieving A+ and 6 others achieving A band grades in Year 12 Health.

Student achievements (including students in state/national teams + APHS team successes)

Zone Athletics
Many students achieved personal bests and numerous students won their event.

Zone and Knock Out Teams:

- Year 8/9 Girls Netball
- Year 8/9 Boys Basketball
- Year 8/9 Boys Tennis
- Year 8/9 Girls Tennis
- Year 8/9 Boys Outdoor 5 a side Soccer
- Year 8/9 Girls Outdoor 5 a side Soccer
- Year 8/9 Boys Indoor 5 a side Soccer
- Year 8/9 Girls Indoor 5 a side Soccer
- Year 8/9 Girls Outdoor 5 a side Soccer
- Year 8/9 Girls Indoor 5 a side Soccer
- Open Boys Outdoor 5 a side Soccer
- Open Girls Indoor 5 a side Soccer
- Open Girls Outdoor 5 a side Soccer
- Open Girls Indoor 5 a side Soccer
- Open Boys Badminton
- Open Boys Touch
- Open Girls Touch
- Open Boys Football
- Year 10 Girls Netball
- Open Girls Touch
- Open Girls Basketball
- Year 10 Boys Basketball
- Open Boys Badminton
- Open Mixed Badminton
- Open Boys Pool B Cricket
- Open Boys Netball
- Open Girls Badminton

The number of activities were higher than in previous years with eight of these teams progressing beyond the first round.

Zone Sport Achievement Award - based on points collected by schools for entries and success in Zone activities. The ‘Principals Cup’ - APHS finished second

50
Successful teams/individuals:

<table>
<thead>
<tr>
<th>Name</th>
<th>Event/Competition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Fox</td>
<td>National BMC Championships</td>
</tr>
<tr>
<td>Sacha Rankin</td>
<td>Tennis Championships</td>
</tr>
<tr>
<td>Tally Cox</td>
<td>U18 State Female Football Team</td>
</tr>
<tr>
<td>Marsha Guseva</td>
<td>Australian and SA representative for Table Tennis</td>
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<tr>
<td>Tane Watson</td>
<td>U15 State Rugby Union</td>
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<tr>
<td>Stephanie Day</td>
<td>Ice Skating Mountain biking</td>
</tr>
<tr>
<td>Lauren Hayes</td>
<td>National Clubs Gymnastics</td>
</tr>
<tr>
<td>Emily Moore</td>
<td>AFL boundary umpire for SANFL</td>
</tr>
<tr>
<td>Nicholas Spaulding</td>
<td>Orienteering State Team</td>
</tr>
<tr>
<td>Tally Cox</td>
<td>U18 State Female Football Team</td>
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<td>AFL boundary umpire for SANFL</td>
</tr>
</tbody>
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Mountain biking

<table>
<thead>
<tr>
<th>School/Team</th>
<th>Event/Competition</th>
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</thead>
<tbody>
<tr>
<td>Aberfoyle Park High School</td>
<td>5th place in all schools competition</td>
</tr>
<tr>
<td>Polly Brewster</td>
<td>U17 Girls Mountain Bike Championship</td>
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<tr>
<td>Michael Denton</td>
<td>U19 Boys Mountain Bike Championship</td>
</tr>
</tbody>
</table>

Orienteering Championships

<table>
<thead>
<tr>
<th>Team/Individual</th>
<th>Event/Competition</th>
</tr>
</thead>
<tbody>
<tr>
<td>APHS</td>
<td>2nd place in Wale Shield (Secondary Competition)</td>
</tr>
<tr>
<td>Kayla Dodd</td>
<td>Womens 16 B division - 1st</td>
</tr>
<tr>
<td>Jess Cahill</td>
<td>Mens 15 B division - 1st</td>
</tr>
<tr>
<td>Bradley Nicolle</td>
<td>Mens 15 B division - 1st</td>
</tr>
<tr>
<td>Dylan Robins</td>
<td>Mens 16 B division - 1st</td>
</tr>
<tr>
<td>Yoshiki Teranishi</td>
<td>Mens Open B division - 1st</td>
</tr>
<tr>
<td>Danielle Baker</td>
<td>Mens 15 B division - 2nd</td>
</tr>
<tr>
<td>Luke Mangelsdorf</td>
<td>Mens 16 B division - 2nd</td>
</tr>
<tr>
<td>Tatsuyoshi Kitani</td>
<td>Mens Open B division - 2nd</td>
</tr>
<tr>
<td>Lachlan Bruce</td>
<td>Mens 16 A division - 3rd</td>
</tr>
<tr>
<td>Anthony Mahobej</td>
<td>Mens 16 B division - 3rd</td>
</tr>
<tr>
<td>Jess Searle</td>
<td>Womens 16 B division - 3rd</td>
</tr>
<tr>
<td>Nick Spaulding</td>
<td>Mens Open A division - 3rd</td>
</tr>
</tbody>
</table>

SSSSA Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools Surfing</td>
<td>Girls Surf Coaching and C Grade Athletics</td>
</tr>
<tr>
<td>Tennis Academy</td>
<td>This year has seen the successful commencement of the APHS Tennis Academy, in which students do tennis as a full subject, utilizing the coaching experience of Happy Valley Tennis Club’s Simon Longhurst, also a former State Coach. We are also lucky to have the use of the club facilities, which are superb, and on our doorstep. During the year the students in the Tennis Academy have also:</td>
</tr>
<tr>
<td>Had an introductory course in gym/ weight room training methods with qualified instructors</td>
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<tr>
<td>Spent four sessions working with Tom Mabon, high performance fitness coach from Tennis SA</td>
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<tr>
<td>Participated in an end of year exchange/competition day with fellow tennis specialist school Henley High</td>
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<tr>
<td>Helped to run a Challenge Day for local Primary School students</td>
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</tbody>
</table>
Our Boys and Girls State Knockout Competition teams (Junior and Senior) all won 2 or 3 matches before finally losing to the established tennis schools Marryatville and Henley. On the individual front, we had considerable highlights in the State Schools Championships, which included:

- **Chennoa Norris** – Year 8/9 Girls Consolation Winner
- **Elise Taverne** - Year 8/9 Girls Consolation Runner Up
- **Tatsuyoshi Kitani** – Year 10 Boys Consolation Winner
- **Lachlan Madera** – Year 8 Boys Main Draw Semifinalist
- **Holly Weatherall** – Year 8/9 Girls Main Draw Quarterfinalist. Holly lost 7-5 in a tiebreaker to the top seed and eventual winner
- **Heidi Evans** - Year 8/9 Girls Main Draw Quarterfinalist
- **Sacha Rankine** – Open Girls Main Draw Quarterfinalist
- **Cody Menadue** – Year 8 Boys Main Draw Quarterfinalist
- **Matthew Reed** – Year 8 Boys Main Draw Quarterfinalist. Matt was unseeded but defeated 2 seeds on his way to the quarters

In addition to the above, Year 11 student **Sacha Rankine** was selected for the second straight year to represent South Australia in the Pizzey Cup, the National Teams Championship. She won the best performed SA player award for the competition. Finally, **Holly Weatherall** and fellow Year 8 Tennis Academy member **Heidi Evans** have been members of Tennis SA talent squads throughout the year. We are confidently looking forward to 2016, which should see us build even further on this success.

**LOTE**

The LOTE faculty has had many reasons to celebrate success this year including:

- **Planning and preparation for 2016 Japan Trip** – 20 students have committed to undertaking a cultural tour in the April school holidays.
- **Annual Languages Promotion evening held in Term 2** – This event provided students, parents and the wider community with an opportunity to learn more about the Language programmes we offer at APHS, and the many different pathways to where studying a foreign language can lead.
- **Foreign Language Assistants** – Silvia Vallejo, (Term 1 and 2, Spanish) and Akiko Taniguchi (Term 2, 3 and 4, Japanese) joined our faculty. They were inspirational in enriching student experience as well as improving students’ speaking language skills.
- **Spanish Excursions** – In Term 1, some senior students went to Aberfoyle Hub Primary School where they showed some of their work and ran speaking workshops with Year 6 and 7 students. In Term 2, 25 Year 9 students went to Flinders University to listen to student speakers currently studying Spanish, as well as participating in conversation activities with Student Ambassadors, and learn how to dance salsa!
- **Japanese Excursions** – In Term 4, 25 Year 10 and 11 students went on the Japanese Film Festival excursion, hosted by the Japan Foundation, Sydney. They immersed themselves in Japanese language and culture by watching movies and participating in language rich games with 6 other schools. In term 4, 45 Year 9 students went to Hotaru Japanese restaurant where they sampled authentic Japanese cuisine in a traditional dining experience.
- **Retention Rate** – In 2015, LOTE has experienced the highest number of senior students since the inception of the new SACE. This figure is has been growing each year as students become more aware of the many benefits of studying a foreign language.
Teaching and Learning Programme

Guaranteed and Agreed Curriculum

- The LOTE PLC has continued to develop common assessment tasks in each of the language areas. This has been supported by a strong team teaching approach taken across all classes of Spanish and some classes of Japanese. Content for this was supplemented by the two Foreign Language Assistants.
- Student feedback was sought in the form of an anonymous Google Form. Responses were collated and adjustments were made to the learning and assessment programmes where appropriate.
- Staff have been active in making connections with other professionals including a visit to Golden Grove High School, attending and participating in meetings with Primary School Hub Groups, Japanese Language Teachers Association of South Australia (JLTASA) and Spanish Teachers Association of South Australia (STASA).
- Frequent internal moderation of work and sharing of marking between classes in Spanish.
- Accelerated programmes have been implemented for Ignite classes in Spanish and Japanese.
- Teachers of Japanese are in the process of designing common assessment tasks and plans in readiness for the Australian Curriculum.
- LOTE is currently developing rubrics in line with the Australian Curriculum for Middle School.
- Backwards-by-design planning model has been used for curriculum mapping Year 12 to Year 8 Japanese and is being used as an auditing tool for Australian Curriculum implementation.

Teaching for effective learning

- Backwards by Design planning model used for all units of work with an emphasis on higher order thinking skills.
- This year, teachers of LOTE had a greater emphasis on embedding Formative Assessment in classroom practice, which has led to an overall improvement in grades.
- Retention data and analysis has been useful in informing curriculum development.

Teaching in the 21st Century

- Teachers have been utilizing a variety of ICT resources to support classroom pedagogy. These have included curriculum delivery through Edmodo and iTunes U, as well as language specific apps such as iKanji, Hiragana. Flashcards, Zondle, Quizlet, Todaysmeet and Padlet, which were used for Formative Assessment.
- Use of iMovie, Puppetpals and VoiceRecord apps to record oral responses in Japanese and Spanish.
- Japanese character writing on the iPad has been supported with class sets of styluses.
- French class has been trialing and experimenting with flipped classroom pedagogy and will be a fully flipped classroom in 2016.
- iTunes U Course was written and developed for Year 8 students to practise script writing.
- Use of Yabla and BBC Mi Vida Loca – interactive Spanish videos for full immersion.

Staff involvement in PD

- Stage 2 Japanese SACE Clarifying Forum
- STASA annual teaching conference
- JLTASA annual teaching conference
- JLTASA Australian Curriculum Implementation day
• Formative Assessment Workshop with Dylan Wiliam
• Marzano Institute High Reliability Schools Conference
• Certified Educational Assessor training
• Thinking and Learning Institute 2015
• Language Perfect

Teachers as Lead Teachers
• Two staff members currently organising trips overseas
• Two staff members involved in DECD Webisode on student engagement
• Two staff members managed induction and wellbeing of Foreign Language Assistants
• Three staff members involved in Year 7 transition days
• One staff member mentored a student teacher
• One staff member won the Mentor Teacher of the Year Knowledge Award from Adelaide University
• One staff member became part of the Executive Team in Term 4
• Three staff members took responsibility for organising excursions

Student Achievements
• One student currently studying in Japan after winning a scholarship
• A male student has won a scholarship to Japan to participate in an exchange with Mishima High School. The student will be away for two weeks in April 2016 with representatives from other schools within the Southern School Network
• One student achieved A grade for Stage 2 Spanish
• One student achieved A+ for the speaking component of the Spanish exam
• 100% pass rate at Stage 2 SACE in Spanish, Japanese and French
• French class size growing for students who would like to restart language learning or pick up an additional language

MATHS & SCIENCE

Science PLC
This year the Science PLC has moved from content focus to pedagogical focus with common tasks that will enable moderation and clarity of outcomes. 3 members of our Science PLC joined with teachers from 5 other schools for 2 moderation workshops. Trish Newport (Secondary Australian Curriculum Implementation Officer) helped facilitate these sessions. As a result of these sessions we are moving our focus towards benchmarking, gathering exemplars, and using tools to improve task design.
Another aim of the PLC has been to examine course work to differentiate tasks, and the delivery of content, with ‘enablers’, for students experiencing difficulty with work, as well as ‘extension activities’ to enrich tasks which will prompt students to probe more deeply into areas under study. The PLC has also explored a variety of Digital Formative Assessment Tools including ‘Pear Deck’, ‘Straw Poll’ and ‘Quizlet’, many of which have been successfully trialed in several classes. We have investigated the potential for authentic and accessible integration of other digital technologies into the delivery of AC Science topics.
Mathematics PLC
With the implementation of the final middle years Australian Curriculum complete, the Maths PLC had a chance to focus more on the Du Four questions of “How do we know our students have learnt it?” Using the school’s Site Improvement Plan as the basis, the PLC identified that data collection and analysis was a priority area for improvement, which could then guide the review of programs, assessment items and clarify the success of our classroom pedagogy.

Prompts for investigation initiated with the Middle School Mathematics Survey given out to all Year 8, 9 and 10 students. This included questions relating to current student attitudes towards Maths, preferred learning styles, how they found the transition from primary to high school and how can we support you better? Positive outcomes from the survey included students finding iPads in Mathematics as useful and that the majority will be looking to continue their Mathematics studies until the end of year 12. These results were paired with the grade data we had collated at the beginning of the year to give us an overall picture. What stood out at the higher grades was a need for more literacy training in Mathematics, particularly on how to write a proper directed investigation. The PLC as a group then created the Maths Folio Writing guide, which has been distributed amongst all the Maths teachers both at the high school and primary schools within the South Valley Precinct.

Other areas of analysis included looking at the NAPLAN and PAT-M data. The PLC was provided with analysis spreadsheets, which highlighted areas of deficiency in the year 9 students. With NAPLAN as a focus, members of the Maths PLC then worked with year 7 teachers from the Precinct on ways to improve pedagogy, with example lessons taught and a high number of resources shared with the intention of lifting students skills before they reach high school.

Looking towards next year, the PLC have been making “I Can” cards to match each of the topics from Year 8 to 10. This will ensure students have greater awareness of the capabilities covered and allow them to take ownership of their learning. These will be implemented in all Middle School Maths courses in 2016.

Southern Schools Australian Curriculum Moderation
This year, the 10 Maths and Science team were involved in the Southern Schools Australian Curriculum moderation days. Four staff members went along with a sample of our tasks and student work. Focus areas on the day included improving task design so that it better meets the achievement standards of the Australian Curriculum and examining student work to benchmark A and C grades. Teachers were introduced to the use of the SOLO taxonomy and found it useful when mapping student evidence to the standards.

This comment came from of the teachers who attended both moderation sessions:

The Science/Maths moderation days provided an invaluable opportunity to collaborate with other teachers in the local area. The chance to assess work with others and come to common agreements gave me enhanced confidence that my own marking is consistent and accurate. In addition, the days allowed staff to share ideas about summative assessment tasks, giving each other critical but supportive feedback about task design.
**Peer Observation Trial**

Two staff members from the faculty were involved in a trial run of paired classroom observations. Teams were determined based on a graduate/experienced teacher mix. The DECD Classroom Observation Tool was used to collect data from observations and could be used as a prompt when giving feedback. Both teachers found the experience highly rewarding.

**Chris Jones (Step 9 Teacher)**

The peer observation trial gave me a wonderful opportunity to reflect on my practice and seek constructive feedback from a colleague. I was able to ask her to concentrate her observations on a specific area of my teaching that I know I need to improve. As a relatively new teacher she was able to see things from a fresh perspective and the feedback she gave was insightful and very welcome. I certainly hope that the observation program can be extended next year.

**Shannyn Siemens (Graduate Teacher)**

Observing Chris was beneficial as it allowed me to witness not just another teacher, but a subject outside of my faculty. I picked up some useful strategies, which could work in my classes. Feedback of my own lessons included some great ideas and food for thought in the area of behaviour management, which I can implement through the rest of the year. Having an experienced teacher view my lesson also gave me confidence that I was doing my job well.

**Teachers as leaders**

SACE Marker – Psychology
SACE Moderator – Biology
Middle School Leadership Team – Jane Hoffman, Chris Jones
Pre-service Teacher Mentors – Jane Hoffman, Jak Haggett, Femia King, Donna Riordan, Chris Jones, Shannyn Siemens

**Highly Accomplished Teacher Accreditation – Femia King**

Sixty-two South Australian teachers were selected to participate in the highly accomplished teacher (HAT) trial; one of those was our own Femia King. Over the past 12 months Femia worked incredibly hard to gather evidence for certification, which included a two-stage application process, a portfolio of evidence, lesson observations and final interview. In Term 3 she was awarded the nationally recognized accreditation of Highly Accomplished.

**Teaching and Learning Programs**

This year has seen a significant focus on formative assessment to aid teachers in finding out how much students have understood a particular focus. To aid in the delivery, various platforms have been trialed, including greater use of Google forms, Pear Deck and the popular game-based tool, Kahoot. Professional development sessions have been led by Jak Haggett, these have been then followed up in faculty time to give teachers a chance to familiarize themselves with the technology.

This year was the implementation of Year 10 Australian Curriculum courses. After having already trialed courses last year, the team was able to significantly improve and refine summative assessment tasks and resources for students. In particular, Year 10 Maths had a focus on the use of graphics calculators for solving calculations. With familiarity in its use, when students reach Stage 1 Maths, they will be able to have greater focus on solving
problems instead of using the calculator. Courses have been made available for students via iTunes U, Moodle and Google Classroom with supporting videos.

**Student Achievements**

**PICSE Science and Engineering Investigation Awards**

This year the Science faculty offered an opportunity for students to expand their knowledge and experience in science by starting a Science Club at lunch times. Once a week, two staff members mentored groups of students in running an experiment of their choosing, with the aim being to present their results at the PICSE Science and Engineering Investigation Awards. Over Term 3 and their holidays the students completed their experiments and presented their results in poster format whilst addressing the key aspects of a scientific report.

At the beginning of term 4, the four completed posters were sent off for preliminary judging. Two of the groups managed to get through to the finals, Brooke Upton and Zoe Versteeg, Dylan Ricardi and Katie Kozaderova. On the 7th of September, parents, students and mentor teachers attended the final judging day at the Adelaide Show. Judges from industry and university partnerships were able to view the posters and ask questions of the students to gather additional information about their respective projects. At the conclusion of the judging, awards were handed out for top three posters in each year level. Brooke and Zoe took out first prize in Year 10 which came with individual ribbons, a school ribbon and a monetary prize of $300 for the girls.

Since their last Royal Adelaide Show success, Brooke and Zoe then entered the 2015 PICSE Science for Growth Awards. This competition included an electronic version of the poster presentation plus a telephone interview. Just recently we were notified that the girls had not only won, but have been awarded the prize for Best National Project, with a winner’s cheque of $500.

**Data Analysis**

**Maths Survey**

In the Maths PLC, we created a survey for Years 8 to 10 that investigated students’ current attitudes toward Maths, their preferred learning styles, how they found the transition from Primary to High School and how we could support students better. What was interesting and affirming, were the number of students who said that they would continue on with Maths throughout high school.

Students were also surveyed on how useful they found iPads in the classroom. From the results, the majority of students still maintained they liked to use the iPad. This then prompted conversations with the PLC around how we can continue to provide best practice for students with high quality
integration of the iPad into classroom pedagogy. This will be a continued area of development as the applications continue to evolve. Much more work around the use of Google Classroom will be the focus moving forward to 2016.

**Pat M**

This year, students undertook PAT-M testing in Term 1 and Term 3. This allowed us to make a comparison between student scale scores and track growth across the year. Of all three middle school year levels, Year 8 students made the greatest improvement, with the median number going from 129.9 to 132.6 points. What was also pleasing to see were the number of students who were also above the DECD Standard of Educational Achievement (SEA) value, this increased by the end of the year, as shown by the lower quartile. This gained 2 points in Semester 2, as well as a 9.7 point increase in the minimum value.

**Year 8 Mathematics comparison from Semester 1 to Semester 2**

PAT-M will continue to be a highly useful tool for teachers as a means of identifying individual student strengths and weaknesses. With the availability of targeted Pat resources, a greater pool of material to draw upon for differentiation will assist teachers in individualizing work for student need.

**Precinct Numeracy Improvement**

A goal for 2015 was to improve collaboration between APHS and the South Valley Precinct to improve student continuity of learning and achievement.

Utilising NAPLAN data, Science/Mathematics coordinator Kate Berry led a project ‘Numeracy & Literacy Results +’ by working closely with leaders of Braeview PS, Thiele PS, Happy Valley PS, Flagstaff PS, Craigburn PS and Aberfoyle Hub PS to analyse results, identify areas of improvement and develop strategies to improve numeracy outcomes across the precinct.

Year 8 Teacher, Sam Mosley represented the South Valley Precinct at the Year 7/8 Mathematics Professional Learning Program, with a focus on improving pedagogical practice, access to resources and ensuring learning is relevant to all students in the classroom. This allowed APHS to work with Primary Schools by distributing resources to ensure consistent language across sites and provide teaching practice examples of ways to engage students in real-life application mathematics.

Project leader Kate Berry and Director of Middle School Jenny Johns facilitated sessions which included all Year 7 teachers from across the precinct as well as Year 8 teachers, Chris Jones, Chris Robinson and Sam Mosley that enabled teachers to look at their NAPLAN data, participate in lessons, identify resource needs, share experiences and explore ways to improve student outcomes going forward.

The feedback received from these sessions indicated that teachers found the Numeracy Improvement project very powerful and look forward to involvement in 2016. Goals for 2016 include creating common tasks for year 7 students across the precinct, improving student outcomes within Algebra and a continual improvement in NAPLAN results.
Science Connections with the Primary Schools
This year the Hub year 6/7 class have been coming over once a term to become more familiar with the science labs. They have undertaken a variety of different practicals such as lab equipment familiarisation, microscope use, pendulums and earth science. With the introduction of the Australian Curriculum and more specialized content at year 7, students have had the chance to investigate science using the proper equipment. This exposure will ensure that their transition to high school science will be a much smoother one, with students feeling confident in the labs from day one.

National Science Week
This year’s Science Week was held in Term 3, Week 5, with the theme being “Making waves – the science of light”. As part of the celebrations, the Science faculty hosted approximately 90 Primary School students in a series of hands on workshops. The activities included making your own kaleidoscope, building electrical circuits, manipulating light beams through prisms and making slime. Each activity station was manned by two Second Year Ignite students who were able to assist the younger students with assembly and to explain the science behind what students were observing. The day was a big success with students highly engaged and particularly loving making slime.

Performance Management and Development

<table>
<thead>
<tr>
<th>Hawker Brownlow Thinking and Learning Conference</th>
<th>SACE Clarifying Forums for Mathematics (multiple levels)</th>
<th>University of Adelaide Maths Prepared Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2C Information Day</td>
<td>STEM Equipped Workshop</td>
<td>Dylan William Embedding Formative Assessment</td>
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<tr>
<td>Southern Schools Australian Curriculum Moderation</td>
<td>Science By Doing</td>
<td>STELR Renewable Energy Workshop</td>
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<td>SASTA Psychology Workshop</td>
<td>Mathematics Folio Writing Master class</td>
<td>Stage 1 Maths Implementation Workshop</td>
</tr>
<tr>
<td>Diversifying SACE Pathways and Developing Learning Spaces for Improved Outcomes</td>
<td>Leading SACE Improvement – Success in Maths and Numeracy</td>
<td>SASTA Investigating Physical Sciences</td>
</tr>
<tr>
<td>Ed Tech Summit – Google for Education</td>
<td>Investigating Earth and Space Science: Years 8-10</td>
<td>Flipped Classroom – Leading to SACE Improvement</td>
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<tr>
<td>Certified Educational Assessor Training</td>
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</tbody>
</table>

Excursions
In Class with Andy Thomas (from a student view point)
On Tuesday 5th May, 2015, a number of year 8 Ignite and Year 9 students travelled to Hopgood Theatre in Noarlunga to hear Dr Andy Thomas speak about his experience as an Astronaut. Many of us have heard about what it is like to live in a space station, or take off in a space shuttle, but none of us had heard it from someone who had done any of these things in real life.

Andy began by talking about his first experience with NASA, his years of training and first time on the launch pad. In his first Mission, the crew launched a few satellites, tested an inflatable one and conducted some scientific experiments. He also held the first Australian flag to be in space. Andy then discussed some of the things he did on his other missions, including staying on the Mir space station for 20 weeks, delivering supplies to the International Space Station and spending two weeks evaluating the safety of a space shuttle. Towards the end of his talk, Andy detailed some of the pros and cons of living in zero gravity.
The greatest take-home message I took away from the talk was that Andy could not have become an astronaut without the education he had. Quoting Andy himself: "Well, some people say 'Oh, you got to be an astronaut, lucky you!' And I say. Well, actually it wasn’t luck, I got a good education, I studied hard, and when I applied I actually had a good chance." I believe it was a unique and thought-provoking talk that inspired all the students who attended to consider careers in Science, Technology, Maths and Engineering (STEM).

**Chemical Murder Mystery**
On the 30th of June 2015, year 10 students studying Forensics as a supplement to their Science Curriculum were given the opportunity to attend a ‘Chemical Murder Mystery’ day at Flinders University. A group of 19 budding scientists were able to start the day by experiencing a lecture by renowned Forensic Scientists currently studying at the university. This served to give them an introduction to the types of evidence and laboratory procedures they would be using throughout the day, in addition to giving them a taste of University life.

The Lecture was abruptly interrupted by the discovery of a ‘murder’ that had unfolded on campus. A select group of students from each school were asked to analyse the crime scene and collect any evidence they found in order to help the University staff to solve the crime.

Students split into School groups and had the opportunity to visit the world-class laboratories and equipment Flinders’ University has on offer. Throughout the afternoon the enthusiastic Forensic Students were able to undertake some of the processes used in actual Forensic Science, including analysing DNA samples, comparing fingerprints, examining hair fibres and investigating handwriting.

At the conclusion of the day, all students regrouped and presented their allocated pieces of evidence to eliminate potential suspects and identify the ‘killer’. With all the data pieced together, it was clear the ‘murder’ was much more complex than initially thought!

Overall, the students had a fantastic time experiencing University laboratories and equipment, undertaking experiments that are not readily available to them. Many of the students commented that it was useful to experience a University style lecture and get a feel for tertiary education.

**TECHNOLOGY**

**SMART Goals – Technology PLC (includes Tech Stuides, Media & Home Economics)**
To close the gap between Year 8 results and Year 12 results and to ensure that all students undertaking a Technology subject achieves to a high standard

**Strategies and Achievements**
The PLC decided to establish an agreed and uniform series of Unit Planners and Rubrics for Year 8 based on the AC outcomes including literacy and numeracy objectives and that all teachers would use for summative tasks in 2015.

The Unit Planners and Rubrics were completed and electronically available by the end of 2015 and enabled teachers to meet the AC/literacy/numeracy outcomes and assisted students in meeting the AC Outcomes and Standards while preparing them for SACE Technology subjects. The Backwards by Design process will be used to map SACE Stage 2 to year 9/10 and Year 8 within the context of the Technology AC. This has been achieved and is now being developed into iTunes U courses.

Year 9/10 Unit Planners & Rubrics will be developed in 2016.

We have agreed that this will be shared at faculty so that all members of the Technology team will be able to understand the purpose as well as the actual rubric. As a school there is agreement that decisions of the PLC are binding on all members who are affected by the outcomes.

Some moderation occurred within the PLC to ensure a deep understanding of the rubrics. We have also developed guides for students.
The reality is that we are developing a clear agreement and understanding of how we assess students and that students and their parents can be provided with a clear set of outcomes and standards at Middle School. During Semester 2015 teachers piloted and trialed Planners and Rubrics. This enabled us to examine our assumptions about student skills and develop a deep and common understanding of the AC language.

The Technology PLC has contributed significantly to the Site Learning Plan Strategic Directions and Targets including:

- The implementation of the Year 8 Technology AC in all related subjects including Tech Studies, Media and Home Economics. This has included moderation, agreed Unit Planners and Rubrics with an IT, Literacy and Numeracy focus in all Units. All Units will be reviewed in 2016 and further moderation will occur to ensure quality assurance. Student opinion will also be sort to assist with the review
- SACE improvement strategies have included closer monitoring of student progress and improved scaffolding of tasks
- Common assessment task types have been agreed and this will become more obvious in 2016 as the full implementation and review occurs
- Data analysis has played an important role including looking at school based assessment, attendance, PAT R & M to help with the design of tasks and the explicit teaching requirements

**Staff Involvement in Technology PD**

- Autodesk Inventor CAD software, APHS – Merv Neighbour
- Computer Programming / Coding for Raspberry Pi using Pythonista – Chris Robinson
- VET Work Placement, a requirement for instructors of Doorways to Construction – Russell Brown (*Premium Pergolas*)
- Learning Technologies PD @ APHS - Michael Cowling – Merv Neighbour
- Reflector – Jak Haggett and the ATIAC PLC
- Design and Technology Teacher PD Evening at Tonsley – R Johns, M Neighbour, I Ibrahim, R Brown

**Curriculum Renewal**

- All Design and Technology staff have contributed through Faculty and PLC meetings to identify essential learnings, informed by the Australian Curriculum, and in reformulating programs of work, and rethinking task design.
- The team is continuing to explore and develop resources to design engaging units utilizing Digital Technology, including Raspberry Pi, Pythonista, and Scratch.
- Incorporation and extension of Digital Technology in Media and Photography – Dave Lang
- STEAM – cross curricula work between Design and Technology and Art using the LASER cutter – Merv Neighbour and Kate Toop

**Teachers as Leaders**

Lyn Rogers has mentored and guided our many International student visitors this year. From assisting with cultural and sightseeing tours, to assisting with English language classes to cooking Australian icons eg ANZAC Biscuits, Lyn Rogers has gone above and beyond in supporting these students.

Narelle Bennett’s help and leadership with the Valedictory and her role in the APHS Social Club is much appreciated.

Chris Robinson continued to mentor staff re Digital Technology with Coding tools such as Scratch, Tickle, Blockly and Hopscotch. Chris also delivered a work shop to other teachers as part of a 2015 SASTA conference.

Merv Neighbour has also continued to work with the Design and Technology team to increase their capacity to deliver CAD/CAM through the use of Autodesk Inventor, MiniUp 3D printing, LASER cutting and the CNC lathe.
Other highlights and achievements

Australian Culinary Challenge (June 2015):
Year 10 students Kate Culliver & Alicia Jones under the guidance of Lyn Rogers represented APHS in the Australian Culinary Challenge. After being given one hour to create four identical dishes using just one chicken, they were awarded 3rd prize. The dish they chose was *Chicken On Horseback Stuffed With Prunes and Cheese, served on a Bed Of Sweet Potato Mash with Asparagus and Baby Carrots*. Lyn worked with these 2 students for many hours in preparation for this challenge. We thank Lyn for her willingness to go above and beyond in order to assist our students.

Rotary Dinner
Stage 2 Food and Hospitality class cooked and served dinner to the Rotary Club of Flagstaff Hill. Presenting 4 courses stretched the students’ skills, time management and organization, however under the guidance and leadership of Lyn Rogers, all the Rotarians praised their efforts and were extremely complimentary on the quality of the food presented.

*Fred’s Van*
As a practical summative task Year 11 Food and Hospitality students, under the guidance of Narelle Bennett, elected to support “Fred’s Van” run by the St Vincent de Paul Society in South Australia, who provide over 500 meals a week for people in need. The students were challenged to come up with a menu, which meet the needs of the clients. After trialling several recipes they produced 50 serves of:

- Meatballs in Napolitano Sauce with Pasta
- Garden Fresh Salad
- Apple Crumble with Homemade Custard
- Chocolate Chip Cookies (for a treat)

After discovering that many of “Fred’s Vans” clients cannot eat hard foods as they have poor dental hygiene, the students requested donations of toothbrushes and toothpaste, shampoo and soap and general toiletries. Liesl Paxton made 50 drawstring bags to put the donations in. The school community donated over $500 worth of goods. The clients of Fred’s van were very appreciative of this support.

*Bake Sale*
Adam Broughton’s Year 9 students baked wonderful muffins to support the Cancer Council’s Biggest Morning Tea fundraiser. Adam was keen for students to have an authentic experience in planning, time management and working within a budget. The muffins were delicious.

*Transition Visits and Orientation Day*
All 3 of our Home Economics staff have provided wonderful experiences for visiting Primary School students throughout the year, whether they be transition visits during the year or on Orientation Day in December. These extra sessions are above their normal workload and the students always leave excited about what Secondary School at APHS has to offer.

*Coding Club*
The standout success this year has been the work of Chris Robinson and his lunchtime Coding Group. Their work has been featured on the Channel 7 and ABC3 News, and has resulted on a number of the iPad Apps, that the students developed, being made available through the Apple iTunes Store.
Unfortunately all year levels other than Year 10 have shown a minor decline in attendance (average 1.42% decline). Overall our average attendance rate has been 90.94%.

We have examined attendance and absenteeism carefully throughout 2015 and believe this is likely to be the average for APHS. Teachers are to be congratulated for their diligence in following up non-attendance and parents are to be thanked for letting us know why students are absent. When we examine the reasons for non-attendance it is clear that 7.8% of all absences are authorised consisting of mainly:

- Exemptions = 0.6%
- Illness = 3.8%
- Family reasons 1.3%

This means that only about 1% of our absenteeism is unexplained or unacceptable. It is unlikely that we will be able to improve this rate.

DayMap was used extensively throughout the year and this has helped us with the tracking of students through the use of alerts and watch lists.

Regardless of the slight decline we still maintain a healthy comparative rate when compared to other schools in the southern region and across the whole of DECD.
### Year 12 Destination and SATAC Data

![Year 12 Destination data (%)]

- 59% Further study
- 21% Paid employment
- 16% Seeking employment
- 2% Other training
- 2% Other SA School
- 0% Unknown

#### University Offers Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Offers</th>
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</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>(2)</td>
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<tr>
<td>Health Science</td>
<td>(10)</td>
</tr>
<tr>
<td>Paramedic</td>
<td>(2)</td>
</tr>
<tr>
<td>Arts/Design</td>
<td>(3)</td>
</tr>
<tr>
<td>Information systems</td>
<td>(1)</td>
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<tr>
<td>Psychology</td>
<td>(4)</td>
</tr>
<tr>
<td>Business/Marketing</td>
<td>(5)</td>
</tr>
<tr>
<td>Information Technology</td>
<td>(3)</td>
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<tr>
<td>Science</td>
<td>(10)</td>
</tr>
<tr>
<td>Commerce/Accounting</td>
<td>(4)</td>
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<tr>
<td>Languages</td>
<td>(1)</td>
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<tr>
<td>Social Work</td>
<td>(1)</td>
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<tr>
<td>Disability</td>
<td>(3)</td>
</tr>
<tr>
<td>Law</td>
<td>(1)</td>
</tr>
<tr>
<td>Sports Science</td>
<td>(3)</td>
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<tr>
<td>Education</td>
<td>(6)</td>
</tr>
<tr>
<td>Medical Science</td>
<td>(2)</td>
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<tr>
<td>Writing/Communication</td>
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<tr>
<td>Engineering</td>
<td>(7)</td>
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<tr>
<td>Nursing/Midwifery</td>
<td>(5)</td>
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<tr>
<td>Foundation Studies</td>
<td>(4)</td>
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<tr>
<td>Exercise Physiology</td>
<td>(2)</td>
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<tr>
<td>Nutrition</td>
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#### tafeSA Offers Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Offers</th>
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<tbody>
<tr>
<td>Allied Health</td>
<td>(1)</td>
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<tr>
<td>Electro Technology</td>
<td>(1)</td>
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<tr>
<td>Library Information and Culture</td>
<td>(1)</td>
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<tr>
<td>Animal Studies</td>
<td>(2)</td>
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<tr>
<td>Health Services</td>
<td>(1)</td>
</tr>
<tr>
<td>Vet Nursing</td>
<td>(1)</td>
</tr>
<tr>
<td>Construction</td>
<td>(1)</td>
</tr>
<tr>
<td>Hospitality</td>
<td>(1)</td>
</tr>
</tbody>
</table>

The percentage of students leaving to further education or training has increased in 2015 by nearly 3% to 59%. Of that further education cohort 78% have gone on to University and the remainder TAFE or an Apprenticeship.

Of the 90 students who received First Round Offers, 63 (70%) received their first preference and 20 (22%) their second preference. This total of 92% is an improvement on the 88% of students receiving 1st or 2nd Round Offers for 2015 Tertiary Entrance.

In total 90 students out of 102 (88%) who applied and were eligible were offered tertiary placements. This is a slight improvement from 2014 at 87%.

40 of the 81 students who received University Entrance Offers received an offer from Flinders University (49%). Although this number is down from the 68.5% in 2014, it is consistent with the diverse range of choices of courses available to students at South Australian Universities.

An additional 9 students (10%) received offers from tafeSA which is an increase from 5.5% in 2014.

The balance between employment and seeking employment has improved significantly from 2014 with many students having employment lined up at the end of year. 2014 saw 36% of students seeking employment and this has reduced by 15% to 21% for 2015.

Overall these are very pleasing results with our students successfully transitioning into careers and study options beyond school.
Extension Studies Results 2015
Six students were awarded Aberfoyle Park High School scholarships to attend Extension Studies at Flinders University. These studies are special because they count towards their Australian Tertiary Admission Rank (ATAR) and their Bachelor Degree. Congratulations to Brooke Collington who was our most outstanding student. The six students between them achieved 1 credit, 8 Distinctions and 2 High Distinctions in a diverse range of subjects including Spanish, Drama, Legal, International Relations, History and Sociology.

2015 Vocational Pathways
Aberfoyle Park High School prides itself on providing personalized learning pathways for all students, so that each and every student can engage in a pathway that is meaningful to them, allows them to reach their full potential and sets them up to be successful in their transition from school to either employment or further education and training.

Vocational Education offers students the opportunity to not only follow their career pathway but also achieve a nationally recognized qualification that contributes to their SACE completion. By providing students with access to Certificate I, II, III and IV courses whilst they are at school not only improves student engagement and learning but contributes to high levels of retention at Senior School.

2015 Internal VET Courses
In 2015 Aberfoyle Park High School hosted 3 Vocational Courses through the Southern Adelaide and Fleurieu Trade School. These courses are not only available to students at Aberfoyle Park High School but to students who are enrolled in schools within the Southern Region.

In 2015 the courses that were offered were
- Certificate II Community Services (Children’s Services)
- Doorways 2 Construction
- Certificate II in Electronics

<table>
<thead>
<tr>
<th>Course</th>
<th>Internal Students Enrolled 2015</th>
<th>Internal Students Completing 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Services (Children’s Services)</td>
<td>8</td>
<td>7</td>
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<tr>
<td>Doorways 2 Construction</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Electro-technology</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

*Community Services
- Only 1 student was not successful in completing the full Certificate and this was due to health reasons and a completely alternative learning pathway for this student was arranged to allow for success post school.

*Doorways 2 Construction
- 5 students did not complete the course. 2 students were re-counselling into a pathway that was better suited to their needs, 2 students were placed on an alternative learning program to help them transition from school and 1 student was successful in obtaining a full-time apprenticeship.
The following students enrolled in and completed nationally recognised certificates in 2015 through hosted Aberfoyle Park High School VET programs.

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Training Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saul Buck</td>
<td>Part Certificate II Electronics</td>
<td>TAFE SA</td>
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<tr>
<td>Damon Kenny</td>
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<td>Lecturer: Mervyn Neighbour</td>
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<td>Mathew Holota</td>
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<td>Nathan Brown</td>
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<tr>
<td>Lachlan Richardson</td>
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<tr>
<td>Chris Maddern</td>
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<tr>
<td>Jasmine Lobban</td>
<td>Certificate II Community Services – Children’s Services Focus</td>
<td>TAFE SA</td>
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<tr>
<td>Mason Parker</td>
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<td>Lecturer: Kass Holmes</td>
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<td>Shannamae Galang</td>
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<td>Liesl Paxton</td>
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<td>Emily Sanchez</td>
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<td>Emily Brautigan</td>
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<td>James Ielasi</td>
<td>Certificate I General Construction</td>
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<td>Mitchell Virgo</td>
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<td>Hayden Oliver</td>
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<td>Ben Topping</td>
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<td>Zac Macaulay</td>
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</table>

2015 External VET Courses

Students at Aberfoyle Park High School are able to access a number of external Vocational Courses through the Southern Adelaide Fleurieu Trade School (SAFTS), and the Inner South Trade School as well as access VET in Schools programs through TAFE SA and Private Training Organisations.

The following students enrolled in and completed nationally recognised certificates in 2015 through external VET programs.

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Training Provider</th>
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<tr>
<td>Abigail Robson</td>
<td>Certificate II Hospitality</td>
<td>Southern Adelaide and Fleurieu Trade School</td>
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<td>Josh Oakley</td>
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<td>Various Registered Training Organisations</td>
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<td>Tara Bruce</td>
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<tr>
<td>Enya Parr</td>
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<tr>
<td>Dylan Tipple</td>
<td>Certificate II Information Technology and Media</td>
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<tr>
<td>Kade Williams</td>
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<tr>
<td>Jakob Poole</td>
<td>Certificate III Music</td>
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<tr>
<td>Name</td>
<td>Certificate Level</td>
<td>Certificate Field</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Kaila Gale</td>
<td>Certificate II</td>
<td>Tourism</td>
</tr>
<tr>
<td>Joel Martin</td>
<td>Certificate II</td>
<td>Sport and Recreation</td>
</tr>
<tr>
<td>Gemma Brandenburg Charmaine Miletic</td>
<td>Certificate II</td>
<td>Small Business</td>
</tr>
<tr>
<td>Emma Wallace</td>
<td>Certificate III</td>
<td>Allied Health</td>
</tr>
<tr>
<td>Luke Deakin</td>
<td>Certificate I</td>
<td>Construction</td>
</tr>
<tr>
<td>Sharn O'Brien</td>
<td>Certificate II</td>
<td>Make Up and Media</td>
</tr>
<tr>
<td>Holly Schroer</td>
<td>Certificate II</td>
<td>Animal做出 Looks Up</td>
</tr>
<tr>
<td>Camela Apas Callaghan Pollard</td>
<td>Certificate II</td>
<td>TAFE SA – Gilles Plains</td>
</tr>
<tr>
<td>Amanda Tootell</td>
<td>Certificate III</td>
<td>Beauty Services (Pathway)</td>
</tr>
<tr>
<td>Jason Goss Andre Da Silva</td>
<td>Certificate II</td>
<td>Sport and Recreation</td>
</tr>
<tr>
<td>Brandon Tragar Nick Frisby-Smith Genevieve Steffan Emma Wallace</td>
<td>Certificate III</td>
<td>Fitness</td>
</tr>
<tr>
<td>Sushmita Roka Caitlyn Gillman</td>
<td>Certificate III</td>
<td>Hairdressing (Pathway)</td>
</tr>
<tr>
<td>Kayla Twining</td>
<td>Certificate IV</td>
<td>Photography</td>
</tr>
<tr>
<td>Chelsea Measday Liesl Canning</td>
<td>Certificate II</td>
<td>Fashion</td>
</tr>
<tr>
<td>Nick Demourtzidis</td>
<td>Certificate III</td>
<td>Music</td>
</tr>
</tbody>
</table>

In addition to this there were 4 students who were enrolled in VET courses who did not complete and were counselled into an alternative learning program to better suit their needs and prepare them for the transition from school to employment.

**Training Guarantee for SACE Students**

In 2015 Aberfoyle Park High School enrolled a number of students into Vocational Courses through the Training Guarantee for SACE Students program (TGSS). The Training Guarantee for SACE Students (TGSS) is for students who know they want to start or continue a planned vocational pathway. They receive vocational education and training (VET) while they’re at school and continue it after they leave. One of the main benefits of this program is that...
it allows students to access a wide range of courses that they otherwise would not have been able to enrol in. The TGSS program now fits with the Government’s new Work Ready Initiative.

Recent changes to the funding model will mean that from 2016 and beyond we may have fewer students enrolled in TGSS Courses as the number and type of courses being funded is regularly changing. The initial impacts were felt this year with the number of students decreasing and enrolling through other fee for service courses.

The following students enrolled in and completed courses in 2015 through Training Guarantee for SACE Students.

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Training Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Hardy</td>
<td>Certificate II Automotive Underbody Technology</td>
<td>Marcellin Technical College</td>
</tr>
<tr>
<td>Ebony Bigmore</td>
<td>Certificate II Electro-technology (Career Start)</td>
<td>Marcellin Technical College</td>
</tr>
<tr>
<td>Ryan Wallace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madeleine Rogers</td>
<td>Certificate II Hairdressing</td>
<td>TAFE SA – Noarlunga Campus</td>
</tr>
<tr>
<td>Gemma Brandenburg</td>
<td>Certificate III Business Administration</td>
<td>TAFE SA – Noarlunga Campus</td>
</tr>
<tr>
<td>Charmaine Miletic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chloe Collard</td>
<td>Certificate III Early Childhood</td>
<td>TAFE SA – Noarlunga Campus</td>
</tr>
<tr>
<td>Makayla Collard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily Palmer</td>
<td>Certificate III Hairdressing</td>
<td></td>
</tr>
<tr>
<td>Emily Knight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monique Singleton</td>
<td>Certificate III Business Administration</td>
<td>TAFE SA – Adelaide Campus</td>
</tr>
<tr>
<td>Jackson English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Josh Szczotka #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamayyun Qamer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Indicates that the student did not fully complete the Certificate but did attain units of competency

Current Australian School Based Apprenticeships

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Place of Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ari Moltzer</td>
<td>Certificate IV Information Technology</td>
<td>Xtreme Software</td>
</tr>
<tr>
<td>Stuart Masefield</td>
<td>Certificate III Aquatics</td>
<td>Blue Dolphin</td>
</tr>
</tbody>
</table>
| *Aberfoyle Park High School also supports students undertaking Certificate II and III in Retail as part of their part time employment.
NAPLAN
2015 results demonstrated an improved growth rate from 2014. Particularly pleasing were the results shown by students who were at or below benchmark in year 7. APHS has invested heavily in providing targeted intervention for these students to assist them develop the necessary literacy and numeracy skills required for life and work beyond school.

- Year 9 Cohort  
  Reading growth between tests = 0.6 band
- Year 9 Cohort  
  Numeracy growth between tests = 0.8 band

(Note expected growth = 0.5 band)

Students that were engaged in QuickSmart showed very positive growth as did the LIFT students

- Quicksmart Literacy cohort average growth across all test areas = 64.1 points (1.2 bands)
- Quicksmart Numeracy cohort average growth across all test areas = 59.7 points (1.2 bands)
- LIFT cohort average growth across all test areas = 82.7 points (1.7 bands)
Comparative Data

APHS continues to compare favourably with other DECD schools in general, the Southern Region and other schools with the same level of Index of Disadvantage.

In regards to the DECD (SEA) Standards of Educational Achievement

77% of Year 9 NAPLAN students achieved Band 7 or higher in Numeracy which is the same as 2014.

70% of Year 9 NAPLAN students achieved band 7 or higher in Reading. This is a 6% decline from 2014 and will be an area of further exploration in 2016 to try to determine why. Previously APHS has concentrated on ensuring that the lower band students improve and we are now considering ways to improve further the higher band students to ensure we improve at both the higher and lower bands.

98.3% of APHS Year 9 NAPLAN students were at or above National Minimum Standard in Numeracy.

94.5% of APHS Year 9 NAPLAN students were at or above National Minimum Standard in Reading.

78.6% of APHS Year 9 NAPLAN students were at or above National Minimum Standard in Writing.

90.7% of APHS Year 9 NAPLAN students were at or above National Minimum Standard in Grammar.

90.7% of APHS Year 9 NAPLAN students were at or above National Minimum Standard in Spelling.

Overall this is an improvement from 2014 although the English PLC is exploring ways to target writing improvement in 2016.
**PAT (Performance and Achievement Testing) 2015**

APHS began using PAT Tests in 2014 as a formative testing regime to improve reading comprehension and mathematics. PAT tests are designed to be 50/50 tests, meaning a student should get approximately half right and half wrong. When teachers analyse the results they can see which parts of the curriculum to target for improvement at an individual level and at a class level. The testing is that it is online and therefore results are calculated immediately, meaning teachers can interrogate the data and plan intervention strategies quickly.

In November, we also trialled the PAT Grammar and Punctuation test for Year 8 and Year 9 students. While DECD has not set a statewide SEA level for this test our students have performed well with our results above the National average for students at the same stage.

In 2015, DECD mandated PAT testing for all students from Year 3 to Year 10 and testing took place in September. DECD also set a Standard of Educational Achievement or SEA as a benchmark for students to meet. **Data from the September testing is shown below for both PAT Reading and PAT Mathematics.**

All Professional Learning Communities have examined our school’s data and will have the Year 7 data for our new Year 8 at the beginning of the new year to assist with planning and intervention. In particular the Maths and English PLCs have looked at specific areas for improvement and development for both teachers and students. Teacher analysis of the PAT Mathematics data has uncovered that September testing actually disadvantaged Mathematics students because they had not completed the full year of study. Therefore next year the Mathematics program will be adjusted to gives students a taste of all areas of study prior to September testing.

### 2015 PAT Overview

<table>
<thead>
<tr>
<th>Year 8 PAT Reading</th>
<th>Year 8 PAT Reading</th>
<th>Year 10 PAT Reading</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of APHS students who met or exceeded the DECD target of 127 (scaled score)</td>
<td>% of APHS students who met or exceeded the DECD target of 130 (scaled score)</td>
<td>% of APHS students who met or exceeded the DECD target of 135 (scaled score)</td>
<td>A steady improvement is evident at each year level. The focus for 2016 will be ensuring that all Year 8s demonstrate growth and that we increase the number of students achieving the DECD SEA.</td>
</tr>
<tr>
<td>64.75%</td>
<td>73.14%</td>
<td>76.08%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 8 PAT Reading</th>
<th>Year 8 PAT Reading</th>
<th>Year 10 PAT Reading</th>
<th>Again a steady improvement although not to the same extent as with reading and starting from a lower score. The year 6-9 partnership PLC is also examining data from across our partner schools and looking at ways of improving student outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of APHS students who met or exceeded the DECD target of 128 (scaled score)</td>
<td>% of APHS students who met or exceeded the DECD target of 130 (scaled score)</td>
<td>% of APHS students who met or exceeded the DECD target of 132 (scaled score)</td>
<td></td>
</tr>
<tr>
<td>55.13%</td>
<td>60.00%</td>
<td>63.13%</td>
<td></td>
</tr>
</tbody>
</table>
**Summary**

As teachers become more familiar with the Australian Curriculum and assess against the Australian Standards we had expected to see an increase in “C” grades as this indicates that students are achieving at their year level and we would expect to see gradual increases in B and A grades over the next couple of years. English, Maths, Sc, HASS and HPE have had the opportunity to work with the AC for a couple of years now but we must bear in mind that The Arts, Technology and LOTE are in the first year of implementation and this will impact on our overall grades as both teachers and students become familiar with the new criteria and expectations. What we can say is through the work of the PLCs we have ensured that assignments have been rigorously written to ensure that students are being assessed appropriately and then in-school moderation has further quality assured that teachers are marking correctly and that student grades truly reflect the AC standards.

The impact of Work Completion and Mentoring continue to be apparent in the zero “E” grades and the only 3.6% D grades, which is very pleasing. The 2016 focus remains firmly on using data to improve learning outcomes through our PLCs and with the addition of PAT-R and M to our own grade data teachers are able to analyse these results at a class by class level.
Senior School Achievement

SACE Completion

In 2015 as in 2014 we had an increase in the number of potential SACE completers. In 2015 there were 151 students who were potential SACE completers and of this, 141 students completed their SACE – 93.37%. This result is slightly down on 2014 number of SACE completers that was 93.98%. Whilst the decline in SACE completion has only been marginal as we move through 2016 the Senior School team will work together to address this decline so that we can see an increase in 2016.

One of the biggest highlights in terms of the SACE for 2015 was the number of students who were awarded merits. This year we had 6 students receive A+ grades with 'MERIT', last year we did not receive any Merits and in 2013 we were awarded 2. The merits were awarded to the following students:

- Chloe Blacket – Health (Teacher - Dave McCulloch)
- Keegan Jones - Maths Apps (Teacher - Jane Hoffman)
- Erin Simister - Psychology (Teacher - Jane Hoffman)
- Rebecca Langhans - Food and Hospitality (Teacher - Lyn Rogers)
- Ben Schofield- Visual Art (Teacher - Kate Toop)
- Katerina Kozaderova – a year 10 student in 2015 - French (Teacher - Andy Vinter)

Erin Simister achieved our highest ATAR score of 98.60. She was also awarded joint DUX of the school at our Valedictory ceremony. We had a number of students achieve an ATAR of above 90 for the 2015 school year.

<table>
<thead>
<tr>
<th>Name</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Simister</td>
<td>98.60</td>
</tr>
<tr>
<td>Rebecca Langhans</td>
<td>98.50</td>
</tr>
<tr>
<td>Nitya Sukheja</td>
<td>97.60</td>
</tr>
<tr>
<td>Holly Withers</td>
<td>97.40</td>
</tr>
<tr>
<td>Sabrina Mourin</td>
<td>96.30</td>
</tr>
<tr>
<td>Isobel O'Brien</td>
<td>96.10</td>
</tr>
<tr>
<td>Paige Timms</td>
<td>94.70</td>
</tr>
<tr>
<td>Chloe Blacket</td>
<td>93.75</td>
</tr>
<tr>
<td>Claire Davidson</td>
<td>93.45</td>
</tr>
<tr>
<td>Brooke Collington</td>
<td>92.65</td>
</tr>
<tr>
<td>Rebecca Wear</td>
<td>91.95</td>
</tr>
<tr>
<td>Joshua Leyshon</td>
<td>91.95</td>
</tr>
<tr>
<td>Alexandria Smith</td>
<td>91.25</td>
</tr>
<tr>
<td>Ben Schofield</td>
<td>90.45</td>
</tr>
</tbody>
</table>

These students are to be highly commended for their efforts and their high levels of achievement, as are all the students who worked diligently throughout the year to successfully complete their SACE and we wish them the very best in their future endeavours. The overall percentage of A and B grades achieved by students at Stage 2 was 57.51% (A grades 13.47% and B grades 44.04%). Whilst this is pleasing the Senior School team acknowledges that there is still much work to do as we focus on moving students from the B grade band to the A grade band and the C grade band to the B grade band so that we remain consistent or better than state average.
SACE SUMMARY – STAGE 1

As with the Stage 2 results there has been a slight decline at the top end in the A grade band and similar strategies and intervention process that have been targeted to address the decline at Stage 2 will also be implemented at Stage 1.

There was however a decrease in the percentage of D and E grade results in 2015 meaning that we had a higher percentage of students sitting in the C grade band. Our B grade results continue to be consistently above state average. All staff will continue to work on ensuring all students are adequately prepared to meet the requirements of assessment tasks and have a strong understanding of the performance standards as well as employing appropriate intervention strategies in order to improve performance from 2016 onwards.

Across semesters 1 and 2 (semester average), 94.86% of students completed their SACE Stage 1 compulsory Literacy Requirement. This is an improvement of 1.46% from 2014 and an improvement of 1.50% from 2013.

Across semesters 1 and 2 (semester average), 90.36% of students completed their SACE Stage 1 compulsory Numeracy Requirement. This is an improvement of 3.76% from 2014 and an improvement of 2.16% from 2013.

In both the compulsory literacy and numeracy requirement there is room for improvement despite the fact that our A and B grades compare very favourably with and in some cases exceed the state average.

It must be highlighted that no student failed to gain his or her SACE due to not having the literacy or numeracy requirement.
**PLP / Research Project Summary**

There was a 100% successful completion rate for students undertaking the PLP in 2015. At the end of semester 1 there were 4 students pending and they were resulted successfully in semester 2. There has been a decrease in the number of A and B grades from 2014 and this is an area for highlighted improvement.

For the Research Project we had 99% of students successfully complete the research project improving on the 98% from 2014. We will to continue to work on attaining 100% completion in 2016.


**Surveys**

2015 saw us use the ACARA survey’s for the Parent / Student / Staff Opinion data for the second time. We will now be able to compare and analyse areas for development. This is an important aspect of our work in 2016. The key to reading the graphs is based on the following and it is pleasing to note that in all areas we have scored well.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

The areas we will particularly examine in 2016 include any areas where there is a discrepancy between parent/student/teacher opinion or any areas that have declined between 2014 and 2015.

**Parent Opinion Survey Results**

Overall the results from the Parent Opinion Survey are very pleasing with the majority of parent responses being very positive.

On average positive responses scored above 75% in agree or strongly agree which is an overall 2% improvement from 2014.

The average rating ranges from 3.7 to 4.3.

We will focus on the lower response areas and seek to find ways to improve these areas by seeking more in-depth feedback from parents.
The student survey results are less positive and show a number of areas for further investigation through student forums and better communication between teachers and students. This is an area of focus that was also identified through the External Review and is a major area of work for 2016.

Staff responses are positive again with 88% of responses being in the agree/strongly agree area although there are a few areas needing investigation. Again we will focus where there is variation with other results.
Additional Australian Government requirements

TEACHING ATTENDANCE
Teaching staff attendance was 94.68% (which was almost the same as in 2014 - variation of only 0.52%) and given the significant health and family issues facing a number of staff members, must be considered as excellent. Of the 71.35 teaching staff who were employed for more than one term during 2015 the average absences taken as sick leave was 5.32 % of total working days which has remained quite constant since 2010.

TEACHER RETENTION
At the end of 2015 from our total of 71.35 FTE teaching staff we farewelled four retirees and several contract teachers/SSOs.

TEACHER QUALIFICATIONS
All teachers at Aberfoyle Park High School hold appropriate qualifications for teacher registration in South Australia. Many hold two or more qualifications in various fields including Gifted and Talented education. In addition we have 33 Step 9 teachers and one teacher who has successfully completed Highly Accomplished teacher accreditation.

Workforce Composition
In 2015 the APHS leadership structure consisted of the following positions:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Liz Mead</th>
<th>Deputy Principal</th>
<th>Greg Rolton</th>
<th>Director Middle School Band B5</th>
<th>Jenny Johns</th>
<th>Director Senior School Band B5</th>
<th>Warren Eaton</th>
<th>Business Manager</th>
<th>Carolyn Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal Pathways</td>
<td>Dale Hoffman</td>
<td>Assistant Principal SMART</td>
<td>Russell Johns</td>
<td>Senior Leader 2 Timetable</td>
<td>Maurice Akele</td>
<td>Coordinator Arts</td>
<td>Vicki Holland</td>
<td>Senior Leader 2 English &amp; Ignite</td>
<td>Janine Easton</td>
</tr>
<tr>
<td>Coordinator Library</td>
<td>Julie Morgan</td>
<td>Coordinator HPE</td>
<td>Richard Garrett</td>
<td>Coordinator Math/ Science</td>
<td>Kate Berry</td>
<td>Senior Leader 2 HASS &amp; Ignite</td>
<td>Claire Forsyth</td>
<td>Coordinator SACE</td>
<td>Brian Stratfold</td>
</tr>
<tr>
<td>Coordinator Counsellor</td>
<td>Leigh Charlesworth</td>
<td>Coordinator Counsellor</td>
<td>Carol Davey</td>
<td>Coordinator Learning Support/ FLO</td>
<td>Sally Wilson</td>
<td>Middle School Team</td>
<td></td>
<td>Senior School Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Claire Forsyth- Barrassi House</td>
<td></td>
<td>David Konstantinoff</td>
<td>Yr 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dale Hoffman- Fraser &amp; Freeman House</td>
<td></td>
<td>Nina Mlynowskyj</td>
<td>Yr 12</td>
</tr>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Jo Jaensch- Moneghetti</td>
<td></td>
<td>Brian Stratfold</td>
<td>Yr 11/ 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Richard Garrett - Thorpe House</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Janine Easton- Bradman House</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance Officer</td>
<td>Che Porter</td>
<td>Front Office Manager</td>
<td>Sally Richardson</td>
<td>ICT Manager</td>
<td>Ian Rollings</td>
<td>Lab Manager</td>
<td>Joff Sander</td>
<td>Ignore Executive Team</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Jenny Johns</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Janine Easton</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Claire Forsyth</td>
<td></td>
</tr>
</tbody>
</table>

In total APHS had 70.7 FTE teachers and 618.5 SSO hours or 16.49 FTE SSOs.
**Funding Sources: Income**

**Grants: Commonwealth**
- Better Schools $37,637.43
- Mentoring Grant $3,000.00
- APAS $7,369.01
- Work Shadowing $3,000.00
- National School Chaplaincy $15,000.00
- ANZAC Centenary Commemorative $909.09

**Grants: Whole School**
- 7/8 Maths PD Program $2,200.00
- Advanced Tech Industry Pathways $35,192.26
- ICAN Case Management $12,000.00

**Grants: Non-Government/Industry**
- National Science Week $2,269.12
- Concept 2 Creation $1,115.45

**Expenditure and Teacher participation in Professional Learning**
- RES Contribution $4,494.15
- APHS Budget Lines $33,276.37
- 7/8 Maths PD Program $2,200.00
- Advanced Tech Grant $4,210.00
- Concept 2 Creation $388.18

**TOTAL T&D Budget for 2015** $44,568.70

Child Protection Program $5,952.98
<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>PTD Posting</th>
<th>YTD Posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-CCG-6156</td>
<td>GRANTS CURRICULUM - REVENUE</td>
<td>0.00</td>
<td>39,660.83</td>
</tr>
<tr>
<td>R-12G-6170</td>
<td>STAFF - SALARY CONVERSION</td>
<td>0.00</td>
<td>97,152.26</td>
</tr>
<tr>
<td>R-22F-6195</td>
<td>GRANTS: FACILITIES</td>
<td>0.00</td>
<td>576.56</td>
</tr>
<tr>
<td>R-22G-6142</td>
<td>GRANTS - OTHER DEPT</td>
<td>0.00</td>
<td>10,506.69</td>
</tr>
<tr>
<td>R-23G-6195</td>
<td>GRANTS - OTHER DEPT</td>
<td>0.00</td>
<td>1,050.00</td>
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<tr>
<td>R-33K-6124</td>
<td>BETTER SCHOOLS GRANT</td>
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<tr>
<td>R-33K-6196</td>
<td>BUILDING &amp; MAINT FUNDS 2014/15</td>
<td>0.00</td>
<td>150,690.00</td>
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<td>R-22G-6173</td>
<td>PC - SCHOOL CARD SURPLUS</td>
<td>0.00</td>
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**GLOBAL BUDGET REVENUE**

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**PARENT CONTRIBUTION REVENUE**

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## General Ledger Profit and Loss for Prior Year, period 13

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**Total for Suppliers and Services**

- **Total for Global Budget Expenses**
  - **Total for Global Budget Expenses**
    - **Total for Global Budget Expenses**
      - **Total for Global Budget Expenses**

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81
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Total for FACILITIES AND UTILITIES EXPENSES: 18,035.14 364,762.15

### FINANCIAL EXPENSES

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Total for FINANCIAL EXPENSES: 0.00 4,006.22

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Total for EMPLOYER EXPENSES: 10,800.00 252,672.39

### OTHER OPERATING EXPENSES

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Total for OTHER OPERATING EXPENSES: (2,975.00) 142,396.94

### PARENT CONTRIBUTION EXPENSES

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Total for PARENT CONTRIBUTION EXPENSES: 0.00 175,756.24

### Surplus or (Deficit) funds

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Total Expenses: 113,144.10 11,941,708.69

Surplus or (Deficit) funds: (114,554.93) 306,907.95
## Balance Sheet as at 31 December 2015 – Period 13

### Assets

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<th>Description</th>
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<td>Cash</td>
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<td>Receivables</td>
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<td>Investments</td>
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### Liabilities

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### Other Liabilities (CURRENT)

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83
Respect, Care & Compassion, Honesty