

School Excellence Plan 2023-2026

Abbotsford Public School 1001



School vision and context

School vision statement

All students at Abbotsford Public School will 'discover the world around them and understand the world within them.'

To achieve this vision we believe that:

- all students have the right to learn and the responsibility to take an active role in their learning, to reach their potential
- engagement enhances learning
- high expectations and an appropriate level of challenge enhance learning
- quality teaching is central to student learning
- evidence-based collaborative decision making supports learning
- critical reflection and continuous improvement promote excellence
- effort, progress and achievement need to be acknowledged and celebrated
- principles of equity and 'a fair go for all' need to guide our actions and school goals
- supportive home-school partnerships are based on transparency, honesty and mutual respect

Our students will be prepared for rewarded lives as engaged citizens in a complex and dynamic society.

School context

Abbotsford Public School, located on a peninsula framed by the Parramatta River in Sydney's inner west, continues to provide quality education and foster a strong sense of community.

The school is recognised for its commitment to delivering high-quality educational programs, comprehensive sporting opportunities, and initiatives that prioritise the well-being of its diverse community. With 17 classes, the school offers specialist programs supported by a teacher librarian, an English as an Additional Language/Dialect (EAL/D) teacher, a Learning and Support teacher, and an Italian Community Language program. Additionally, the Assistant Principal, Curriculum and Instruction (AP, C&I) plays a pivotal role in enhancing professional practice through evidence-based strategies such as collaboration, mentoring, and reflective teaching.

Abbotsford Public School actively promotes equity and diversity within its community. The school is committed to establishing cultural safety and fostering an inclusive environment where all students feel valued and supported. By celebrating diversity, the school ensures that every student has the opportunity to thrive academically, socially, and emotionally. From an Indigenous perspective, this work deepens the school community's understanding of identity, connection to land, and storytelling.

The Abbotsford Community Centre's aftercare service supports up to 150 students daily. Managed by a full-time director and educational team, this service is enriched by former Abbotsford students who return as staff after completing high school. Their involvement underscores the school's role as a place of belonging and continuity for its community.

The Parents and Citizens (P&C) association actively supports the school through fundraising initiatives that enhance teaching resources and organize events that strengthen community bonds. The P&C also facilitates a wide range of after-school activities led by parents and external providers. The P&C is pivotal in developing a sense of community, a significant feature of the school.

Abbotsford Public School encourages students to excel through extracurricular opportunities across the curriculum. The school promotes an environment where children take ownership of their learning by setting goals and celebrating achievements. Initiatives such as *Learning in Action* feedback sessions involve parents in this process, fostering collaboration between families and educators.

A culture of high expectations drives the school's approach to monitoring student achievement data. Regular analysis informs resource allocation to ensure maximum impact on student improvement. This data-driven approach identifies areas for growth while celebrating successes across the whole school community. Collaborative efforts among staff aim to create shared accountability for achieving best practices in teaching and learning.

The leadership team strategically deploys staff expertise to meet student needs while using data to evaluate management processes. By cultivating an environment of shared

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School context

responsibility and continuous improvement, Abbotsford Public School remains committed to providing an exceptional educational experience for all students.

Strategic Direction 1: Student growth and attainment

Purpose

In order for young people to develop a strong foundation in literacy and numeracy, we will build strong foundations in reading and numeracy through the use of evidence based teaching practices, that are responsive to the learning needs of students..

Improvement measures

Improved reading outcomes

A whole school approach to the teaching of reading is consistently implemented and reflected in teaching and learning programs

Achieve by year: 2027

- To achieve an uplift of 15 points in year 5 NAPLAN reading mean scaled score by 2027.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 10 points in NAPLAN numeracy mean scaled score by 2027.

Initiatives

Fostering learning

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. The school leadership team demonstrate educational expertise to lead teaching and learning. Effective methods are identified, promoted and modelled, resulting in sustained and measurable whole school improvement.

- Foster a high performance culture and strong relational trust enabling professional growth and a collaborative feedback culture
- Adopt a coherent, inclusive school-wide approach to deepening teacher understanding of cognitive load theory and explicit teaching practice
- Embed consistent, explicit and evidence-based literacy and numeracy teaching practices
- Establish school-wide practices to collect systematic and reliable assessment information to evaluate student learning over time
- Responsively program and implement changes in teaching that lead to measurable improvement
- Collaborate with the school community to use student progress and achievement data to identify strategic priorities

Success criteria for this strategic direction

- The leadership team maintain a focus on distributed educational leadership to support collective efficacy and aspiration (Educational Leadership - Leading teaching and learning)
- Teacher capacity is built to ensure every student experiences high quality teaching (Professional standards - Improvement of practice)
- Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students (Effective classroom practice - Explicit teaching)
- Teachers clearly understand, develop and apply a full range of formative and summative assessment strategies to facilitate reflective analysis of teaching effectiveness (Data skills and use - Data use in teaching)
- Teachers analyse, interpret and extrapolate student data and collaboratively use this to inform planning, identify interventions and modify teaching practice (Data skills and use - Data literacy)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students (Learning culture - High expectations)

Evaluation plan for this strategic direction

Q - To what extent are teachers employing explicit teaching strategies and effectively using student data to inform differentiated teaching and learning to improve student outcomes in reading and numeracy?

D - NAPLAN, Check in, Teaching and Learning programs, audit of assessments and assessment practices, student work samples, classroom observations, professional learning plans with staff evaluation

A - Analysis will be embedded within initiatives through progress and implementation monitoring

I - Implications will inform future actions and focused

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

professional learning

Strategic Direction 2: Student Empowerment-Fostering Wellbeing and Engagement

Purpose

In order to increase student engagement and achievement we will focus on a holistic, evidence-based approach to wellbeing that is strengths-based, preventative and focuses on early intervention.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 92.39 % in 2023 to 93.49% by 2027.

Initiatives

Fostering Wellbeing and Engagement

Every student is recognised as the leader of their own learning and are equipped with the skills, support, and resources to construct their learning pathway.

- Implement cohesive, K-6 evidence-based school practices to strengthen students' cognitive, physical, social, emotional, and spiritual development utilising a Real Schools approach.
- Development of social-emotional understanding. Expand students' knowledge and articulation of the language that describes their emotions so that they are best able to identify personal needs.
- Teachers undertake high impact professional learning to develop the skills and knowledge to support students with diverse needs, with an emphasis on neurodiversity and trauma.
- Wellbeing Team continues to monitor students' well-being and engagement, including attendance and Life Skills Go check-in data.
- Continued review and improvement of PLaSP processes in order to reflect student strengths, needs and celebrate progress over time.

Success criteria for this strategic direction

Success Criteria

- All staff participates in Real Schools professional learning and evidence of strategies being utilised in classrooms., including evidence of restorative circles (SEF- Effective Classroom Practice)
- Students can articulate their strengths and how they support their learning, leading to increased educational outcomes and engagement (The Wellbeing Framework)
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing and a sense of belonging to ensure optimum conditions for student learning across the whole school. (NPSS survey. SEF - Learning - Wellbeing - Behaviour.
- Teachers demonstrate increased expertise in inclusive teaching that increases student well-being and engagement (SEF- Effective Classroom Practice)
- Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning and share expected outcomes. (SEF - Learning - Curriculum - Differentiation.)
- Evidence of uplift of school attendance data and identified at-risk students attend school more regularly, increasing engagement and wellbeing (SEF -Wellbeing)
- Monitoring, analysis, and evaluation of student behaviour, well-being, learning, and engagement are undertaken by the Wellbeing Team in conjunction with all staff, to safeguard students. (SEF Wellbeing. NPSS Student survey)
- Evaluation of the funding provided by the Commonwealth 's Student Wellbeing Boost. indicates an impact on mental health and wellbeing.. (SEF -Wellbeing, NPSS Student Surevy)

Strategic Direction 2: Student Empowerment-Fostering Wellbeing and Engagement

Evaluation plan for this strategic direction

Q - To what extent have we achieved our purpose and can demonstrate the impact of a whole school approach to ensuring student wellbeing and student agency leads to student empowerment ?

D - Audit of teaching and learning programs, TTFM data, Attendance data, Sentral Wellbeing data, Student/Parent feedback, documentation from Wellbeing Team meetings, focus groups with students, three-way learning conferences

A - Analysis will be embedded within initiatives through progress and implementation monitoring

I - Implications will inform future actions, focused professional learning, opportunities for student-led initiatives within local community etc