

# 2024 Annual Report

## Abbotsford Public School



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# Introduction

The Annual Report for 2024 is provided to the community of Abbotsford Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School background

### School vision

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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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..

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Fostering learning

### Resources allocated to this strategic direction

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Integration funding support  
AP Curriculum & Instruction  
English language proficiency  
Low level adjustment for disability  
Aboriginal background  
New Arrivals Program  
Socio-economic background  
QTSS release  
Beginning teacher support  
Per capita  
Professional learning  
Small group tuition (SGT)

### Summary of progress

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In reading, the implementation of the new English syllabus featured significantly in our work in Strategic Direction 1 this year. Executive staff and classroom teachers worked shoulder to shoulder in contextualising the English units of work provided by the department. Teachers undertook professional learning and participated in collaborative planning to ensure all students were presented with explicit, evidence-based instruction across all areas of English. Teachers shared resources and worked to develop a consistent model for Component A teaching practices, observing each other's practice and refining instruction over time to promote deep learning for students.

The collection and effective use of student data has been a focus, and the Strategic Direction 1 assessment team has been working to develop a school-wide system to track and monitor student achievement longitudinally, K-6. The AP, C&I has worked with stage teams to develop A-E rubrics for all English outcomes and K-6 mid and end-year expectations for English outcomes to support teachers in making on-balance judgements of student achievement that are informed by assessment data, student work samples and teacher observations. This will continue to be a focus in 2025, ensuring the rubrics and expectations match the curriculum content as units of work continue to be contextualised. The introduction of Dibels comprehension benchmarking and oral reading fluency passages will also provide an additional layer of school-based data to monitor and analyse student progress in English over time.

In numeracy, the implementation of the new Mathematics syllabus featured significantly in our work in Strategic Direction 1 this year. Differentiation informed by student-data has been a K-6 focus, as teachers initially found the units of work provided by the department required a significant amount of contextualising to ensure students were presented with adequately challenging tasks and opportunities to develop deep understanding of concepts. Teachers undertook professional learning around place value and number sense, and are in the process of reviewing assessment practices in mathematics K-6. As with reading, the AP, C&I has worked to develop A-E rubrics for all Mathematics outcomes and K-6 mid- and end-year expectations for all Mathematics outcomes to support teachers in making on-balance judgements of student learning.

The school underwent Curriculum and Policy Monitoring in 2024 with Stage 1 Mathematics the designated curriculum area of focus. The school received positive feedback on the planning and tracking processes in place for Stage 1, and rolling these out across the school will be a focus in 2025.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Improved reading outcomes</b>  • An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.	The Check-In Assessment mean scaled score in reading has decreased by 0.7 points in Year 3 and increased by 4.3 in Year 5.
<b>Improved numeracy outcomes</b> • An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.	The Check-In Assessment mean scaled score in numeracy has decreased by 26.9 points in Year 3 and decreased by 13.4 points in Year 5.

## Strategic Direction 2: Student Empowerment-Fostering Wellbeing and Engagement

### Purpose

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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.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Fostering Wellbeing and Engagement

### Resources allocated to this strategic direction

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Professional learning

Integration funding support

Low level adjustment for disability

QTSS release

### Summary of progress

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This year, a key focus of Strategic Direction 2 has been the refinement of school procedures in alignment with the Department of Education's attendance policy. A thorough review of local procedures led to enhancements in our School Bytes processes and a clearer delineation of responsibilities between administrative and teaching staff. Administrative personnel have taken the lead in managing Extended Leave and daily absences, ensuring that attendance records are both streamlined and accurate.

To underscore the importance of attendance, we have improved our communication strategies, sending information to families twice each term via the school newsletter. The Deputy Principal has monitored attendance in collaboration with the Home School Liaison Officer (HSLO) and has facilitated the timely completion of Part Day Exemption forms to maintain precise roll marking.

To encourage better attendance, we introduced Attendance Hero awards on a class basis, aimed at increasing the percentage of explained absences each week. Awards are presented to classes who have 100% explained absences and are highlighted in our school newsletter to keep families informed.

To foster a greater sense of belonging through restorative practices, all staff members have engaged in professional development provided by Real Schools. This included two twilight workshops for the entire staff, in-class support days, and ongoing executive team assistance. The Wellbeing Team has received additional training focused on restorative behaviour response planning, while our administrative and School Learning Support Officer (SLSO) teams have undergone targeted professional learning tailored to their specific roles.

A survey conducted through Real Schools indicated that staff feel equipped to utilise priming language, conduct circles, and employ affective statements and interactions to engage students and restore relationships following incidents of harm. Further professional learning is to take place in 2025 to support staff to implement P3 P3 F3 restorative circles (reflection of behaviour by discussing the Past, Present, and Future) and our School Behaviour and support Management Plan and response continuum will be communicated with the whole school community in order to ensure procedures are consistently understood and applied.

Additionally, we have implemented the Life Skills Go platform to support our Real Schools initiatives. This platform enables students to complete an online emotional check-in, offering valuable insights to staff and, when appropriate, to parents and carers about how to assist students who may arrive at school feeling "not ready to learn." Ongoing monitoring, analysis and evaluation of student behaviour and wellbeing are undertaken by the executive and wellbeing team so that responsive planning can occur.

In addition to school wide initiatives, the Wellbeing student leadership team designed a Kindergarten 'Sense of Belonging' survey to better understand students' sense of belonging in their first year of school. Data from this survey indicated students in ES1 feel welcomed at school, enjoying coming to school and have a circle of friends. This data has been used alongside TTFM information to achieve a cross school understanding of students' sense of belonging and will inform planning for 2025.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b> * A whole of school approach is developed for communicating with the school community about the importance of school attendance.	A whole school approach has been developed and communicated with the school community, resulting in 100% attendance explained in 2024.



### Purpose

To build a school culture that is strongly focused on learning and the building of educational aspiration, opportunities to foster collaboration, within the school and the wider community will be advanced.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Fostering Collaborative Communities

### Resources allocated to this strategic direction

Professional learning  
AP Curriculum & Instruction  
QTSS release

### Summary of progress

Our focus has been on building educational aspirations and creating meaningful opportunities for collaboration within our school and wider community. By fostering partnerships among students, staff, families and local organisation, our aim has been to inspire a shared vision of success and growth.

#### 1. Development of Collaborative Teaching Protocols:

The leadership team has successfully established and implemented protocols for collaborative teaching practices. This includes the introduction of digital Professional Development Plans (PDP). Co-teaching initiatives have been integrated into classrooms, with regular observations occurring to enhance teaching effectiveness. Moderation sessions have been conducted to ensure consistent assessment practices across stages, and disciplined dialogue has become a key feature of staff meetings, fostering a culture of open communication and shared best practices.

#### 2. Cross Stage Collaborative Planning Meetings:

Cross stage collaborative planning meetings have been embedded into the school timetable led by the APC&I, with participation from teachers across grades. These meetings have leveraged collective strengths and have deepened staff understanding of curriculum objectives and student needs. Feedback from participants indicates that the meetings have contributed to more cohesive teaching strategies and have improved alignment in curriculum delivery, thereby benefiting student learning outcomes.

#### 3. Establishment of Professional Learning Leadership Roles and Mentorship Programs:

The mentorship program is being continuously evaluated to ensure it meets the evolving needs of staff.

#### 4. Formation of Professional Learning Communities:

Professional Learning Communities (PLCs) have been established in line with each Strategic Direction from the SIP. These teams have facilitated ongoing communication and collaboration among teachers, enabling the sharing of resources and strategies. Participation in the PLCs has increased, with teachers reporting greater engagement and opportunities for meeting goals. The school is monitoring the effectiveness of these communities and is planning to provide additional training to maximise their potential.

The initiatives outlined in the School Improvement Plan are showing positive progress, with collaborative practices becoming more embedded in the school culture. Continuous feedback and data collection will guide future enhancements to ensure that teaching practices remain aligned with the NSW Department of Education's standards and ultimately improve student outcomes.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$24,535.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Abbotsford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Fostering learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This targeted financial support has enabled the employment of a specialist teacher dedicated to providing intensive English language support. This has enabled the school to address the unique needs of newly arrived students, fostering their linguistic development and equipping them with the essential skills to participate successfully in their academic journey. By focusing on language proficiency, the program not only facilitated smoother integration into the school environment but also set a solid foundation for targeted students to excel in their educational pursuits, breaking down language barriers and fostering a more inclusive and supportive learning environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to utilise NAP funding to provide intensive English language support for newly arrived students in 2025.</p>
<p>Integration funding support</p> <p>\$390,134.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Abbotsford Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Fostering learning</li> <li>• Fostering Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school's Learning and Support team meets weekly to identify and support the needs of students across the school, including those who receive IFS funding. According to the schools' NCDD data 19% of the school require either supplementary or substantial adjustments. The measures taken to support those on IFS funding, support all students across the school.</p> <p>Students with integration funding support have had individualised learning plans (PLaSPs) developed in collaboration and consultation with all key stakeholders. There has been frequent goal setting, implementation monitoring and evaluation meetings and check ins with all parties that support the learning of specific students working cooperatively in support of negotiated targets for individual students.</p>

<p>Integration funding support</p> <p>\$390,134.00</p>	<p>The Learning and Support Team has worked to ensure teachers are supported to provide differentiation of learning to support the agreed adjustments and accommodations so that specific students can access the teaching and learning curriculum.</p> <p>Support has been provided to develop the skills and knowledge of SLSO in supporting neurodiverse students. The Learning and Support teacher meets weekly with the SLSO team to identify and support the needs of students across the school including those who receive IFS funding.</p> <p>School Learning Support Officers are highly skilled at the school and the acronym SLSO, does not indicate the value of their role. In 2024 the school, in consultation with SLSO, changed their name to educators to better reflect the role they undertake within the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The Learning and Support Team will continue to allocate and organise integration funding support to provide continued adjustments and accommodation to support student learning. Refinements will be made to the PLaSP format. There will be rationalising of the PLaSP and Adjustment Plan process, with students receiving IFS funding to receive a PLaSP. Students who require supplementary or substantive adjustments according to the NCDD definition will have an Adjustment Plan.</p>
<p>Socio-economic background</p> <p>\$12,609.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Abbotsford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Fostering learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>All students have had an inclusive and equitable educational experience throughout 2024 and felt known, valued, and cared for. All students have had equitable access to learning experiences regardless of socio-economic disadvantage. All students have had access to the resources and equipment required throughout the school year.</p> <p>Additionally, the P&amp;C contributes \$4000 per year to ensure that families in need are supported. In 2023, the P&amp;C provided financial support to families negotiating complex family need and allocated additional canteen items and uniforms on a needs basis.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue to identify the needs of our students and ensure that they all have equitable access to educational experiences and engage in all aspects of school life.</p> <p>Continue to support families in accessing outside agencies when the need arises.</p>
<p>Aboriginal background</p> <p>\$5,567.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Abbotsford Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Fostering learning</li> </ul>

<p>Aboriginal background</p> <p>\$5,567.15</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• employment of Indigenous elder to support Aboriginal students in developing an understanding of culture</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Reviewed personalised plans document and process for First Nations students to increase family consultation and cultural relevance.  Further embedded cultural awareness and First Nations education within teaching and learning programs in an authentic manner embedding into new K-2 Iltearcy curriculum.  Students have developed an understanding of culture, family, and heritage after being guided by an elder, gaining insight into the rich traditions, values, and stories that shape their identity and community.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The school will continue to fund staffing release to support the development and implementation of Personalised Learning Pathways and provide greater opportunities for community consultation and engagement, to support the development of cultural competency..  Support parents to establish an Aboriginal Education Consultative Group (AECG) by fostering collaboration with local Aboriginal communities, families, and Elders, ensuring active participation in decision-making processes and promoting cultural affirmation and empowerment.</p>
<p>English language proficiency</p> <p>\$72,360.95</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Abbotsford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Fostering learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The English language proficiency funding received by Abbotsford PS has used to employ a three-day-a-week teaching position, which has additionally been supplemented by New Arrival Program funding.  The teacher has been effectively deployed to enhance EAL/D support within classrooms through differentiation strategies, support the addition of coteaching programs to offer intensive assistance to all EAL/D students, and the provision of small group withdrawal sessions for those at developing and emerging proficiency levels.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to develop, implement, and monitor programs, practices, and procedures that support specific staff to work with EAL/D students so that they can access all teaching and learning and feel supported in their learning.  Reporting to parents will comply with the EAL/D Learning Progression (phases), the mandatory framework for reporting English language proficiency in school reports. The school will update its policies to include Interpreter- assisted meetings to discuss language progress.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$173,507.59</p>	<p>students at Abbotsford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Fostering learning</li> <li>• Fostering Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with evidence-based interventions, based on the principles of MulitLit and MacqLit, to increase learning outcomes</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• employment of LaST and interventionist teacher</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of an Occupational Therapist to screen all Kindergarten students and provide guidance around intervention programs for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Low-level adjustment for disability funding has been effectively utilised to support targeted students through various evidence-based interventions. Collaborative teaching programs have been modified to meet the range of needs for students with a disability, with an increased number of students receiving regular targeted intervention for literacy and numeracy. The school supports families, in particular those on NDIS funding, to have therapy support at school. The classroom teacher and SLSO look to integrate elements of the therapy programs into classroom routines so as to maximise the benefit to the student. The Wellbeing Team and principal liaise with therapists to ensure that therapy aligns with student needs and that teachers are provided with feedback after each school session.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The school intends to continue effectively utilising funding by prioritising evidence-based interventions, employing specialised staff such as Student Learning Support Officers and learning support teachers, and investing in additional resources to ensure ongoing support and improvement for students with diverse learning needs. The school looks to form a partnership with a team of occupational therapists, who will conduct action research within the school throughout 2025 to upskill teachers and provide global supports for students across the school in the areas of executive function, emotional regulation and fine/gross motor.</p>
<p>Professional learning</p> <p>\$30,567.04</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional learning for teachers and school staff procedures at Abbotsford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Fostering learning</li> <li>• Fostering Wellbeing and Engagement</li> <li>• Fostering Collaborative Communities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning and collaborative planning sessions</li> <li>• teacher relief for staff engaging in professional learning</li> <li>• presentations by suitable and qualified facilitators, including the school's</li> </ul>



<p>Professional learning</p> <p>\$30,567.04</p>	<p>Real Schools facilitator, first aid training and Dr Phil Lambert, Director of Phil Lambert Consulting &amp; Adjunct Professor at the University of Sydney.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> The development of the APS assessment and reporting procedures for mathematics, prioritising on-balance judgments of student learning informed by teacher observations, student work samples and assessment data. Teachers have been given collaborative planning time to work with the AP,C&amp;I to facilitate the implementation of the new English and mathematics units of work. Evidence indicates most classrooms are now implementing elements of restorative practices including check-in circles, effective statements and effective interactions. Members of the executive team are now using a P3P3F3 restorative approach to support students through moments of conflict. This structured mediation process is supporting students to resolve conflict and foster accountability.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A consistent school-wide implementation of assessment and reporting procedures, across all Key Learning Areas. Prioritise sustained implementation of Real Schools' restorative frameworks by empowering teachers to collaboratively lead and implement whole-school agreed practices.</p>
<p>QTSS release</p> <p>\$91,621.15</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Abbotsford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Fostering learning</li> <li>• Fostering Wellbeing and Engagement</li> <li>• Fostering Collaborative Communities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant principals received additional release time to support classroom programs, enabling them to work closely with teachers to refine instructional strategies and offer targeted guidance. Collaborative practice has been instrumental in fostering a culture of shared responsibility and continuous improvement within the school. By modeling strategies, offering tailored resources, and analysing student data collaboratively, they have empowered teachers to design learning experiences that are accessible and challenging for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The next steps will focus on further embedding the benefits of the QTSS allocation to sustain high-quality teaching and professional growth. Additional professional learning will be provided to support staff in effectively engaging with feedback and applying evidence-based strategies in their classrooms. Assistant principals will be supported in using their release time strategically to mentor teachers, strengthen classroom programs, and drive instructional improvements. We will also explore ways to enhance collaboration through structured planning sessions and data informed discussions.</p>
<p>Small group tuition (SGT)</p> <p>\$13,023.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Abbotsford Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p>

<p>Small group tuition (SGT)</p> <p>\$13,023.00</p>	<ul style="list-style-type: none"><li>• Fostering learning</li></ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"><li>• providing intensive small group tuition for identified students who were identified by educators as benefiting from targeted, relationship-driven interventions to accelerate progress</li></ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>All identified students have achieved progress towards their personal learning goals in literacy as a result of the Small Group Tuition funding, which can be seen in their improved exit results from Minilit and Multilit. Enhanced communication with parents and members of the local community who volunteer to help with the program. The development of a sense of social cohesion and well-being amongst the many retirees who assist.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Attracting more volunteers to the Multilit program so that the program can be provided to the increased group of students who would benefit from the assistance.</p> <p>Monitor exiting 2024 Multilit students to ascertain retention rates over time.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	252	233	214	205
Girls	257	241	206	189

### Student attendance profile

School				
Year	2021	2022	2023	2024
K	94.9	91.5	92.7	92.8
1	93.8	89.5	93.9	93.0
2	94.5	87.6	91.6	92.1
3	94.8	90.8	91.2	92.9
4	94.5	88.9	91.3	88.8
5	93.8	90.5	92.5	90.4
6	94.6	86.9	93.4	92.9
All Years	94.4	89.3	92.4	92.0
State DoE				
Year	2021	2022	2023	2024
K	92.8	87.9	91.1	91.0
1	92.7	87.4	90.5	90.2
2	92.6	87.8	90.8	90.3
3	92.7	87.6	90.9	90.3
4	92.5	87.4	90.6	90.1
5	92.1	87.2	90.3	89.6
6	91.5	86.3	89.8	89.1
All Years	92.4	87.4	90.6	90.0

### Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.



Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023/2024, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families was still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	13.08
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.82
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2024 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	3.30%
Teachers	3.30%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes six student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 <b>Actual</b> (\$)
<b>Opening Balance</b>	484,284.12
<b>Revenue</b>	5,327,499.66
Appropriation	4,907,938.70
Sale of Goods and Services	5,324.00
Grants and contributions	391,856.60
Investment income	21,980.36
Other revenue	400.00
<b>Expenses</b>	-5,530,669.38
Employee related	-4,878,466.70
Operating expenses	-652,202.68
<b>Surplus / deficit for the year</b>	-203,169.72
<b>Closing Balance</b>	281,114.40

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2024 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	308,630
<b>Equity Total</b>	264,045
Equity - Aboriginal	5,567
Equity - Socio-economic	12,609
Equity - Language	72,361
Equity - Disability	173,508
<b>Base Total</b>	3,301,644
Base - Per Capita	72,144
Base - Location	0
Base - Other	3,229,500
<b>Other Total</b>	818,594
<b>Grand Total</b>	4,692,913

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The school uses several means to gauge parents' satisfaction in the community. The TTFM is one linear form of data collection which is then triangulated with the attendance of parents at school and community events, involvement in school activities such as Mini and Multilit, support of the library, involvement with the P&C and its many committees, and utilising parents' skill sets in school activities.

An increased number of parents are participating on-site to assist with students' reading in Kindergarten, and open classrooms are held each term to enhance communication between school staff and parents, resulting in a strengthened school partnership measure. According to the Tell Them From Me survey, there has been a notable rise in parents feeling welcomed at the school, along with a significant increase in the number of parents receiving information through online platforms, newsletters, reports, open classrooms, and parent-teacher interviews. Parental engagement in supporting their child's learning at home has also grown, thanks to our APC&I offering workshops aimed at equipping parents with skills to foster literacy development at home. The measure of school support for learning has improved, reflecting clear and consistent expectations for student learning and behaviour. The implementation of a specialist teacher to deliver Personal Development and Health programs from the Department of Education across K-6 classes has contributed to enhanced school safety, creating fair and supportive learning environments that enable students to reach their full potential. The school continues to receive high ratings for inclusion, demonstrating a commitment to providing equal access to opportunities for all students.

A survey conducted by the P&C regarding their involvement in school activities has yielded valuable insights into community engagement and support. An overwhelming 88% of respondents expressed that election fundraising is an effective means of supporting the school's fundraising efforts, enabling the P&C to provide essential resources. The community showed strong appreciation for initiatives such as Father's Day and Mother's Day stalls, which contribute to fostering a sense of community. Events like the Colour Run were highlighted as popular community-building exercises.

Feedback in relation to communication, indicates the school's use of Schoolbytes was deemed highly effective, with Seesaw receiving a lower but positive response. Just over half of the respondents reported reading the school newsletter regularly. Overall, the survey results indicate a high level of satisfaction within the community regarding the P&C's role and its involvement in various community activities in support of the school.

Over the past year, our school has embraced a restorative approach to resolving student conflict through our partnership with Real Schools, focusing on fostering emotional awareness and understanding. By integrating restorative practices such as check-in and learning circles, we have created a supportive environment that encourages open communication, strengthens relationships, and builds a sense of community. These initiatives have empowered students to express themselves constructively and collaboratively address challenges and conflict. Recorded behaviour incidents have decreased compared to this time last year, reflecting the positive impact of these practices. Feedback from staff highlights that these processes align with their values and beliefs around how to work best with young people. Student feedback includes an increased understanding of the impact their behaviour has on others and a feeling of empowerment as they become active contributors in decision making. These factors have led to an inclusive and emotionally supportive school culture this past year.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.