

2021 Annual Report

Abbotsford Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Message from the principal

2021, has proven to be a year in which we have had to draw upon internal reserves of resilience and fortitude. As the impact of the pandemic continued to have an impact on our lives, the dynamic and rhythm of our school has changed to accommodate the constraints placed upon us by cohorting and other mitigating measures.

Despite the many challenges that we faced; credit must be given to the families of Abbotsford who worked tirelessly to support their children in engaging with the curriculum whilst at home.

The term, 'I'm just off to Zoom', became part of the lexicon of family communication, as both parents and children, looked to navigate personal work commitments and school studies often with restricted access to devices.

As a community, we became adept at using SeeSaw to communicate and Google classroom to produce and complete work. Students became more independent as they needed to set the pace for their own learning when family work priorities became paramount.

In the midst of managing a changing learning landscape, we were charged with completing an External Validation of the school's processes and systems in relation to teaching and learning at the school.

Despite the formidable task of completing it within a remote learning environment, an evaluation team lead an incisive examination of all aspects of learning within the school. Probing questions were asked according to the Question, Data, Analysis, and Implications QDAI model. Forensic questions were asked about why specific decisions are made about the how and why we teach what we do, and the how do we know it has had an impact.

This process was embraced by all staff members and the Validation determination was agreed upon by all staff. It will now provide a meaningful way forward as we implement the 2021-2025 School Improvement Plan.

The saying goes, 'It takes a village to raise a child' and that has certainly been the case in 2021. All sections of the community have come together to contribute to the development of the fantastic school that is Abbotsford.

Significant credit must be given to the teachers, who throughout remote learning worked tirelessly to make teaching and learning interesting and fostered a sense of wonder and curiosity in what students were doing. They worked from their own bedrooms, they included their family pets to replicate the warmth of the classroom, they sent home flatpack versions of themselves so that students did not disengage from learning.

It has been an honour and a privilege to work with such a dedicated team of professionals, and your children's lives have been enriched by being part of the Abbotsford village working alongside them.

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 is located within the inner west of Sydney and is nestled on a peninsular which is framed by the Parramatta River. With the recent redrawing of school boundaries and the rebuilding of nearby Russell Lea Primary School, our enrolment numbers are relatively stable at 519 students.

Abbotsford Public School has established a reputation for providing quality education, comprehensive sporting programs, and a committed approach to supporting the wellbeing of our diverse school community.

The school currently comprises 21 classes, with specialist programs which include the support of the teacher librarian, specialist music teacher, English as an Additional Language/Dialect, a specialist Learning and Support teacher and a Community Language program in Italian. The school has a QTSS teacher who enhances professional practice by using evidence-based strategies to improve the quality of classroom teaching including collaboration, mentoring and reflective practice.

Abbotsford Public School has established a partnership with Uncle Jimmy Smith, to guide our Aboriginal Education team in building our school community's knowledge and understanding of Aboriginal cultures and histories. We are committed to building a school environment that is culturally safe, and celebrates the oldest living culture of humanity.

Attached to the school is an Aftercare service, which is managed by a fulltime educator team who support up to 150 students each day, before and after school.

The school has a very supportive P&C, which actively fundraise to provide resources to support teaching and learning programs. It also organises events to enhance the community spirit of the school. The P&C support a comprehensive chess program and a flourishing arts program which are run by parents after school.

Extra-curricular opportunities in Sport, Writing, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified attendance as an area to place greater emphasis. We have made significant changes to our collection and analysis of attendance data over the past year. Research indicates that connectedness and a sense of belonging are associated with improved student outcomes. With TTFM survey data showing a decline in students' sense of belonging over the last 3 years we will focus on this in conjunction with attendance. The 'Positive Behaviour for Learning' program will continue to be implemented and evaluated.

The gap analysis of Literacy and Numeracy data indicates the need to focus on: reading (vocabulary specific), viewing and comprehending texts in different media and technologies and on challenging topics, audience and language. Additionally, responding to and composing texts in different media and technologies.

In Numeracy, the focus is on; Measurement and Geometry with emphasis on measuring, recording, comparing and estimating lengths, distances and perimeters in metres, centimetres and millimetres and measures and records of temperatures.

Clear and accurate monitoring and analysis of student achievement data on a regular basis will aim to inform whole school resource allocation for maximum impact and improvement. Continual monitoring of student performance data should determine areas of need and success at a whole school level. The involvement of the whole school community in this process is essential and work across the learning community should be utilised.

The leadership team will deploy staff to make the best use of available expertise to meet the needs of students and use data to evaluate the effectiveness of management processes, and create a culture of shared accountability to achieve organisational best practice.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order for young people to develop a strong foundation in literacy and numeracy, including deep content knowledge and confidence in their ability to learn, all teachers and leaders will be responsive to the changing needs of students and effectively use data to drive practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Growth and Attainment
- Student Agency

Resources allocated to this strategic direction

QTSS release: \$99,672.00

Literacy and numeracy: \$26,276.00

COVID ILSP: \$48,183.00

Low level adjustment for disability: \$127,019.00

English language proficiency: \$57,628.00

Literacy and numeracy intervention: \$44,847.00

Integration funding support: \$156,908.00

Professional learning: \$30,469.00

School support allocation (principal support): \$27,977.00

Socio-economic background: \$13,026.00

Summary of progress

The school undertook External Validation in 2021 and staff invested a significant amount of time and effort engaging in evaluative and reflective analysis, pertaining to Student Growth and Attainment initiatives. In addition, the extended period of remote learning necessitated realignment of school priorities to ensure students, staff and the school community were supported in this unprecedented context.

Building teacher understanding of teaching sprints and implementing the practice across K-6 classrooms was a professional learning priority at the beginning of 2021, led by the school's highly experienced QTSS teacher. A common understanding of Rosenshine's Principles Of Instruction (2012) was established, and all teachers selected a focus principle that formed the basis for an initial teaching sprint with selected students in their classroom. The QTSS teacher facilitated collaborative discussions between teachers with similar goals, modelled best practice instruction for teachers during team-teaching sessions and coached teachers in collecting student data to gather evidence of impact.

Goal setting for both staff and students was another significant professional learning focus at the beginning of the year. A shared understanding of the impact goal setting has on student engagement and achievement was established, then teachers were released to hold 1:1 goal setting conferences with students. Students' goals informed targeted teaching practices and formed the basis of three-way learning conferences involving students, parents/caregivers and teachers. Early work samples from students and staff feedback indicate this process has motivated students to improve.

All teachers were involved in developing the school's External Validation submission, engaging with the QDAI process and School Excellence Framework to collect a wealth of evidence and analysing artefacts of practice. This process took a significant amount of time outside of teacher's regular teaching requirements, and thus professional learning priorities were refocused to ensure external validation was conducted in a thorough and meaningful manner. As a result of all teachers participating in External Validation, a cohesive K-6 vision for future school improvement was established and the need to collaborate more K-6 instead of solely in stage teams was highlighted.

The extended period of remote learning was an obvious barrier of implementation for Student Growth and Attainment initiatives in 2021. The implementation of teaching sprints was unable to proceed as originally planned, and the future directions that were highlighted as a result of External Validation reaffirmed the school's decision to tie in the teaching sprints process to a more streamlined whole school focus on explicit teaching and effective feedback. Next year, all teachers will engage in professional learning related to feedback and classroom observations will be undertaken to establish baseline data related to the type of, and frequency of feedback given during mathematics measurement lessons.

External Validation also highlighted the school-wide need to undertake whole school professional learning to develop

teachers' capacity to analyse, interpret and use student achievement and progress data to inform practice. Throughout 2021, the school executive team undertook extensive professional learning as part of the LEED program, including a module on Use of Data to Inform Practice. An action plan was developed to guide professional learning pertaining to data skills and use, and will be implemented in 2022. It is anticipated that targeted professional learning will be offered to teachers, based on the student data that is collected and needs that are identified moving forward. This will inform the role of QTSS and LAST teachers to support student engagement and achievement in 2022.

Throughout the External Validation process, it has become clear that the school needs more explicit systems in place to collect evidence of process quality and evidence of impact, in relation to School Improvement Plan initiatives.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Reading - Top 2 Bands <ul style="list-style-type: none"> Improvement in the percentage of the students achieving in the top 2 bands to be above the lower bound system negotiated target in Reading of 63.7 % 	<ul style="list-style-type: none"> NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading (54.11%)
Numeracy - Top 2 Bands <ul style="list-style-type: none"> Improvement in the percentage of the students achieving in the top 2 bands to be above the lower bound system negotiated target in Numeracy of 57.3% 	<ul style="list-style-type: none"> NAPLAN scores indicate decrease in the percentage of students in the top two skill bands for numeracy (45.21%).
Expected Growth - Reading	<ul style="list-style-type: none"> The percentage of students achieving expected growth in reading increased to 76.39% indicating achievement above the upper bound target.
Expected Growth - Numeracy	<ul style="list-style-type: none"> The percentage of students achieving expected growth in numeracy decreased to 69.44% indicating achievement of the lower bound target.
Goal Setting <ul style="list-style-type: none"> Staff undertake training on goal setting (personal) 1:1 student teacher conferences K-6 to inform student goal setting 	<ul style="list-style-type: none"> 100% of teachers participated in professional learning and 1:1 student conferences based on the effective goal setting with emphasis on Learning Culture and Student Performance Measures.
Teaching Sprints <ul style="list-style-type: none"> Teaching sprints are being implemented across the school with teachers applying a range of assessment strategies, informing teaching and learning 	<ul style="list-style-type: none"> 100% of teachers have undertaken professional learning to build a shared understanding of teaching sprint format.



On Tuesday 20 October, 2021 our school will participate in External Validation. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated. This External Validation submission was verified by all teaching staff at Abbotsford Public School: Chris Kain, Chris Johnson, Angela Martin, Matt Hill, Shona Thomas, Kate Anderson, Karen Brundell and Claire Hough contributed to collecting and presenting evidence and, since 2018, in their role as PT, provided guidance and support throughout the External Validation process.



Strategic Direction 2: Wellbeing

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.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Behaviour for Learning
- Emotional Wellbeing

Resources allocated to this strategic direction

Professional learning: \$1,602.00

Summary of progress

Throughout 2021, the school has continued to implement a Positive Behaviour for Learning (PBL) whole school framework to promote positive behaviour across the school and to develop a safe and supportive learning environment. The introduction of PBL in 2020 was primarily focused around establishing a shared understanding of playground expectations with an intention to focus on classroom expectations in 2021. At the beginning of 2021, teachers engaged in some professional learning around management to support student engagement in the classroom, and a school-wide audit was conducted to collect baseline data around current behaviour management systems and expectations. Given the school's participation in External Validation throughout 2021 and the extended period of remote learning, the implementation of PBL in classrooms was not completed by the end of 2021 as initially anticipated. When students returned to learning at school in Term 4, there was a clear need to reestablish playground expectations and consolidate the initial learning undertaken in 2020. Data pertaining to behaviour on the playground is collected using the Wellbeing module on Sentral, and analysis of data shows reduced playground incidents across all areas of the playground and age-groups of students. The classroom PBL focus will be a priority for continued implementation in 2022.

Given the return to an extended period of remote learning in 2021, the school's focus on student wellbeing and evidence-based practices to manage anxiety and regulation was a necessary priority in 2021 and will continue to be a necessary focus in 2022. All classes, K-6, used the URStrong Friendology program to explicitly teach students about social skills at the beginning of the year, to support their wellbeing and sense of belonging. In conjunction with Macquarie University, the school participated in a 'Youth Mental Health Screening in Schools' project for students in Years 4-6. Students were surveyed with a variety of questions that looked at students' risk for depression, anxiety, body image issues and ADHD. The school was provided with student results and resources to support families with options for exploring potential risk factors that were identified.

The school had a number of strategies in place to support students and families throughout remote learning in 2021 including regular class Zoom sessions with a wellbeing focus, Specialist staff made regular wellbeing checks on families via phone and Zoom, the school counsellor shared strategies to support students and parents/caregivers while learning from home and the Principal established a 'Wrapped in Learning' program to foster a sense of home-school connectedness through the development of skills and competencies related to 'real life' tasks and play-based learning. Parent and caregiver feedback indicated the school's wide-ranging support had a positive impact on support students and their families through a complex time, and fostered a sense of belonging to the school community. The school will investigate a whole-school evidence based program to target student resilience and emotional wellbeing in 2022.

The school's Wellbeing Team provides ongoing case management for students and families, and continued to operate throughout remote learning. Throughout 2021 the team oversaw the management of Integration Funds for 15 identified students, received new referrals for 28 students in addition to the students already supported with ongoing case management, and 53 students were supported with a Personalised Learning Plan and/or Adjustment Plan. The school makes provisions for a number of allied health specialists to work with students on site during school hours, and regular team meetings are conducted to ensure students are receiving consistent, coordinated support. Parent/caregiver and staff feedback consistently makes note of the school's culture of inclusivity and prioritising of wellbeing.

The school has well established student-led Peer Support and Foster Buddies programs that were able to take place in 2021, in a modified format with a variety of COVID-smart measures in place. Evidence of impact was gathered through student self-reflection surveys and teacher observations, showing that for students K-6 the programs increase students' sense of belonging to the school. Students in Years 5 and 6, who take on a leadership role in both programs, also reported an increased level of resilience and confidence as a result of the programs. Teacher observations reaffirmed

this data.

Throughout the External Validation process, it has become clear that the school needs more explicit systems in place to collect evidence of process quality and evidence of impact, in relation to School Improvement Plan initiatives.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance • Increase the % of students attending school more than 90% of the time, towards the school's lower bound system-negotiated target	• The number of students attending greater than 90% of the time or more has increased to 86.74%., consistent with state-wide attendance data trends
PBL • All staff feel supported through process and procedures to manage behaviours both in class and on the playground .	• Delay in implementing classroom focused PBL initiatives in 2021 have required this work to be postponed to 2022. To date 100% of staff have undertaken professional learning and led classroom activities with students to fulfil the playground facet of this progress measure.
Emotional Wellbeing • All staff collaborate to map students social and emotional competencies.	• 100% of classroom teachers undertake URStrong lessons with students, K-6 • 94% of students in Years 4-6 participated in Youth Mental Health Screening in Schools • 53 students supported with Personalised Learning and Support Plans or Adjustment Plans, updated every 5 weeks in consultation with parents/caregivers and allied health specialists • 15 students receive Integration Funding and SLSO support, working towards identified PLaSP goals



Strategic Direction 3: Positive Partnerships

Purpose

In order to strengthen partnerships based on shared values, trust and mutual respect, the school will establish explicit systems for strengthening the collaboration with stakeholders in the community dealing with contemporary social and environmental issues. There will be an emphasis on expanding our awareness of Aboriginal perspectives; we will respectfully listen and learn from others.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- First Nations Education
- Environmental Sustainability

Resources allocated to this strategic direction

Aboriginal background: \$3,605.00

Summary of progress

Throughout 2021, the school's First Nations Education team has had a continued focus on building a respectful and culturally inclusive understanding of issues pertaining to First Nations Australians within our school community. The team have sought to raise the profile of First Nations cultures, histories and peoples through the school's annual Reconciliation Walk, NAIDOC Week celebrations and promoting Indigenous Literacy Day. All school rooms and buildings have been renamed, using words from the Dharug language and all classes begin the day with an Acknowledgement of Country. The school's Principal and the leader of the First Nations Education team presented a workshop at the 2021 Reconciliation through Education LEAP Conference to showcase the school's reconciliation journey and raise awareness in the wider educational community.

The First Nations team has worked to establish partnerships between stakeholders in our local educational hub - Abbotsford Long Day Care and Abbotsford Community Centre (OOSH), throughout 2021. Students and staff from both organisations have been invited to participate in key events throughout the year. Staff members from both organisations have worked with the school's First Nations team, making a commitment to establish Reconciliation Action Plans (RAPs) in 2022 to encompass the family values of the community.

Early evidence, as collected through the staff survey and staff writing their own acknowledgements of country, indicate the professional learning made possible by the school's partnership with Uncle Jimmy, has shown increased staff knowledge and valuing of Aboriginal perspectives. Further time is needed to collect evidence that measures the impact of professional learning on teaching and learning. 2022 will see the development and implementation of the school's Reconciliation Action Plan (RAP), with a view to sharing the school's work and mentoring other local schools who are looking to establish a RAP.

The school has a number of well-established student-led sustainability programs. Most notably, the Earthlings program involves students K-6 in caring for the school environment, leading the school's recycling and composting programs, and maintaining school vegetable gardens. The teacher leading the program is actively involved in the local council's Sustainable Schools network and has showcased the school's efforts and achievements to other local schools. In addition, families in the local community are encouraged to recycle household waste items including e-waste, oral-care waste and stationery using the school's dedicated recycling bins.

The school's PBL mascot, Gymea Godwit, links the school's behaviour and wellbeing programs to a local environmental issue that is championed by our students and local community. The Bar-tailed Godwit is a celebrated migratory shorebird that features on the Paramatta River. The school has continued to support the council's endeavour for many years, to raise awareness in the local community of the birds and the need to protect their environment along the peninsula. In 2021, students received a Gymea Godwit 'plushie' and all students participated in lessons related to the plight of the godwit and practical ways we play in caring for the local shore line.

The work of the school's First Nations Education team also incorporates a considered sustainability focus. As students learn about First Nations peoples care and respect for Country, learning opportunities also focus on practical ways that students, their families and the school can continue to protect Country by treading lightly on the land.

Throughout 2021 a significant amount of time and school resources have been dedicated to transforming the school's playground, incorporating a more sustainable design. Students, staff and community members have been consulted

throughout the design phase. This valuable resource will allow teachers to incorporate more outdoor learning opportunities, incorporating elements of sustainability more meaningfully into tasks. Solar panels will also be installed in 2022, further maximising the school's natural resources and furthering our school's sustainability efforts.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>First Nations Education</p> <ul style="list-style-type: none"> • Build student, staff and community awareness of issues pertaining to First Nations Education, through community events and embedded First Nations perspectives across curriculum areas 	<ul style="list-style-type: none"> • Staff surveys indicate 100% of staff recognise the importance of embedding First Nations perspectives across curriculum areas. • Parent emails to the school indicate a growing awareness and valuing of issues pertaining to First Nations education amongst stakeholders in the local school community
<p>Environmental Sustainability</p> <ul style="list-style-type: none"> • Evidence of sustainability cross-curriculum priority evidence in programs K-6 	<ul style="list-style-type: none"> • Document analysis of K-6 science learning programs indicate all stages include evidence of sustainability cross-curriculum priority • New school playground designs incorporate sustainable materials and outdoor learning facilities, operational in 2022



2021 Reconciliation Walk

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$156,908.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: 100% of students have made progress towards achieving identified PLASP goals. Classroom teachers, supported by the LaST, have reviewed student plans every 5 weeks to monitor student progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further professional learning for all teachers around differentiation and quality feedback, to further support progress of students receiving integration funding and achievement of identified literacy/numeracy targets.</p>
<p>Socio-economic background</p> <p>\$13,026.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy withdrawal groups and team teaching, to support identified students with additional needs <p>The allocation of this funding has resulted in: Increased average NAPLAN scores for students in SES Quarter 2 across Year 3 and 5 numeracy and reading between 2019-2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Parent-caregiver education sessions to engage community members in best-practice reading and numeracy activities that can support the home-school partnership.</p>
<p>Aboriginal background</p> <p>\$3,605.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • First Nations Education

<p>Aboriginal background</p> <p>\$3,605.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school resources embedding local language • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: Increased community awareness and engagement with issues pertaining to First Nations histories, culture and educational issues.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implementation of the Reconciliation Action Plan, supported by further professional learning for staff.</p>
<p>English language proficiency</p> <p>\$57,628.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Continued student engagement in learning and progress of achievement, particularly during the extended period of remote learning. Families of EAL/D students received additional support via Zoom and telephone while students were learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: EAL/D Progression levelling PL for all staff, to increase teacher confidence and practice when supporting EAL/D students in classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$127,019.00</p>	<p>Low level adjustment for disability equity loading provides support for 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with evidence-based interventions - MiniLit, MultiLit and MacqLit to increase learning outcomes • 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 <p>The allocation of this funding has resulted in: 100% of students who were supported with Personalised Learning and Support Plans (31 students) and Adjustment Plans (22 students) made measurable progress towards or achieved identified learning goals. 100% of students supported through explicit literacy intervention programs (MiniLit - 11 students, MultiLit - 16 students, MacqLit - 23 students) made measurable progress and growth in acquisition of fundamental reading and writing skills</p>

<p>Low level adjustment for disability</p> <p>\$127,019.00</p>	<p>NAPLAN Value Added across Year 3-5 was Sustaining and Growing for 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Action research focusing on strategies for teachers to support students' attention and focus in the classroom. Professional learning for all staff, in conjunction with team-teaching and classroom observations to gather evidence of process quality and impact.</p>
<p>Literacy and numeracy</p> <p>\$26,276.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Abbotsford Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • online program subscriptions (Seesaw, PM Readers Online) to support literacy and numeracy during extended remote learning period • employment of an Occupational Therapist to conduct a screening of all Early Stage One students' fundamental gross and fine motor skills <p>The allocation of this funding has resulted in: 100% of K-2 teachers reported increased understanding of effective reading strategies and increased confidence to incorporate activities focusing on phonological awareness in classroom programs. All K-2 classes utilised interactive learning program (Seesaw) during extended period of remote learning in 2021 to connect with students and families, supporting continued development of literacy and numeracy skills while learning from home. Parents and caregiver feedback indicated the platform was user-friendly and fostered sense of connection between home and school, and provided students with timely and meaningful feedback to support learning. 100% of Early Stage One students received an OT screening assessment. Students in need of intervention were identified, results and resources were conveyed to parents and classroom teachers were able to implement activities in the classroom to target areas of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build teacher understanding and capacity to utilise decodeable texts and ensure best practice effective reading strategies are implemented consistently in K-2 classrooms. The school's Wellbeing Team will continue to monitor Early Stage One students who were identified through the OT screening, working with parents/caregivers and external providers where appropriate to provide coordinated support of identified students.</p>
<p>QTSS release</p> <p>\$99,672.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of teaching sprints to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives

<p>QTSS release</p> <p>\$99,672.00</p>	<p>The allocation of this funding has resulted in: 100% of classroom teachers introduced to teaching sprints model and participated in professional learning on retrieval practices to support student learning across all Key Learning Areas. 100% of students participated in goal setting 1:1 conferences with classroom teachers in Term 1, QTSS teacher providing release for classroom teachers. Student goals were used to inform targeted literacy and numeracy teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: A K-6 focus on explicit teaching and effective feedback. QTSS teachers will undertake structured observations in all K-6 classrooms to gather baseline data on type/frequency of feedback provided to students, with a focus on measurement lessons in mathematics. Initial data gathered will inform direction of further professional learning, team teaching and follow-up classroom observations.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Abbotsford Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: 100% of Early Stage One students undertook components of phonological awareness diagnostic (syllable awareness, rhyming onset and rhyme) with data collated and analysed on PLAN2. QTSS teacher led professional learning for K-2 teachers around data analysis and targeted teaching strategies. All Stage 1 teachers released from class to undertake Year 1 Phonics Screening Check and Year 2 students undertaking Phonics Diagnostic Assessment. Student data analysed and current reading and spelling programs reviewed, highlighting need for further professional learning related to effective reading instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further professional learning around effective use of student data to differentiate literacy instruction, use of decodeable texts and a focus on phonological awareness development to support acquisition of early reading skills. Classroom teachers supported through team-teaching opportunities, classroom observations and releasing classroom teachers to observe colleagues.</p>
<p>COVID ILSP</p> <p>\$48,183.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment

<p>COVID ILSP</p> <p>\$48,183.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of highly experienced teacher to deliver small group tuition • providing targeted, explicit instruction for student groups in MiniLit and MacqLit literacy intervention programs - a focus on phonological awareness, phonics knowledge, fluency and comprehension <p>The allocation of this funding has resulted in:</p> <p>100% of students involved in targeted intervention programs made measureable progress, as evidenced by PLAN2 data. 8 students participated in MacqLit intervention program, 13 students participated in MiniLit intervention program.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>SLSOs will continue to deliver MiniLit and MacqLit 2022, so that a larger number of students can receive targeted, intensive support. All SLSOs will be trained in program delivery, to minimise disruption to program implementation should there be staffing changes throughout the year.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	297	281	267	252
Girls	310	286	264	257

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.8	96.3	90.1	94.9
1	95.4	94.3	93.3	93.8
2	96.6	95.7	93.5	94.5
3	95	94.8	93.9	94.8
4	94.1	95	93.8	94.5
5	95.1	94.6	92.9	93.8
6	93.1	91.2	92.1	94.6
All Years	95	94.5	92.9	94.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 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 has 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.

Management of non-attendance

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
Classroom Teacher(s)	19.67
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.16
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 five 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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	129,332
Revenue	5,583,741
Appropriation	4,973,289
Grants and contributions	609,545
Investment income	507
Other revenue	400
Expenses	-5,372,103
Employee related	-4,617,422
Operating expenses	-754,681
Surplus / deficit for the year	211,638
Closing Balance	340,970

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

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

	2021 SBAR Adjustments (\$)
Targeted Total	258,486
Equity Total	201,281
Equity - Aboriginal	3,605
Equity - Socio-economic	13,027
Equity - Language	57,629
Equity - Disability	127,020
Base Total	3,866,546
Base - Per Capita	130,900
Base - Location	0
Base - Other	3,735,646
Other Total	519,571
Grand Total	4,845,884

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

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver satisfaction data was collected through school-based surveys in 2021. Throughout the period of extended learning from home in Term 3, the school had a team of staff members regularly phoning families to provide support and gain feedback on how students and families were finding the remote learning tasks. Parents/caregivers consistently indicated that they feel the school is inclusive, offers a well rounded curriculum and prioritises the wellbeing of students and members of the wider community. Parent/caregiver data indicated they would like more enrichment or challenging tasks provided for students displaying gifted or high potential talent, across all areas of the curriculum.

Student satisfaction data was collected through the Tell Them From Me survey and further qualitative information was gathered in student focus groups. 2021 TTFM data show a higher percentage of Abbotsford students reported positive student outcomes for advocacy at school, expectations of success and sense of belonging compared to both Stage and Similar School Groups.

Consistent with previous year's results, the percentage of students reporting a positive outcome for Sense of Belonging is slightly lower than the year before (2021 - 77%, 2020 - 79%). It is worth noting that when results are filtered by age of students, Sense of Belonging data for Year 6 students has increased (2021 - 77%, 2020 - 73%) whereas Year 4 has noticeably decreased (2021 - 78%, 2020 - 86%). It is posited by the school that the wording of the questions in the TTFM survey is not well understood by students, particularly younger students, and this may skew the results of the survey. School-based focus groups, coupled with parent feedback would suggest that students across the school feel a strong sense of belonging to the Abbotsford Public School community. Student goal setting conferences provided data consistent with parent feedback, that students would like more challenging tasks across all areas of the curriculum.

Teachers were involved in a number of focus groups as part of the school's External Validation in 2021, and further satisfaction data was collected through school-based surveys throughout 2021. Staff data indicated the school promotes an inclusive and respectful culture, wellbeing is prioritised by the school leadership team and the school offers a wide range of co-curricular programs for students. Staff focus groups conducted during the External Validation process indicated staff would like more opportunities to collaborate across stage groups and felt this would foster a more cohesive approach to curriculum programming, assessment and monitoring of student progress K-6.

Parent/caregiver, student and teacher satisfaction data have highlighted the following areas for further ongoing improvement:

- promote engagement and challenge for gifted and high potential students through talent development opportunities and differentiated teaching and learning
- foster a whole-school approach to continuous improvement of programming, teaching, assessing and evaluating
- build a shared understanding of evaluative practices, to ensure school initiatives have clear statements of measurable objectives and systems are in place to collect evidence of activity, process quality and impact

Policy requirements

Aboriginal Education Policy

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

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

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.