

Abbotsford Public School 2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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School background

School vision statement

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

To achieve this vision we believe that:

- all students have the right to learn and reach their potential
- engagement enhances learning
- high expectations enhance learning
- quality teaching is central to student learning
- informed 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
- challenges need to be shared with our community

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. Situated on a large tree filled site, enrolments over the last four years have increased dramatically as there has been change to the demographic of the local area, with younger families moving in. In 2010, the school population was 321 and in 2018, the school had an enrolment of 603 students. In 2019, the school has due to the change in boundaries and rebuilding of Russell Lea public School, balanced at a happy 540 students.

Abbotsford Public School has established a reputation for providing quality education, comprehensive sporting programs and dynamic, creative performing arts programs.

The school currently comprises 23 classes, with specialist programs which include the support of the teacher librarian, specialist music teacher, English as a Additional Language/Dialect, a specialist Learning and Support teacher and a Community Language program in Italian.

Attached to the school is an Aftercare service, which is managed by a fulltime educator team who support 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 and robotics program and a flourishing art program which are run by parents after school.

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	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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 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.

Schools reflect on each statement of excellence and then consider the educational and systems practices within the school.

- What existing practices in our school align with this element?
- Why are these practices important?
- What is the impact?
- What processes in our school plan align with this element?
- How widespread are our practices?

The school then identifies data in the school which evidences the impact and evaluation of the strategies within the

school plan. We then assess the data to ascertain whether we are Delivering, Sustaining and Growing or Excelling against the School Excellence Framework criteria.

In delivering the school plan, the leadership team aligned programs and initiatives into project teams that consisted of team members from across all stages. These teams, leveraged teacher expertise and provided opportunities for a culture of distributive leadership and collaboration. **A coordinated and explicit approach to learning, teaching and leadership is supporting a culture where every student is known, valued and cared for.**

In the Learning domain, evaluation evidence determines that the school is Sustaining and Growing in Learning Culture and Reporting but is Delivering for Wellbeing, Curriculum, Assessment and Student Performance Measures. Strengths in the school are evident in the ongoing development of the analysis of information to inform and support students' learning. The 'Art Soiree' was an innovation that demonstrated dynamic programs, community alliances, Indigenous perspectives with shared expected outcomes. The start of the implementation of the 'Positive Behaviour for Learning' (PBL) Program has improved whole school wellbeing practices and Learning Support Programs, assist students and promote collaboration with parents. Areas for further development are evident in Assessment and Student Performance Measures.

In the Teaching domain, evidence across K–6 indicates the school is both Delivering in Effective Classroom Practice and Data Skills and Use and is Sustaining and Growing in Professional Standards and Learning and Development. Quality learning programs are developed in Stage Teams both in literacy and numeracy across the school. Professional Learning has been undertaken in the area of formative assessment and it is being used increasingly across the school to inform teaching practice. Collection of summative data is being compiled and long term tracking of student growth is utilised by teachers and the Wellbeing team measures growth over time. Formative assessment strategies are used to inform feedback. An area for improvement is Data Skills and Use and Effective Classroom Practice.

In the Leading Domain, the school is Sustaining and Growing in all areas. All staff are on teams involved in school planning including ongoing evaluation of milestones. Performance development of teaching staff has strengthened and an organised Accreditation process, supports staff in maintaining effective practices. 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://policies.education.nsw.gov.au/policy-library/related-documents/school-excellence-framework-version-2.pdf>

Strategic Direction 1

Successful Learners

Purpose

To enable all students to develop into confident and resilient learners who are creative and agile thinkers, engaged and motivated students and ethical decision makers. Our students are self-directed learners, who embrace a growth mindset.

Improvement Measures

- Increased understanding, knowledge and use of creative and critical tasks
- Measurable growth in creativity and problem solving

Overall summary of progress

All staff participated in professional learning with regard to the general capabilities and in particular the place of critical and creative thinking in the capabilities.

All staff trained in the Minds Wide Open Critical and Creative thinking program. This program is a K–6 program which follows a specific scope and sequence for teaching critical and creative thinking skills and a specific scope and sequence for teaching the dispositions of critical and creative thinkers.

As a part of the critical and creative thinking scope and sequence, each stage implemented specific divergent thinking pre and post assessments to measure student growth in the skills being learned.

Progress towards achieving improvement measures

Process 1: Creative and Agile Thinkers

Incorporate opportunities for creativity and resilience through the development of future focused learning skills.

Evaluation	Funds Expended (Resources)
<p>Evaluation</p> <p>In 2019, the Creative and Agile Thinking process team had the goal of addressing a specific staff need in the teaching of critical and creative thinking. This was the need to adopt a whole school approach where students and staff could benefit from a consistent approach to the teaching and learning of creative and agile thinking skills.</p> <p>During Term 1, the team identified the Minds Wide Open program as possibly being the ideal program to meet the needs of the school. A small group of staff comprised of school executive members and process team members attended a Minds Wide Open professional learning course. The course provided the elements that the school was looking for; a whole school approach to the teaching and learning of critical and creative thinking skills and a whole school approach to the teaching and learning of the dispositions require to foster critical and creative thinking (dispositions of agile thinkers). It was decided to implement the program at the school and to train all teaching staff in order to do so. During Term 2, all teaching staff were trained in the Minds Wide Open program.</p> <p>During Term 3, Minds Wide Open began at a whole school level in with the</p>	<p>Access to Dispositions resources from Minds Wide Open training.</p> <p>\$5890.00 Spent on staff training</p>

Progress towards achieving improvement measures

implementation of the Seven Dispositions of Critical and Creative Thinking scope and sequence. This program began by students self–assessing their own abilities with each of the identified seven dispositions. Students were then exposed to each of the dispositions on a weekly basis and explicitly shown instances of when each disposition was or could be applied. At the end of the term, students again evaluated their proficiency with each of the dispositions in order to recognise improvement.

During Term 4, the Minds Wide Open program continued with the implementation of the Critical and Creative Thinking Crunches scope and sequence (CCT Crunches). This program began by students completing a divergent thinking assessment in order to identify their baseline for critical and creative thinking. Students were then explicitly taught a series of critical and creative thinking exercises each week (one creative and one critical thinking exercise each week). At the end of the term, students again completed the same divergent thinking assessment in order to measure growth over the term.

Process 2: Personalised Learning

Embed self–directed learning and goal setting opportunities as mechanisms to support student engagement and learning.

Evaluation	Funds Expended (Resources)
<p>In 2019, classroom teachers across the school embedded specific strategies to highlight to students work expectations. Explicit teaching guides students through the learning process. By giving clear statements about the purpose and the rationale for learning as well as clear expectations about what students need to know and do, students are achieving greater learning success.</p> <p>WALT and WILF are the tools we are using in our classrooms to encourage students to be more actively involved in their learning. Used to explicitly highlight to the students what they are being asked to do WALT and what we hope they will learn WILF, it helps them to make better decisions about how to tackle the set task.</p> <p>WALT We Are Learning To:</p> <ul style="list-style-type: none"> • Research has shown that students are more motivated if they understand the learning intention of the task. • The main benefit for students is that by focusing on the learning intention, they begin to fully understand what they are learning rather than doing. • Students have the language to go home to describe school activities as 'We were learning to, rather than. and conversation with parents about learning are more in–depth as a result. <p>WILF What I'm Looking For&hellip;</p> <ul style="list-style-type: none"> • By explicitly stating what we are looking for, students are clear about how their work will be judged and what the teacher wants to see in the finished task. • Students need to know WHY they are learning something so that they can see how their work fits into the 'BIGGER PICTURE'. <p>As a result, conversations with students about their work and what they are expected to achieve, indicates that it has had an impact on learning, and students understand their responsibility in the learning journey.</p> <p>3 Way Parent Conferencing</p> <p>In 2019, the school undertook to have 3 way conferences to discuss student progress. 3–Way Conferences actively involve parents, students and teachers reflecting on student growth as a learner, while acknowledging the most important participants in the learning process.</p> <p>The purpose of 3–way conferences is to strengthen the home–school</p>	

Progress towards achieving improvement measures

partnership and allow students to see their parents and teacher working together with them. The student can provide information to clarify what they have learnt, what are the next steps in their learning, and what progress they are making towards this.

The conferences were not complete 3 way conferences, as they were not completely student lead but they did provide opportunities for students to discuss their own learning.

The process will be further refined in 2020.

Assembly Awards

In 2019, the awards handed out in assembly were changed to reflect the objectives of the school plan and to align to the competencies of Minds Wide Open and out use of success criteria.

Instead of getting a generic certificate of achievement award, students now receive an award, a certificate of participation for:

- Creative and agile thinking in,
- Engaged and motivated students in,
- Confident and resilient,

This initiative has allowed students to be acknowledged for specific learning and embeds their responsibility to their own learning.

Process 3:

Evaluation	Funds Expended (Resources)

Strategic Direction 2

Data-informed Teaching and Learning

Purpose

To build student learning in literacy and numeracy through data-informed, evidence based teaching and a culture of high expectations.

Improvement Measures

- Increased proportion of students achieving expected growth in literacy and numeracy
- Increased knowledge, understanding and use of effective data collection methods and analysis
- Increased knowledge, understanding and use of assessment (for, as and of) strategies

Overall summary of progress

Increased proportion of students achieving expected growth in literacy relative to like schools.

Increased proportion of students achieving expected growth in numeracy relative to like schools.

Establishment of literacy and numeracy assessment, data collection and scope and sequence documents.

Progress towards achieving improvement measures

Process 1: Data-informed Practices

Embed a consistent whole-school system for collecting, analysing and using literacy and numeracy data

Evaluation	Funds Expended (Resources)
<p>In 2019, the Data-informed Practices process team had three goals to achieve. The first was that all stages are using formative and summative data to inform practice by the end of the year. The second was for all staff to be regularly using formative assessment strategies in their class. These strategies include learning intentions, success criteria and effective questioning. The third was that the staff administered the whole school diagnostic task schedule through PAT in November.</p> <p>The team began by collecting data of the formative assessment practices that staff were trialling in their classrooms. Each stage was also asked to embed formative assessment strategies in all KLAs – not just English and mathematics.</p> <p>The team also participated in the Glebe Community of Schools Formative Assessment professional learning led by Joel Davies's team. We attended two sessions, one on Effective Feedback and the other on Peer and Self Assessment. Our team will then administer professional learning sessions and resources to our staff based on these two sessions.</p> <p>The team gave professional learning sessions on how to administer PAT assessments to Year 1 to 6 students and developed a whole school assessment schedule to be implemented from 2019. This included continuing on with our whole school imaginative and persuasive writing tasks. Our LaST staff members analysed students who sat below and above the grade level of the PAT tests and organised for them to sit a more appropriate level of assessment in the new year.</p> <p>The team organised feedback sessions for staff so that they could share what was working and not working with regards to assessment procedures in their classroom. The team planned for four PL sessions in 2020 to complete the</p>	

Progress towards achieving improvement measures

current cycle.

Staff have a shared understanding of using data to inform practice and are using strategies in their classes.

Consistent implementation of data tracking systems, formative assessment embedded in programs and whole-school assessment policy including scope and sequences was initiated.

Process 2: Effective Classroom Practices

Develop a school culture where teachers Identify, understand and implement the most effective evidence-based teaching strategies

Evaluation	Funds Expended (Resources)
<p>Three students from each class were interviewed in the 'Looking for Learning' process. Research was undertaken on the Learning Labyrinth model from Annelies Hoogland. Questions related to Effective Teaching and Learning Strategies. Information was then collated which indicated patterns of learning for students across different stages in the school.</p> <p>To address patterns of learning, information was communicated to individual teachers in a 'Deliberate Conversations' process and research associated to teaching practices was distributed. This resulted in evidence for learning from the students perspective and was linked back to teacher practices in the classroom. Teachers were then able to put into practice strategies that students found were useful in progressing their learning and address any areas that were not working. A success of this initiative has been to engage in collaborative and disciplines dialogue with staff.</p> <p>Deputy Principal's attended the Teaching Sprints two day conference. Plans have been put in place to work with staff in order to incrementally change practice. Models were trialled in Stage Planning sessions, having greater outcomes for teachers. Organisational routines have been mapped out to embed teacher learning throughout the term calendar. A positive outcome has been the more effective use of available team collaboration time, supported by specific tools and protocols.</p> <p>A survey to parents on communication and student reports of progress gave us additional information in which we were able to modify reports to reflect student learning and parent requests for information.</p> <p>Overall, these effective classroom practices have allowed teachers to deepen their knowledge of learning, and be inspired by a process of continual professional improvement.</p>	<p>Teacher Professional Learning for Deputy Principal's on Teaching Sprints</p> <p>Deputy Principal attended Learning Progressions Workshop</p>

Next Steps

Continue 'Looking for Learning' and 'Deliberate Conversations' model. Additional staff to be trained in Teaching Sprints. Look into training in Instructional Rounds.

Strategic Direction 3

Positive Partnerships

Purpose

To foster positive partnerships in learning and wellbeing, through a culture of continuous systems improvement, actively promoting collaboration, engagement, accountability and equity. Every student is known, valued and cared for.

Improvement Measures

- Improved student wellbeing measures
- Increased staff and parent satisfaction measures
- Increased use of communication protocols

Overall summary of progress

Positive Behaviour for Learning Implementation

In 2019, the Strategic Direction 3 team, in conjunction with the whole school staff, began to implement Positive Behaviour for Learning (PBL). Initially, a core staff team engaged in two days' training and professional development, reflecting on and analysing research in behaviour and well being and learning about the PBL framework which is evidence based and supported by the Department of Education. We then progressed to whole staff training with a PBL coach mentor, ensuring staff buy in and a shared understanding of our current practices and ways we can enhance our environment using the PBL model.

A series of staff meetings, led by our school PBL team across Semester 2, allowed many collaborative discussions, using data collected throughout the semester to drive decision making. This helped the team set the foundations and core principles and practices in place, ensuring staff commitment from the outset and maintain consistency and continuity as we implemented new practices and procedures.

At each point in the process, we sought input, ideas and feedback from students, staff and parents through surveys, meetings, and regular communication through our newsletter. Student voice was an important factor to achieve understanding and commitment to new procedures and we are utilising student artworks in our playground signage as one way to celebrate ownership of the process.

A mascot to reinforce the PBL concepts will be developed from student concepts and utilised to add impact to the messages of behavioural expectations across the school.

URSTRONG Friendship Program

The school continued its delivery of the URSTRONG workshops to both students and parents. Explicitly teaching children how to develop healthy friendships and manage conflict in a positive way has helped reduce playground conflicts. The importance of learning these social skills which the key to bullying prevention, create safe, caring learning environments, and inspire kinder, happier children. The URSTRONG school-wide relationship lessons have complemented our existing well being programs and served as the foundation for an emerging social emotional well being strategy across the school. Having a consistent school wide 'language' helps especially when students are speaking with teacher's on duty about the difficulty of resolving personal friendship conflicts.

Progress towards achieving improvement measures

Process 1: Positive Partnerships for Learning and Wellbeing

Build learning alliances with the wider school community to support learning and wellbeing.

Evaluation	Funds Expended (Resources)
Indigenous Reconciliation. We have continued to foster Aboriginal perspectives across the school after the work previously established with Aunty Faye Carroll. Established partnership with Uncle Jimmy Smith and the Aboriginal Education Well-being	

Progress towards achieving improvement measures

Team.

Uncle Jimmy also fosters cultural awareness with Abbotsford Long Day Care. The two educational settings are looking to establish a major across community Reconciliation Action Plan. With Uncle Jimmy's involvement and Assistant Principal guidance, a Reconciliation Walk and Smoking Ceremony was held. Students demonstrated respect and an increased understanding of culture. The community was invited to attend. This has led to an increased awareness amongst staff and the community. To further develop an awareness of the impact of Aboriginal perspectives and inter generational trauma, the principal will travel to Vancouver in 2020 to visit Port Hardy, so that an authentic embedding of understanding can develop in the school.

Art Soiree

A successful teaching and learning program with a community focus was the 'Art Soiree'. Outcomes linked to the Visual Arts curriculum were addressed and each student was able to contribute and demonstrate skills in producing a major artwork. Works also reflected Indigenous themes and culture.

Process 2: Continuous Systems Improvement

Implement administrative and communication systems, structures and processes to underpin ongoing school improvement and the professional effectiveness of all school members.

Evaluation	Funds Expended (Resources)
<p>Professional Development Plan</p> <p>A review of the PDP process indicated that it needed to be refined. Conducting a staff survey regarding the current Performance Development Plan (PDP) process at the beginning of the year, indicated that many staff felt the process could be enhanced, with more regular meetings with supervisors, and a chance to provide feedback at the end of the year.</p> <p>In response, all staff goals were collated and distributed so colleagues with similar goals could support each other throughout the year. The executive team was also able to use this document to see common trends and needs across the school, tailoring professional learning opportunities accordingly. Adjusting the end of year review meeting so that each member of staff met with the Deputy Principal, not only to discuss their PDP but also reflect and provide feedback about their well being, ways to enhance school programs and procedures, and the level of opportunities for growth and leadership they felt they had throughout the year was extremely well received.</p> <p>Staff indicated an overall sense of support and well being from their supervisor and colleagues and an increased sense of 'having a voice'. The delivery and continuity of spelling, and the need for a whole school approach and staff training, was just one item that was raised by staff, and actioned accordingly to begin at the start of the following year.</p> <p>A successful teaching and learning program with a community focus was the 'Art Soiree'. Outcomes linked to the Visual Arts curriculum were addressed and each student was able to contribute and demonstrate skills in producing a major artwork. Works also reflected Indigenous themes and culture.</p> <p>To improve student performance, teachers are provided with information on an evidence base theory that informs and helps improve their practice; cognitive load theory.</p> <p>Cognitive Load Theory</p> <p>Research in cognitive load theory demonstrates that instructional techniques are most effective when they are designed to accord with how human brains</p>	<p>Increased communication with families through; Newsflashes, Newsletters, See Saw</p> <p>TPL for Assistant Principal in Cognitive load Theory</p> <p>Use of QTSS teacher to support delivery of quality lessons</p>

Progress towards achieving improvement measures

learn and use knowledge. Cognitive load theory is built upon two ideas:

1. There is a limit to how much new information the human brain can process at one time.
2. There are no known limits to how much stored information can be processed at one time.

The aim of cognitive load research is therefore to develop instructional techniques and recommendations that fit within the characteristics of working memory, in order to maximise learning.

Explicit teaching is firmly the priority in classrooms; clearly articulated expectations, worked examples, reflective reconstruction, learning breaks are evidenced in classroom practice, GoNoodle & exercise breaks.

Systems Alignment

In 2019, there were a number of behind the scenes rationalisations of school policies and procedures. They have allowed for more congruence and alignment of practice. The utilisation of the Principal Support allocation funding (person 3 days per week) has allowed one person to liaise with NDIS providers, music tutors and outside contractors. All staff mandatory training documentation has been centralised, ensuring comprehensive compliance. School compliance and WHS is maintained in a timely manner.

The school has moved all files to Google Drive; providing staff with the opportunity to work remotely and access school planning from home.

Process 3:

Evaluation	Funds Expended (Resources)

Next Steps

In 2019, the PBL focus was improving positive social engagement on the playground. The next step is moving to classroom systems and implementing procedures that maintain high student engagement and high expectations, as research by CESE shows both to have a positive impact on wellbeing and increased learning outcomes.

Staff will continue to engage in professional development and training in PBL. The team will expand to include an SLSO and specialist teacher, and student representatives from the school leadership team.

A further revised PDP process will ensure staff have their mid year review in a timely fashion to promote progress with their goals during Semester 2. The annual review meeting will continue to involve a similar process so the information can be used to drive decision making for the following year.

Uncle Jimmy's approval in the naming of school buildings in local Indigenous terms, SRC excursion to local area with Indigenous significance, the use of Indigenous motif on school sports uniforms.

Cognitive Load Theory to be embedded across all Key Learning Areas in all stages.

Use success of the 'Art Soiree' to innovate on additional community events for the school that address particular learning areas and outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$7 094.00)	
English language proficiency	\$45 678 With new RAM formula the school's entitlement of a staffing position has been removed and the funding is now flexible. The school continues to retain the skills and expertise of the highly accomplished EAL/D teacher previously appointed to the position.	EAL/D students were supported across the school through two days a week of EALD teacher time. This included in class and withdrawal support. EAL/D students and classroom teachers were supported with intensive English lessons, in class support, professional learning and team teaching opportunities. New Arrival students were provided Intensive Language support. Newly arrived students approaching high school age were supported in applying for Intensive English classes at IEC High Schools. Student progress in reading data tracked by EAL/D and LAsT teachers.
Low level adjustment for disability	\$124 000.00 P&C paid for 1 day additional school counsellor	A full time LaST position is utilised at the school. (Please note Other school programs, for information) School Learning Support Officers were employed to support students with additional needs who do not have targeted funding. Support allocated on a needs basis. Students with healthcare plans are supported with daily monitoring. Adjustments made to plans as emerging needs updated. Students who were allocated additional funds through Integration Funding, receive additional support, to access the curriculum and meet behavioural outcomes. SLSO support to individual students with curriculum adjustments and /or social skills programs. (classroom & playground) Small group support in some classes. All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 90 students were referred for learning support throughout the year. Learning Support team meets each Wednesday along with school counsellors to process referrals. PLPs are developed for all students requiring accommodations and adjustments and these are reviewed on a regular basis. Teachers use PLASTT to collate data. School readied itself for the introduction of NDIS., service providers into the school

Low level adjustment for disability	\$124 000.00 P&C paid for 1 day additional school counsellor	NCDD data collected.
Quality Teaching, Successful Students (QTSS)	Five days a week allocated @ \$ 79000	Used to utilise the skills of a highly experienced teacher to mentor staff in Quality Teaching practices. Full time teacher utilised it the school to support teacher skill development. and provide release to assist with teacher accreditation. Teachers are welcoming opportunity to facilitate in lesson study model and view teaching practice in peer classrooms.
Socio-economic background	P&C funds additional \$4000 to ensure all students access all aspects of the curriculum \$11 473 SBAR allocation utilised for staffing and resources	Regular adjustments to individual student learning programs designed by classroom teacher, school counsellor. In 2019, performance for equity groups within the school is comparable to the performance of all students in the school. Student assistance provided to identified students for school resource needs, excursions and extracurricular activities. The school P&C adds to the financial resources available.
Support for beginning teachers	\$13,000 per teacher allocated for support for each permanent appointment \$6 725 available for all temporary teachers on year long blocks Three teachers in the school supported by program.	In 2019, teachers who entered on duty on a year long temporary engagement, were eligible for \$6 725 in funding to support their early career development. Beginning teachers supported by program under Great Teaching, Inspired Learning, A blueprint for action. Professional Development needs are identified, planned and funded. Beginning Teachers provided with ongoing support and monitoring for accreditation by supervisors. Permanent beginning teachers received an extra 2 hours per week of RFF and one hour of this with a mentor. Performance and Development Plan (PDP) goals set and monitored in consultation with supervisors. Observation lessons, class programs, PDPs show strong evidence of growth and development in Quality Teaching and qualities related to the Australian Professional Standards for Teachers.. Three teachers supported towards meeting Teaching Accreditation through NESAs.
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	308	306	297	281
Girls	294	321	310	286

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.9	95.1	95.8	96.3
1	94.8	94.6	95.4	94.3
2	96.1	94	96.6	95.7
3	94.9	95.1	95	94.8
4	94.3	93.6	94.1	95
5	95.7	93.9	95.1	94.6
6	95.5	93.3	93.1	91.2
All Years	95.3	94.3	95	94.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	20.93
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.26
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	558,989
Revenue	5,376,693
Appropriation	4,942,998
Sale of Goods and Services	-150
Grants and contributions	427,064
Investment income	5,557
Other revenue	1,225
Expenses	-5,574,609
Employee related	-4,859,356
Operating expenses	-715,253
Surplus / deficit for the year	-197,916

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.

	2019 Approved SBA (\$)
Targeted Total	225,442
Equity Total	197,117
Equity - Aboriginal	7,094
Equity - Socio-economic	12,000
Equity - Language	53,378
Equity - Disability	124,646
Base Total	3,871,412
Base - Per Capita	142,425
Base - Location	0
Base - Other	3,728,987
Other Total	512,107
Grand Total	4,806,078

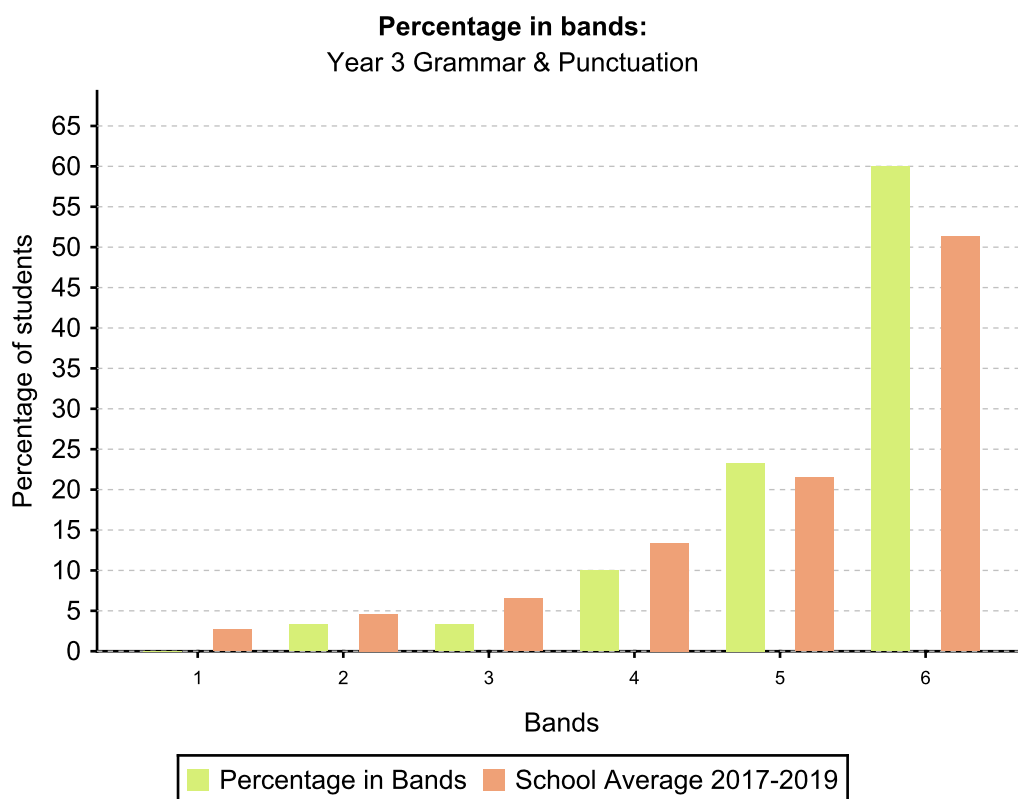
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

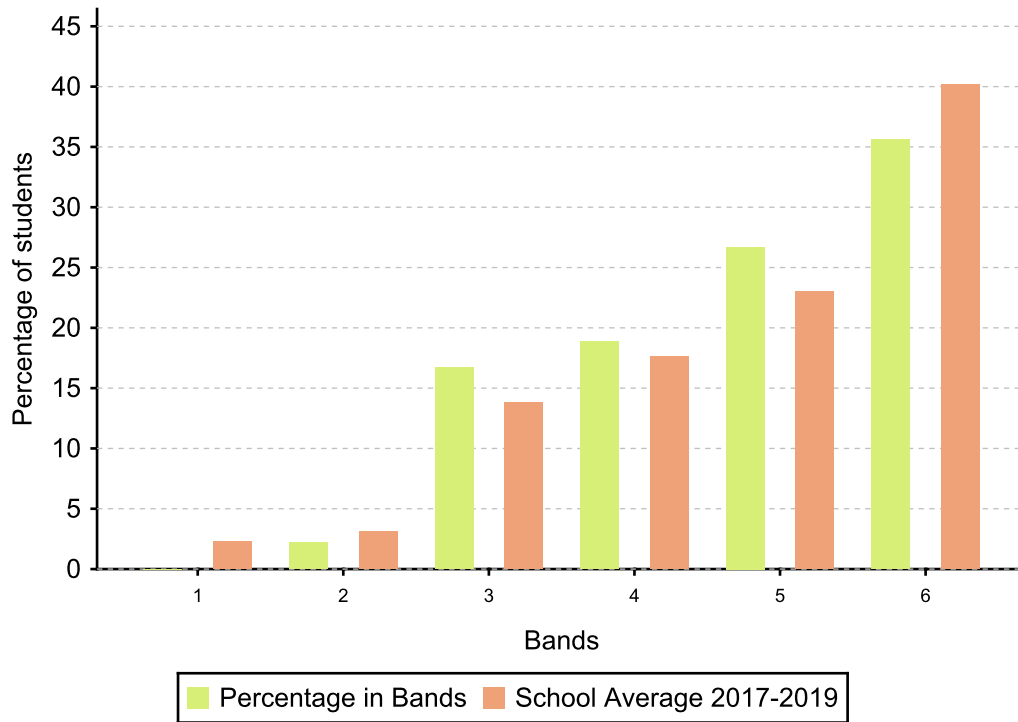
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



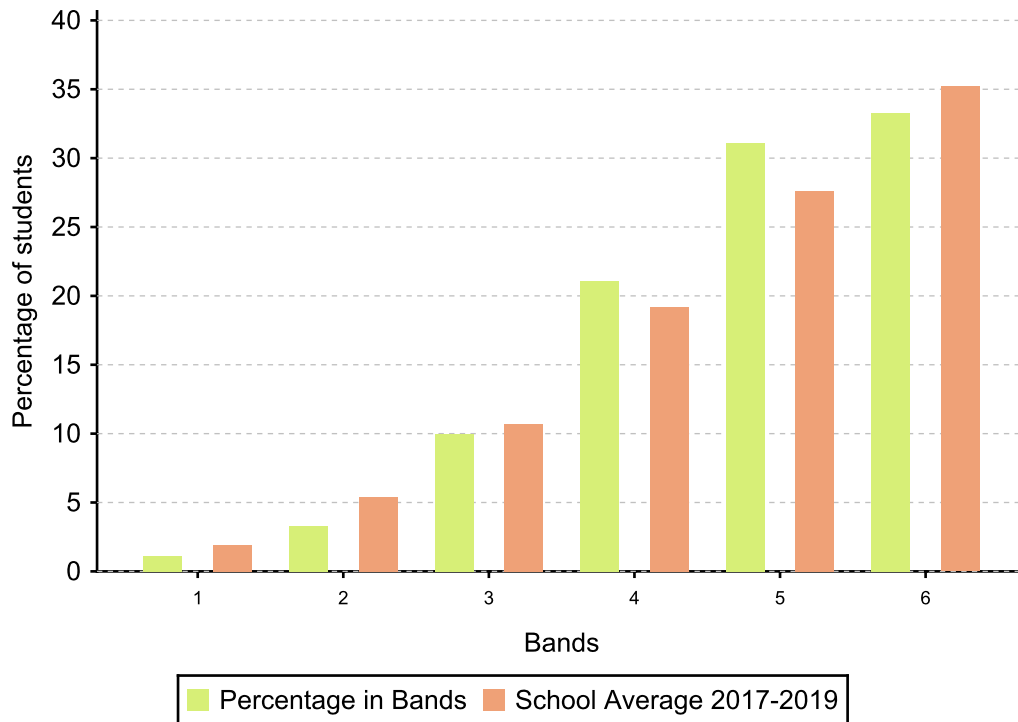
Band	1	2	3	4	5	6
Percentage of students	0.0	3.3	3.3	10.0	23.3	60.0
School avg 2017-2019	2.7	4.6	6.5	13.4	21.5	51.3

**Percentage in bands:
Year 3 Reading**



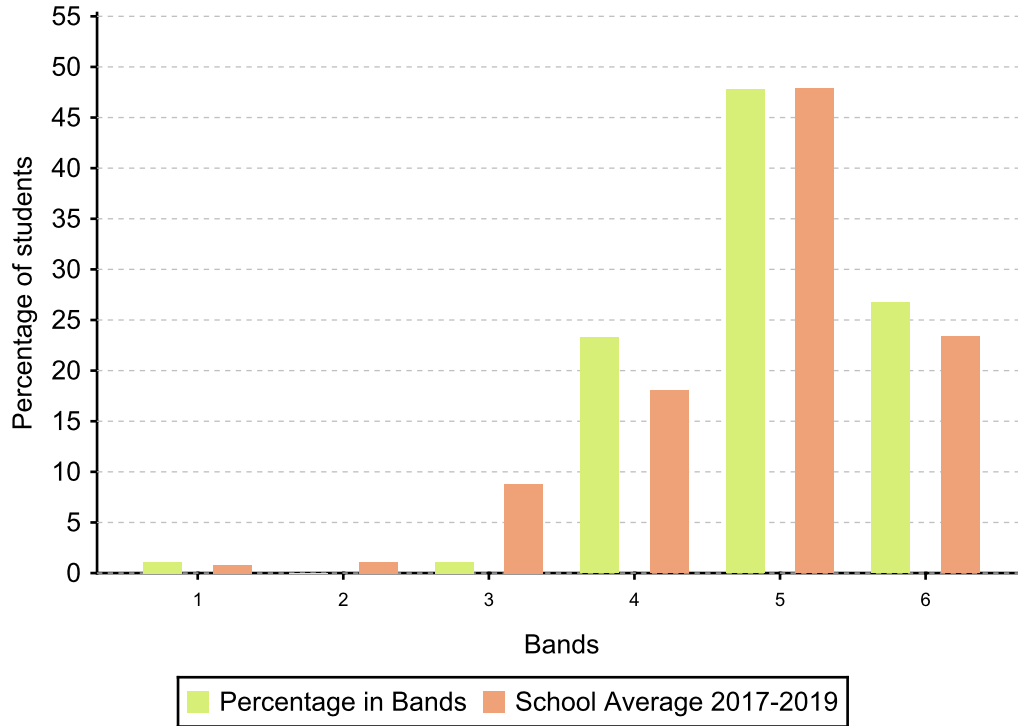
Band	1	2	3	4	5	6
Percentage of students	0.0	2.2	16.7	18.9	26.7	35.6
School avg 2017-2019	2.3	3.1	13.8	17.6	23	40.2

**Percentage in bands:
Year 3 Spelling**



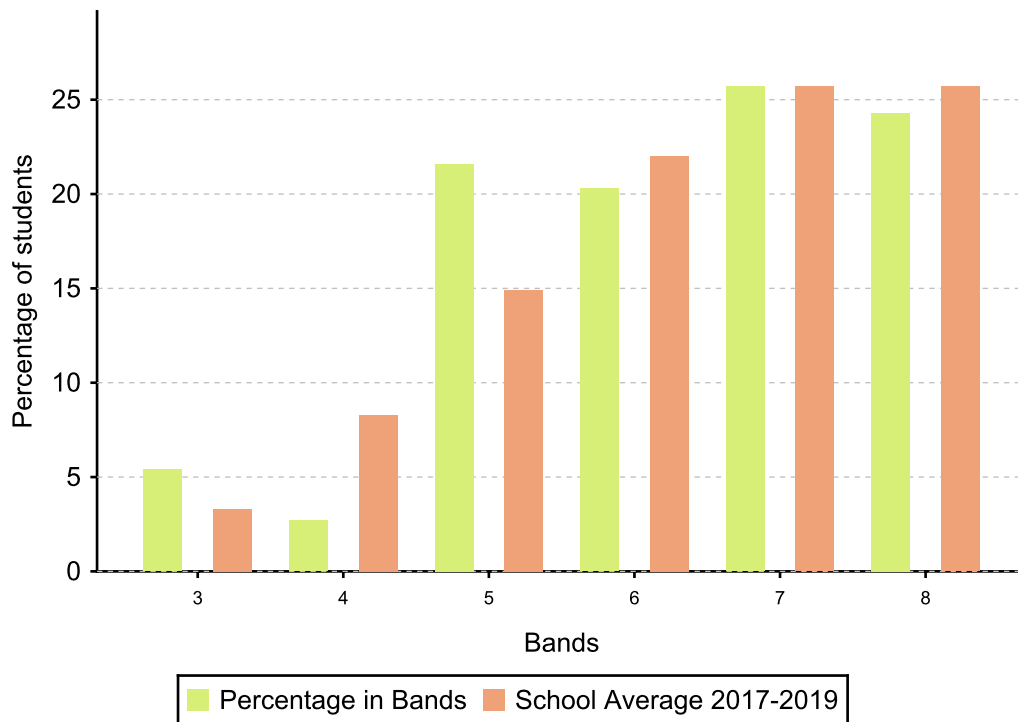
Band	1	2	3	4	5	6
Percentage of students	1.1	3.3	10.0	21.1	31.1	33.3
School avg 2017-2019	1.9	5.4	10.7	19.2	27.6	35.2

Percentage in bands:
Year 3 Writing



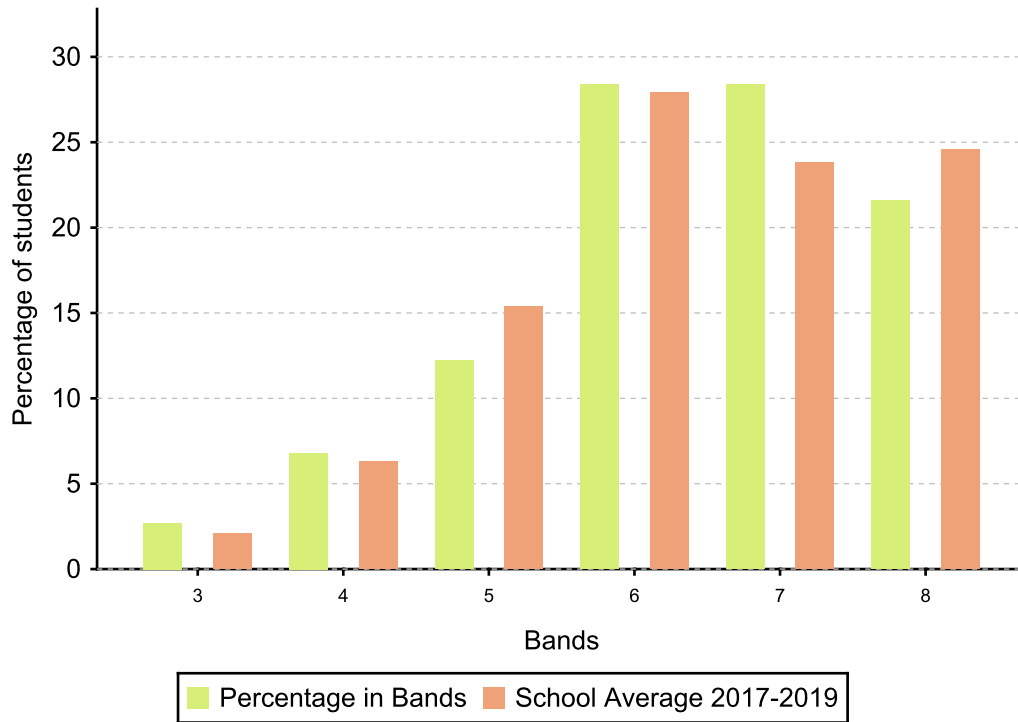
Band	1	2	3	4	5	6
Percentage of students	1.1	0.0	1.1	23.3	47.8	26.7
School avg 2017-2019	0.8	1.1	8.8	18	47.9	23.4

Percentage in bands:
Year 5 Grammar & Punctuation



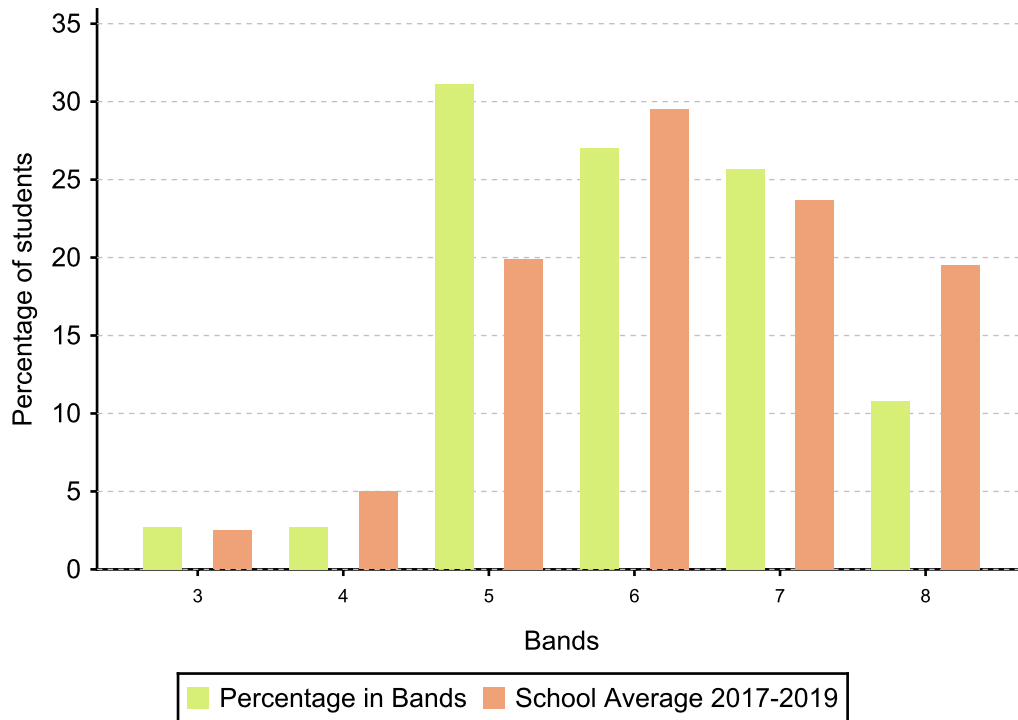
Band	3	4	5	6	7	8
Percentage of students	5.4	2.7	21.6	20.3	25.7	24.3
School avg 2017-2019	3.3	8.3	14.9	22	25.7	25.7

Percentage in bands:
Year 5 Reading



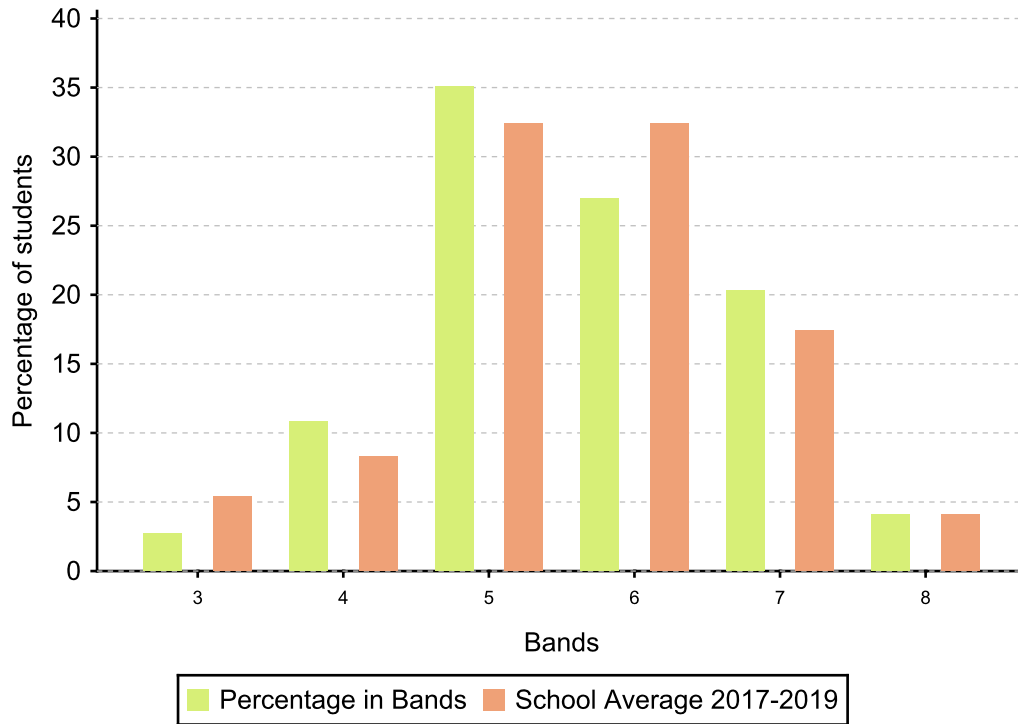
Band	3	4	5	6	7	8
Percentage of students	2.7	6.8	12.2	28.4	28.4	21.6
School avg 2017-2019	2.1	6.3	15.4	27.9	23.8	24.6

Percentage in bands:
Year 5 Spelling



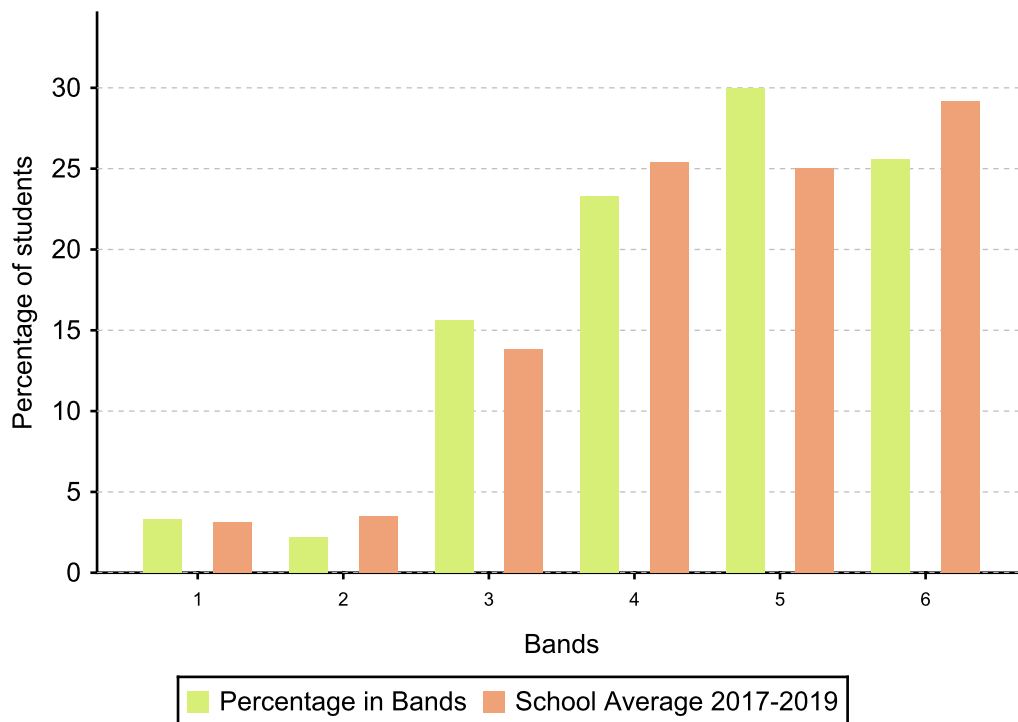
Band	3	4	5	6	7	8
Percentage of students	2.7	2.7	31.1	27.0	25.7	10.8
School avg 2017-2019	2.5	5	19.9	29.5	23.7	19.5

Percentage in bands:
Year 5 Writing



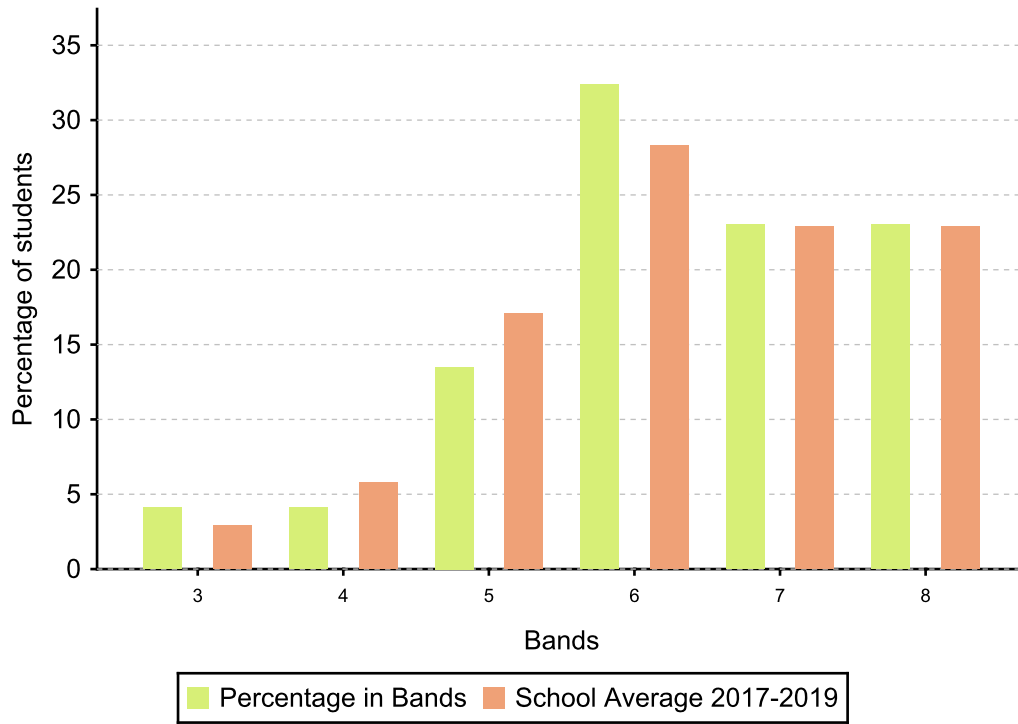
Band	3	4	5	6	7	8
Percentage of students	2.7	10.8	35.1	27.0	20.3	4.1
School avg 2017-2019	5.4	8.3	32.4	32.4	17.4	4.1

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.3	2.2	15.6	23.3	30.0	25.6
School avg 2017-2019	3.1	3.5	13.8	25.4	25	29.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.1	4.1	13.5	32.4	23.0	23.0
School avg 2017-2019	2.9	5.8	17.1	28.3	22.9	22.9

Parent/caregiver, student, teacher satisfaction

A successful initiative in 2019 was building and celebrating our community in the 'Art Soiree' event where all classes undertook and displayed a major artwork. A large percentage of our school community attended and enjoyed the event that were aimed to showcase the Visual Arts. The event included a community BBQ, music and food stalls.

Feedback from parents indicated pride in the student artworks and school, a sense of belonging and success in achieving goals. This parent feedback will then be used to drive initiatives in the coming year. Teaching staff felt that this event was clearly linked to curriculum outcomes and achieved success without adding on additional responsibilities.

The Tell Them From Me survey completed by students was reviewed by the executive staff. Staff came to the conclusion that some of the questions were not completely understood by students which has affected our results to a certain degree.

Explicit questioning is scheduled for 2020 surveys. Based on the current results, the survey indicates that students have an increased sense of belonging, feeling accepted and valued by their peers. This is reflected in a good leadership team and a change to our Social Skills Programs. The Effort rating has increased showing that students are trying hard to achieve in their learning. The initiation of PBL has been a factor in improving this result.

Homework has been replaced by home learning and results are up 7% on the previous year.

Bullying has been identified as an area for further investigation. Discussion around this concludes that the definition of what bullying is needs to be addressed. As a generic term well used term, episodes of non positive social interaction are deemed to be bullying. It is hoped that the UR Strong program whilst not an antibullying program will provide students with the language to describe their peer relationships more appropriately.

All drivers of student outcomes, such as Effective Learning Time, Advocacy at School, Positive Teacher–Student Relations, Positive Learning Climate and Expectations for Success have risen above 2018 results.

In the Tell Them From Me Survey, parents indicate they feel informed and support learning at home. Most parents find formal interviews as a useful communication type and feel that the school is welcoming and easy to get around. 49% of parents Strongly Agree that they would recommend the school with another 38% in agreement.

Ongoing areas for further improvement include:

- Parents would like more information about school learning programs and how aspects of core curriculum areas are taught
- Parents would like more information about how their children are performing against stage outcomes. They have indicated that school reports do not give a sense of how they can assist their children at home

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.

At Abbotsford, students were provided with opportunities to develop an understanding of Aboriginal and Torres Strait Islander history, culture and languages through teaching resources and programs and visiting Aboriginal elders including Uncle Jimmy Smith.

The school had its first, Inaugural Reconciliation Day walk and students and parents walked down to Halliday Park. Once at the park, we took our shoes and socks off, to be grounded on Wangal land and we read out our school's Acknowledgment of Country. It was a very emotional event.

Later in the year as part of our NAIDOC Week celebrations, we asked Uncle Jimmy Smith to conduct a smoking ceremony at the school, and to explain its significance to the community. It was a very moving morning and we will along with Abbotsford Long Day Care look to further our cultural association with Uncle Jimmy.

In 2019, the school received **\$7094** in equity loading to support Aboriginal students. This funding allocation is provided to the school to meet the learning needs of these students.

The funding was used to:

- Identify and support the learning needs of each Aboriginal student. Identify and support gifted and talented students, disengaged students and students needing additional learning support;
- Maximise opportunities for continuous improvement in student achievement;
- Develop, implement and monitor personalised learning pathways for Aboriginal students;
- Target resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and Learning Areas;
- Develop classroom programs designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

Anti-Racism Policy

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

Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students.

Tolerant attitudes towards different cultures, religions and world views are promoted.

- Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.
- Staff increased students' understanding of racism and discrimination and its impact through activity based teaching and learning programs.
- Two staff members are currently trained as Anti-Racist Contact Officers.
- The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.
- The school adheres to the Departments Dignity and Respect work place charter

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students.

Tolerant attitudes towards different cultures, religions and world views are promoted.

- Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.
- Harmony Day is actively acknowledged within the school.

Other School Programs (optional)

Art Soiree

Abbotsford students were provided rich, engaging and meaningful learning opportunities through the first Art Soiree. The program empowered students across all learning stages, to actively integrate a range of skills and capabilities into the planning, construction and presentation of an art installation. Specifically, the Art Soiree provided authentic opportunities for students to demonstrate their deep understanding of creative and practical arts in an integrated curriculum program. The audience, in this case, was the wider Abbotsford Public School community which were presented with the students' work over one balmy summer's evening. A gnome hunt across the school grounds to find hidden decorated classroom gnomes was a highlight for all community members. Accompanied by carnival food and music, it was a highly successful community event.

Environmental Initiatives

Abbotsford Public School has many exciting environmental initiatives happening around the school.

The Abbotsford Earthling program is in its eighth year now and is going from strength to strength. It all started with a Canada Bay Council grant which allowed the school to build a composting station for all our Crunch and Sip food waste. All classes now have compost bins in their classroom which the Earthlings pick up once a week.

The Earthling program is an environmental initiative that includes students from Kindergarten to Year 6. The program focuses on teaching students about environmental sustainability, healthy eating and also the journey of food from the paddock to the plate.

The TerraCycle project was introduced in 2014 and through this project, we have saved a significant amount of oral care waste and beauty products going to landfill. To celebrate the community efforts we are currently in the process of building a new TerraCycle station to showcase the recycling efforts of students and parents and we are also going to reveal a Buddy Bench which was made completely out of recycled plastics.

On a smaller scale, some classes are beginning to collect soft plastics, the canteen has banned plastic straws, the school continues to support School's Tree Day, we have a native beehive and staff are recycling their Nespresso capsules.

Sporting Endeavours

The focus of school sport in 2019 revolved around a revamped Friday afternoon sports program for Years 3–6 and participation in PSSA summer and winter competitions. For Friday afternoon sport, students in Stage 3 were in sport rotations at a different time to Stage 2. This was to allow more students to be involved in their sports activity and develop their skills further. Students, for the first time, did not choose their sport but were rotated as a group through several sports over both the winter and summer seasons. This ensured students were developing skills in as many sports as possible.

Abbotsford continued to participate in the PSSA summer and winter team competitions offered by the Western Suburbs PSSA. The school participated in all sports offered. These sports were AFL, cricket, t-ball, softball, soccer, touch football and netball. The school achieved excellent results, winning the junior and senior boys' cricket, senior girls' soccer, junior boys' soccer and junior boys' t-ball competitions. As part of the school's affiliation with the Western Suburbs PSSA, it also sent teams to the three major zone carnivals of swimming, cross country and athletics.

For the third year, all students at Abbotsford were assessed and tracked using the Physical Literacy Continuum. Using this continuum allows teachers to differentiate student learning in physical education and sport by tailoring learning activities to their specific level of athletic ability and competence. The tracking of students will continue in 2020.

Gifted and Talented Programs

Maths Olympiad In 2019, Abbotsford entered the Australasian Problem–Solving Maths Olympiad for the fourth year. 30 stage 2 students were entered into the Maths Games competition and 35 stage 3 students were entered into the Junior Division Maths Olympiad competition. The Stage 3 team improved significantly in problem–solving strategies over the 5 Olympiads to finish in 22nd place out of 1600 teams (the top 2%) in Australia and New Zealand earning an Outstanding Achievement Shield. This was an improvement from last year's top 10% finish and our best result ever. 13 students finished in the top 10% of the nation while six students managed to finish in the top 2%. Teams met once a week to learn and discuss various strategies to solve mathematical problems. Five Olympiads (of 5 questions) are contested between May and September which are completed individually in 30 minutes. At the same time as the weekly sessions, other students not competing in the Maths Olympiad or Maths Games are developing problem–solving skills in like–ability maths groups.

National History Challenge Students in Stage 3 took part in the National History Challenge for the second year in row in 2019. Students were selected by their teachers or elected themselves to enter the competition based on their interest or achievement in history. After working either individually or in groups on their entries based on the theme, People and Power, which was aligned to the Stage 3 unit, Australia as a Nation, students submitted them to be judged at a school level. Six entries were then sent further to be judged at a state level. Entries varied in format from written essays to digital slideshows and film. All students received bronze awards for their efforts.

Learning Support

Abbotsford Public School employs a full time Learning Support Teacher who works closely with the Well Being Team to provide programs and strategies for students who require additional support for learning and/or behavioural needs. Their role is integral in the school, supporting and ensuring that all students have equity of access to the curriculum. In their role the Learning Support Teacher:

- Supports teachers with planning appropriately for students with additional needs
- Encourages a growing understanding of the specific needs of students by all teachers and assists in the development of skills relating to these needs
- Collaboratively works with teachers in the development of documented plans such as Personalised Learning and Support Plans (PLaSPs), Adjustment Plans, Behaviour Support Plans and Behaviour Response Plans. These are reviewed on a term basis.
- Helps with classroom observations, assessments and consultations with parents to identify specific needs and strategies to address them
- Implements and monitors the MultiLit Reading Decoding Tutor Program for targeted students in Years 3–6
- Implements the MiniLit Reading Program for targeted students in Years 1 and 2
- Plays an integral part in day–to–day classroom activities to ensure differentiation for all students is supported
- Liaises with parents and external provider services to ensure a connection between school and home
- Liaises with the LIN group and attends meetings to develop goodwill and cooperation between the group and school

Learning and Inclusion Network (LIN)

LIN is a parent group initially organised under the umbrella of the P&C. The group focuses on providing additional support and information for one another when they have children with learning and behaviour difficulties.

Prior to each P&C Meeting, the LIN group has a meeting that allows families to connect with others from the school community who have similar experiences. The Well Being Team coordinator and LaST attend part of the meeting, to provide the opportunity for attendees to ask questions about the school's approach to learning and behaviour support.

Outside support was provided in the form of guest speakers from the Department of Education, Student Services Team, who explained aspects around disability funding. Outside support was also provided by an external psychologist, who provided advice on managing student behaviour in the home.

The LIN group also had informal get–togethers to assist with sharing ideas, resources, experiences and support. The LIN applied for a number of P&C grants to purchase resources to support differentiated learning.

Twice a year, the staff at the school offer their services for Respite Night. LIN families leave their children at the school and have an evening to themselves. Drop off starts at 6.00 pm and they have three hours where they can relax knowing that their children are in safe hands.

Peer Support

K–6 students participated in Abbotsford's Peer Support Program throughout Term 3, 2019. The focus of the 8–week program was "Stronger Together", an anti–bullying unit formulated by Peer Support Foundation Australia. Students were distributed across 50 multi–age groups, with a priority being the joining of foster buddies within each group. Year 6 students were engaged in 2 days of intensive training off–site (OOSH venue), which enabled them to develop skills incorporating both the teaching of the program itself and management of students ranging from kindergarten to Year 5.

Stage 3 teachers also conducted pre and post lessons with all senior students, allowing Year 5 students (co–leaders) and Year 6 students (leaders) to receive positive feedback on a weekly basis. The program culminated in a whole school picnic, in which buddies engaged in social conversation whilst enjoying a healthy lunch.

High School Preparation Program

For the second year, in Term 4, Stage 3 students took part in a three day high school transition program. Each stage 3 teacher taught a different high school subject over the three days where an innovative project or task was completed. Students rotated on a timetable similar to a Year 7 timetable and were split into six various groups. On two of the days, a parent at our school, held workshops that were intended to build resilience through Character Strengths. The goal was to help students make plans for how they might use their strengths when faced with stress, and new situations and challenges at high school. There has been positive feedback about the program from parents, staff and students.