

Abbotsford Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Chris Johnson

Principal

School contact details

Abbotsford Public School

350 Great North Rd

Abbotsford, 2046

www.abbotsford-p.schools.nsw.edu.au

abbotsford-p.school@det.nsw.edu.au

9713 6220

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 has an enrolment of 603 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 24 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 that supports 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

Self-assessment using the School Excellence Framework

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.

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 domain of Learning, school wide improvement efforts have primarily focused on the elements of learning culture, wellbeing and curriculum and assessment. Teams, consisting of teachers from across all year levels worked to initiate, implement and evaluate programs and initiatives to improve the delivery of quality teaching, improve student wellbeing and foster a learning culture underpinned by high expectations.

Key projects and teams driving improvement across these aspects of the school excellence framework included revised

student Wellbeing behaviour management policy, and a quality teaching model centred on goal setting, learning intentions and success criteria, formative assessment and feedback. Significant programs and initiatives focusing on the elements of effective classroom practice and learning and development have driven improvements and growth in the domain of Teaching.

Collaborative practice and feedback supported by quality professional learning opportunities and coaching and mentoring are at the core of school wide improvement in teaching practice. Improvement efforts and programs of practice in the domain of Leadership linked strongly to the school excellence framework elements of educational leadership and management practices and processes.

Progress made in these areas can be strongly linked to the following key factors. The school leadership team works to develop and maintain school wide systems and processes that support the effective operation of a large and complex school.

Finally, strong school community engagement promotes a culture of collective responsibility for ongoing school improvement

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/sef-evidence-guide>

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.

Overall summary of progress

Strategic Direction 1

The school has broken each Strategic Direction into two discrete process teams.

Process Team 1A– Creative and Agile Thinkers

Purpose

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

Overall Summary of Progress

In 2018, the Creative and Agile Thinkers Process Team had two goals to achieve. The first was that all stages have a shared understanding of the General Capabilities/Cross–Curriculum Priorities(as set out in the Melbourne Declaration on Educational Goals for Young Australians). The second was for all stages to have a beginning understanding of techniques and strategies to promote creative and agile thinking in the classroom.

The team began by conducting an initial survey of each stages' understanding of the General Capabilities/Cross–Curriculum Priorities/Important Learning Areas, their understandings of the term 'critical thinker' and the term 'agile thinker'. Each stage was also asked to list the ways by which they currently fostered creative and agile thinking.

The results of this initial survey showed a variance in each stages' understandings of the General Capabilities/Cross–Curriculum Priorities/Important Learning Areas and their ideas of what a creative and agile thinker was. There were, however, similarities in how each stage attempted to foster creative and agile thinking. Closer analysis of these similarities showed that most of these programs allowed creative and agile thinkers to flourish, however, did not explicitly teach skills required to become a creative and agile thinker.

The team then delivered a PL session to all staff on the General Capabilities/Cross–Curriculum Priorities. The PL also involved explicitly introducing commonly identified skills and attributes of creative and agile thinkers and also various TED talks which touched on some of these skills and attributes. The PL session ended with each stage completing a 'Where to Next?' document in order for the team to receive feedback regarding the future direction staff wanted to take. Analysis of this document identified the need for a whole–school approach to creative and agile thinking and an approach which explicitly taught the skills to become a creative and agile thinker to all students.

The team assessed whether a common understanding had been reached by conducting a post–survey of each stage. The results of this survey showed that all stages now had a common understanding of the General Capabilities/Cross–Curriculum Priorities..

The analysis also showed that each stage described creative thinking more through the necessary skills required and agile thinking more through the disposition or mindset required.

Strategic Direction 1

Process Team 1B– Personalised Learning

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 goal is for students to become self-directed learners, who embrace a growth mindset.

Purpose

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

Overall Summary of Process

Throughout 2018, the Personalised Learning Team had three main aims. The first was to collect data from teachers in regards to personal practice around goal setting. Our second aim was to unpack that data and use it to develop a shared understanding of current research related to personalised learning and student engagement. The third aim was to offer a variety of ways in which teachers could embed personalised goal setting into their programs seamlessly, while enhancing teaching and learning experiences.

Our team started by carrying out a simple survey, which encouraged teachers to share their own understanding of goal setting, its purpose in the classroom, current method/s of goal setting and which Learning Areas they found it most effective. The information collected gave the team an insight into the practice of individual teachers and where we could offer support and/or clarification.

We discussed the result as a team and used current research to come up with a common understanding and direction in which the school may take. During the Professional Learning session, we discussed four theorists in relation to personalised learning and student engagement. We also identified possible opportunities and challenges of incorporating personalised learning into the classroom. Teachers were asked to leave feedback after the PL session which was mostly positive; teachers felt that they had a better understanding of the purpose and significance of personalised goal setting, as well as ways to incorporate it into the classroom effectively. .

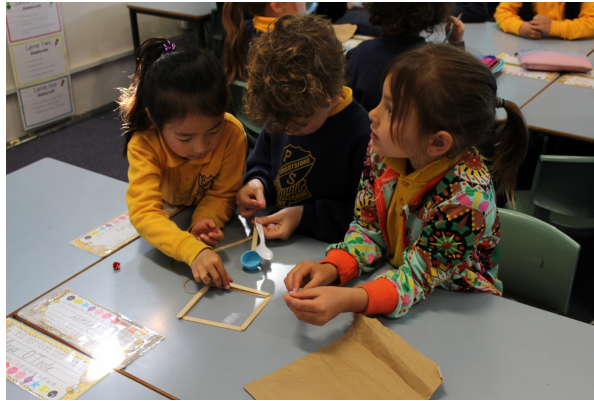
Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased understanding, knowledge and use of creative and critical tasks		<p>Formed a common understanding of the General Capabilities/Cross-Curriculum Priorities</p> <p>Identified need for a whole-school approach to creative and agile thinking and an approach which explicitly teaches the skills to become a creative and agile thinker to all students.</p> <p>Formed a shared understanding of personalised goal setting, its purpose and how it can be incorporated into the classroom.</p> <p>Engaged in and directed Professional Learning linked to the impact of setting personalised learning goals.</p>
<ul style="list-style-type: none">Measurable growth in creativity and problem solving		<p>Increased evidence of open ended tasks in stage planning.</p> <p>Goal setting has developed student resilience in meeting own goals. Students able to articulate the 'where to next' steps in learning.</p> <p>Stage 2 & 3 formed graded mathematics groups to develop and extend problem solving skills.</p>

Next Steps

Teacher professional learning for all staff to be around the 'Minds Wide Open' format. An evidence informed and Australian curriculum linked program it will support the development of skills, strategies and dispositions for students to become more resilient and competent learners.

Staff across the school will use the same common language and the aspects of the program such as the dispositions will be known across the school. The dispositions will also be embedded into the schools Wellbeing policy, amplifying the impact of the program.

A second survey will be carried out to determine if teachers feel that having a shared understanding of personalised learning has helped them to incorporate personalised learning goals into their teaching.



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.

Overall summary of progress

Strategic Direction 2

Process Team 2A – Data-informed Practices

Purpose

To build student learning in literacy and numeracy through data-informed teaching and a culture of high expectations. To embed a consistent whole-school system for collecting, analysing and using literacy and numeracy data.

Overall Summary of Progress

In 2018, the Data-informed Practices process team had two goals to achieve. The first was that all stages have a shared understanding of using data to inform practice, by the end of the year. The second was for all staff to begin to use at least one formative assessment strategy in their class. These strategies included learning intentions, success criteria and effective questioning.

The team began by collecting data of current formative and summative assessment practices in literacy and numeracy on each stage. Each stage was also asked which Key Learning Areas had more of a need to embed formative assessment strategies. The data acquired led to the team focusing on numeracy for the year.

The team explored best practice models and developed their knowledge using current research. Current research included *Assessment for Learning: Why What and How?* By Dylan William and *Unlocking Formative Assessment* by Shirley Clarke. Some of the team members also participated in the Glebe Community of Schools Formative Assessment professional learning led by Joel Davies.

The team met with a local deputy principal, who had expertise in implementing a highly-regarded whole school assessment policy at their school. She provided the team with professional learning in data analysis, evidence-based practice, monitoring student progress and embedding formative assessment into programs. The team was then able to identify the areas for improvement and develop a professional learning schedule for Term 4 based on the needs of Abbotsford PS staff.

The team presented their findings to the whole staff in two PL sessions based on a more informed knowledge of current best practices in assessment (in particular formative assessment strategies). Each stage was asked to trial one formative assessment strategy in their numeracy programs and was given the opportunity to give feedback in the second session. By the end of 2018, staff had a shared understanding of using data to inform their practice and were using formative assessment strategies in their programs.

Strategic Direction 2:

Process Team 2B– Evidence–informed Practices

Purpose

To build student learning and increase engagement through evidence–informed practices and a culture of high expectations. To develop a school culture where teachers identify, understand and implement the most effective evidence–based teaching strategies.

Overall Summary of Progress:

In 2018, the Evidence–informed Practices team employed a collaborative action research framework for stage 3 teacher development. This neuroscience–framed learning study was focussed on deepening teachers' understanding of their own pedagogies and the way that students learn. Stage 3 staff members actively participated in a research–based project, exploring the link between neuroscience and learning, to develop and apply the most effective evidence–informed teaching practices.

This learning study was broken down into five main phases:

1. **Pre Study Phase:** This involved an hour–long one–on–one interview with each of the stage 3 teachers. In the interview, the facilitator asked questions about the philosophical underpinnings that guide the participant's teaching practice. The course facilitator used the information gathered to link neuroscience theories to relevant aspects of the teacher's current pedagogical knowledge, ensuring a meaningful learning experience for each participant.
2. **Planning Phase 1 – reading and discussion of literature and the selection of an object of learning:** Teachers worked closely with the course facilitator to explore current neuroscience literature. This new theoretical knowledge was then used to design lesson plans and assessments around the science unit, 'Building the Future'.
3. **Planning Phase 2 – collaborative lesson planning:** By working collaboratively to identify the critical aspects of learning associated with the unit, teachers were better positioned to understand the hierarchical nature of the topic. They were then able to use this content knowledge along with neuroscience theories to build lessons that considered the varying levels of student knowledge that were likely to exist in their classrooms. During Planning Phase 2, teachers also used theoretical neuroscience to develop a variety of diagnostic, formative and summative assessments to support student learning.
4. **Research Phase – enactment and observation of planned lessons:** Teachers were then given the opportunity to observe one another's lessons and discuss how neuroscience had informed their approach to teaching that lesson. Throughout this process, teachers took field notes and logged the progression of their neuroscience understanding. Teachers also debriefed after lessons with their colleagues and the facilitator to discuss how their developing understanding of human learning had influenced their practice.
5. **Post Study Phase – teacher interview and project dissemination:** Finally, teachers completed a final one–on–one interview with the facilitator. This metacognitive exercise encouraged teachers to reflect on how neuroscience has advanced their understanding of teaching and learning. Teachers were able to link their learning explicitly back to exemplars of student work and described how their approach to the planning a science unit had changed. The facilitator also compared the teachers' pre– and post–course interview transcripts and together with the staff members involved in the study reported back to the wider school community on how theoretical neuroscience had developed the way that they think about their practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 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		<p>Shared understanding of using data to inform practice and at least one formative assessment strategy used in all classrooms.</p> <p>Need was identified for consistent implementation of data tracking systems, formative assessment embedded in programs and a whole–school assessment policy including scope and sequences.</p> <p>Staff on Stage 3 now have a much deeper understanding of neuroscience and the way in which these theories can impact teaching, learning and assessing.</p>

Next Steps

Moving forward, our strategic direction team will be developing a schoolwide assessment policy and staff will be implementing formative assessments strategies consistently across all programs. A neuroscience–framed approach to teaching and learning will be incorporated in future Science and Technology programs across the school.



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.

Overall summary of progress

Strategic Direction 3

The school has broken each Strategic Direction into two discrete process teams.

Process Team 3A– Positive Partnerships

Positive Partnerships for Learning and Wellbeing will establish learning alliances with community members and organisations, with clear communication guidelines and platforms.

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.

Overall Summary of Progress

In 2018, the Positive Partnerships team had two goals to achieve. The first was to fully implement the URStrong Social Skills and Language of Friendship program throughout the school. The second was to develop a social skills program for students across all stages to clearly communicate behaviour expectations at the start of the school year.

The implementation of URStrong involved a whole–staff Professional Learning delivered by staff, who received professional training in both the K–2 Friendology 101 Junior and the 3– 6 Friendology 101 program.

Alongside the teaching of the prescribed lessons, teachers focused on developing a common language for all students to use when building and maintaining healthy relationships. This program also gave teachers a common language and skill set to utilise with students when they are supporting them in managing their social relationships.

Support material was provided to teachers in the form of the URStrong posters:

- The Friend–o–meter,
- The 4 Friendship Facts,
- The Friendship Cycle –

The posters were given to classroom and specialist learning spaces to reinforce the use of the language being learned in social skills lessons and to remind students of the strategies they are learning from URStrong. To ensure consistency across the whole school setting, the staff at Abbotsford Community Centre Before and After School Care were also trained in the program and were given the relevant URStrong resources to implement in their educational setting.

The Social Skills program to be taught at the beginning of Term 1 was to address 2 main objectives. First, to ensure that all teaching staff and students had an understanding of the expectations outlined in the Abbotsford Public School Behaviour Matrix and, second, to develop a consistent approach/response/implementation to the matrix by staff.

The rollout of the program means that all students have an equal and clear understanding of the behaviour expected at school that specifically relates to being active, respectful, safe learners.

Strategic Direction 3

Process Team 3B – Positive Partnerships (Continuous Systems Improvement)

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.

Purpose

Improve student wellbeing measures and increased use of communication protocols.

Overall Summary of Progress

In 2018, the Continuous Systems improvement team had three separate and discrete goals. The first and largest was to review the current school wellbeing policy and adapt it to suit our current school context and student need.

The team began by reviewing the document individually and meeting about the elements of the policy that work for the school's context and students. The team also identified elements that required review. The team initially began with positive reinforcement and researched best practice for positive reinforcement, mainly intrinsic and extrinsic motivation. The team concluded that both methods, in conjunction, were considered best practice in regard to how best to give positive reinforcement. This informed decisions about the forms of positive reinforcement that would be utilised on a classroom basis, extracurricular basis (such as after school clubs and scripture) and which methods were best for whole school implementation. There were a number of methods that the team decided to keep such as the classroom house points system that tallies up as a whole school tally board, sports awards, class assembly awards and an assembly trophy. New features of the wellbeing policy included the recommended use of class dojo as a classroom points based system, individual learning/social goal setting and the use of growth mindset class goals and lesson learning intentions and success criteria to increase engagement.

The team also developed necessary resources such as "house points kicking goals" cards to award points to students in the playground for positive behaviour, as well as reviewing and modifying behaviour expectations resources such as posters and classroom displays.

Another element of the wellbeing policy that the team reviewed was the use of communication protocols. An inconsistency in recorded communication was found and, as a result, the team deemed it necessary to introduce the use of a 'parent-teacher meeting minutes' template whenever communicating with parents either in person or on the phone. The policy also outlined the need to communicate behaviour concerns after three incidences to support parent-teacher communication. The team then adjusted the wellbeing policy document to reflect improved communication protocols and to allow for a clear line of communication between parent, teacher, executive staff and when to escalate matters to the Deputy Principal or Principal. Another new element to improving communication was initiating three-way conferences for 'parent-teacher interviews' to allow students to attend and take an active role in their learning.

To foster a culture of continuous systems improvement the team also had the goal of conducting a stocktake of the files kept on our school server. This worked to assess stored files to ensure documents were relevant and to organise the files so that it was accessible in a logical way to all staff, including new staff. As a result, the current faculty drive has been set up in a way that allows easy access to necessary files with relevant and logical file paths for documents. Staff were also shown how to add file path names and dates to new documents created to allow for continuous systems improvement in the future.

The last goal the team worked towards was understanding the requirements from NESA and DEC regarding school policies and procedures. We reviewed the current information stored as soft and hard copies and created a checklist of documentation to gather for school-wide compliance, such as Working With Children Check numbers for all staff and visitors, WHS policy review and training, CPR training and review dates, Anaphylaxis certificates of completion and dates of review, etc. A spreadsheet was collated to facilitate the data collection of mandatory requirements and review dates.

Progress towards achieving improvement measures

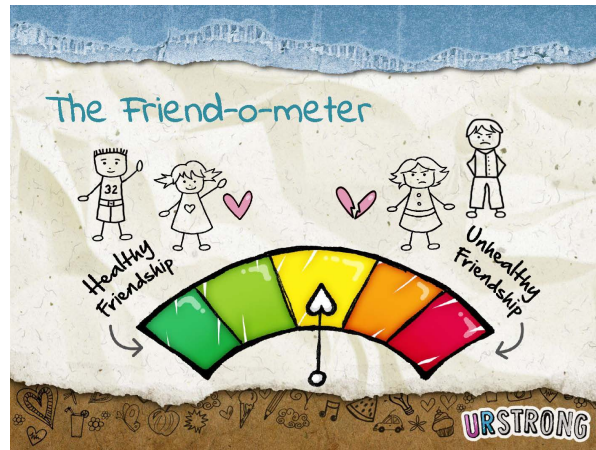
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Improved student wellbeing measuresIncreased staff and parent satisfaction measuresIncreased use of communication protocols		<p>Stock take of documents/policies/DEC record requirements completed. Data storage simplified and streamlined.</p> <p>Wellbeing Policy explained to staff and trialled.</p>

Next Steps

Moving forward, our strategic direction team will be evaluating the new behaviour model to ascertain how effective it has been.

Additionally, the strategic direction team investigating the Positive Behaviour for Learning model and its potential influence on our current behaviour management approaches.

The team will also be targeting communication methods currently used within our school community and how to maximise communication consistency.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,248 utilised for staffing and resources	<p>Professional Development for all staff on ATSI histories and cultures.</p> <p>Indigenous students are supported on a needs basis.</p> <p>7 students have a PLP and are monitored against literacy and numeracy continuums.</p> <p>Students attended a cultural awareness day at Orange Grove Public School and were supported by parents and grandparents.</p> <p>They learnt about Aboriginal and Torres Strait Islander culture from elders from the Wyanga Centre and about Language and Country with language teacher Aunty Donna McLaren.</p>
English language proficiency	<p>\$45 678</p> <p>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.</p>	<p>EAL/D students were supported across the school through two days a week of EALD teacher time. This included in class and withdrawal support.</p> <p>New Arrivals provided Intensive Language support.</p> <p>Student progress in reading data tracked by EAL/D and LaST teachers.</p>
Low level adjustment for disability	<p>\$100 000</p> <p>P&C paid for 1 day additional school counselor</p> <p>\$17000</p>	<p>A full time LaST position is utilised at the school.</p> <p>(Please note Other school programs, for information)</p> <p>School Learning Support Officers were employed to support students with additional needs who do not have targeted funding. Support allocated on a needs basis.</p> <p>Students with healthcare plans are supported with daily monitoring. Adjustments made to plans as emerging needs updated.</p> <p>Students who were allocated additional funds through Integration Funding, receive additional support, to access the curriculum and meet behavioural outcomes.</p> <p>SLSO support to individual students with curriculum adjustments and /or social skills programs. (classroom & playground) Small group support in some classes.</p> <p>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.</p> <p>PLPs are developed for all students requiring</p>

Low level adjustment for disability	<p>\$100 000</p> <p>P&C paid for 1 day additional school counselor</p> <p>\$17000</p>	<p>accommodations and adjustments and these are reviewed on a regular basis.</p> <p>Teachers use PLASTT to collate data.</p> <p>School readied itself for the introduction of NDIS.</p> <p>NCDD data collected.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding became FTE. A staffing entitlement of 1 teacher allocation.</p>	<p>Used to utilise the skills of a highly experienced teacher to mentor staff in Quality Teaching practices.</p> <p>Full time teacher utilised it the school to support teacher skill development.</p>
Socio-economic background	<p>P&C funds additional \$4000 to ensure all students access all aspects of the curriculum,</p> <p>\$11 473 utilised for staffing and resources</p>	<p>Regular adjustments to individual student learning programs designed by classroom teacher, school counsellor.</p> <p>In 2017, performance for equity groups within the school is comparable to the performance of all students in the school.</p> <p>Student assistance provided to identified students for school resource needs, excursions and extracurricular activities. The school P&C adds to the financial resources available.</p>
Support for beginning teachers	<p>\$13,000 per teacher allocated for support for each permanent appointment</p> <p>\$6 725 available for all temporary teachers on year long blocks</p>	<p>In 2017, teachers who entered on duty on a year long temporary engagement, 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.</p> <p>Professional Development needs identified, planned and funded.</p> <p>Beginning Teachers provided with ongoing support and monitoring for accreditation by supervisors.</p> <p>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.</p> <p>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..</p> <p>Teachers supported towards meeting Teaching Accreditation through NESA.</p> <p>BTS 165 additional minutes per week</p> <p>BTS 2nd year 45 additional minutes</p> <p>BTS Mentor additional 60 minutes per week</p>
Targeted student support for refugees and new arrivals	N/A	N/A

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	306	308	306	297
Girls	283	294	321	310

The school has stabilised its growth trajectory with 607 students enrolled at the beginning of 2018. The significant growth on the Drummoyne Peninsular, within the Canada Bay precinct, has slowed and the school has been able to settle and establish itself fully at its new enlarged size.

The school has maintained its Out of Area Policy, however, exemptions are given in exceptional circumstances, according to the Abbotsford Out of Area Policy, with a panel sitting each year to determine applications. The school is looking to consolidate growth within guidelines and is cognisant of current resources.

During the course of 2016, Russell Lea Infants School was gazetted as a primary school, able to take students K–6. As part of the process, boundaries within the four schools of the peninsular were changed to accommodate anticipated growth. This has allowed us to stabilise the rapid growth.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96	95.9	95.1	95.8
1	94.5	94.8	94.6	95.4
2	94.2	96.1	94	96.6
3	95	94.9	95.1	95
4	95.1	94.3	93.6	94.1
5	95	95.7	93.9	95.1
6	93.6	95.5	93.3	93.1
All Years	94.8	95.3	94.3	95
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school has a comprehensive tracking system that regularly monitors student absenteeism and contacts parents regarding unexplained absences. The school places great emphasis on daily attendance. Parents are required to send a note or email to the school if a student is absent. Absences that are not justified are followed up by letter, requesting a justifiable reason. Students who are consistently late to school are also followed up by a phone call home or by letter. Referrals are made to the Home School Liaison Officer when students are consistently absent without a valid reason.

During the course of the year, a significant number of students take extended periods of leave to go on holidays, outside of gazetted holiday periods.

In 2018, in Term 1, attendance rates were at their highest, with 95% of students attending school daily. In Term 3, this had dropped to a dramatic 91% of students attending school. The school is continuing to monitor this, as significant periods of absenteeism impact on student engagement and attainment.

The Department of Education's Home school Liaison Officer visits the school regularly to discuss and monitor school attendance with the school's Deputy Principal.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.17
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.26
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At present there are no teachers who identify as Aboriginal teaching at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All permanent and temporary teachers were involved in a variety of professional development meetings, programs and courses throughout the year, linked to school Strategic Directions and Projects. These included sessions on site and staff attending courses externally through programs implemented by the Department of Education and other providers.

A number of the school's regular casual teachers also participated in professional development activities throughout the year. The total school expenditure on teacher professional learning in 2018 was **\$33 532**.

A key priority in 2018 for staff professional learning and capability building, was supporting the continued

implementation of the new syllabus in **History and Geography**.

A proactive Professional Learning Team developed a scope and sequence for systematic professional learning across the school ensuring the school was targeting school plan initiatives and meeting the needs of teachers' PDPs. The plan included teacher professional learning in school identified priority areas such as consistent teacher judgment and student feedback.

School Development Days in 2018 included teacher professional learning for all staff in: Code of Conduct; Child Protection; Excursions Policy and school procedures; Complaints Handling Policy and Guidelines; Disability Standards for Education; English and History Curriculum; School planning; Grade planning.

Additional professional development sessions for all staff members included: Anaphylaxis; ICT; Professional Development Plans; Emergency Care; Student Wellbeing Framework; CPR; School Strategic Directions; and NAPLAN analysis.

In 2018, **two** new scheme teachers were working towards Board of Studies Teaching and Education Standards accreditation. Four new scheme teachers were maintaining accreditation at Proficient level. No teachers in 2018 were seeking or maintaining voluntary accreditation at Highly Accomplished or Lead levels.

Teachers were strongly committed to a professional learning program that focused on improving the learning outcomes of their students. Executive and staff identified targets for improvement and the professional learning program was developed to increase staff skills in managing and guiding student learning in the identified areas.

Learning Support Team members completed the updated training on the National Disability Standards framework in preparation for the Nationally Consistent Collection of Data for School Students with a Disability. The school made preparations for the implementation of the NDIS starting to align DoE policy requirements.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	168,795
Revenue	5,588,533
Appropriation	4,984,675
Sale of Goods and Services	0
Grants and Contributions	598,783
Gain and Loss	0
Other Revenue	0
Investment Income	5,076
Expenses	-5,198,339
Recurrent Expenses	-5,198,339
Employee Related	-4,586,914
Operating Expenses	-611,425
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	390,194
Balance Carried Forward	558,989

The new budgeting tool introduced in 2017, continued into 2018 and the school developed a more nuanced understanding of how to manage its finances under the new system.

At a glance, it appears that the school carried forward funding that was not expended as required. The school holds a library fund within its budget and \$100000 is in this account. All Strategic Directions were correctly budgeted for and their impact evaluated. The total budget allocation and utilisation of funding was as anticipated in total, and according to the budget set. The school, however, is developing the skills and capacity to monitor the budget and use the correct designations. The negative balances are as a result of a discrepancy in understanding.

- Funding which appears to be unallocated at the time of publishing is as a result of money being held for the refurbishment of the school canteen.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	4,075,932
Base Per Capita	121,243
Base Location	0
Other Base	3,954,689
Equity Total	203,510
Equity Aboriginal	7,650
Equity Socio economic	13,279
Equity Language	64,310
Equity Disability	118,271
Targeted Total	171,885
Other Total	339,581
Grand Total	4,790,908

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and are discouraged during these transition years.

NAPLAN Is the National Assessment Program, and 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.

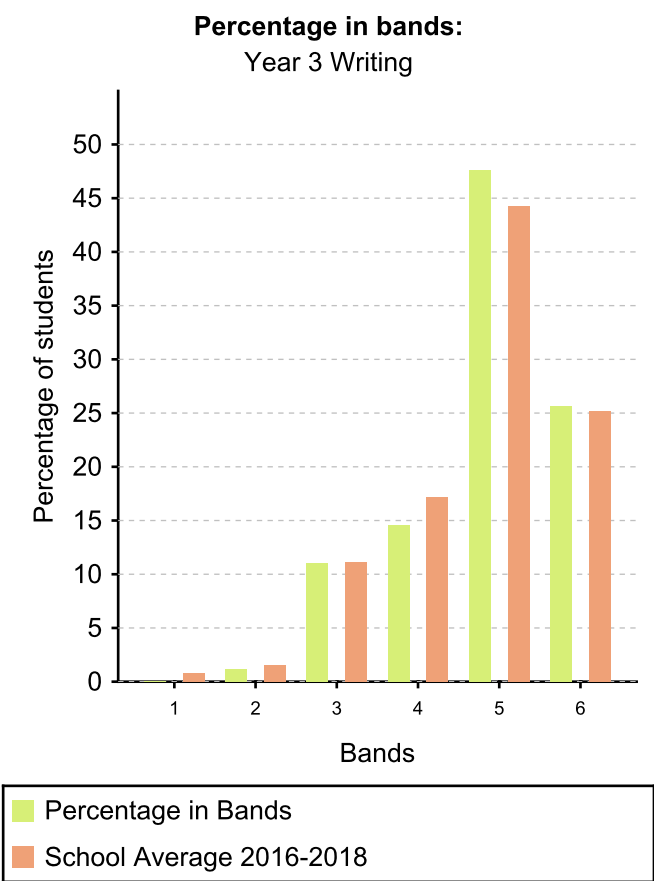
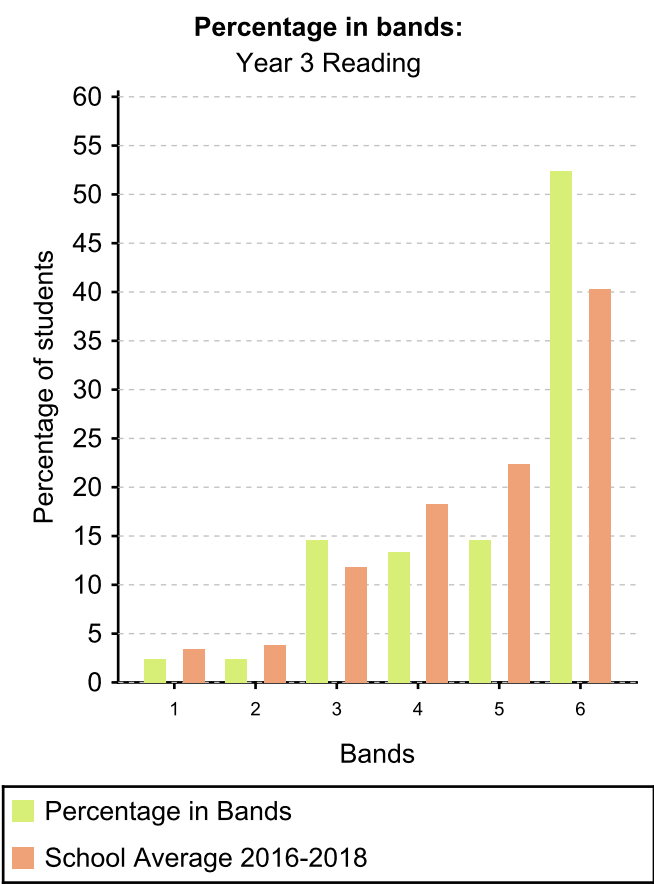
NAPLAN results for 2018 saw an increase in the number of students achieving in the top band 6 in

literacy in Year 3. Notable improvements were evident in Year 3 across all areas with the greatest gains in reading. In Year 5, the greatest gains were in Writing and Numeracy. Results also showed a decrease in the number of students not achieving the National Minimum Standard across all aspects in Year 3 and all aspects except Writing in Year 5. The school performed better than the State average for value-added growth between Kindergarten to Year 3.

In addition, our NAPLAN results show that the majority of our students achieved at or greater than expected growth; 68% in Reading, with an improvement of 0.5%. In Numeracy, 62% achieved expected growth and 46% of students in writing.

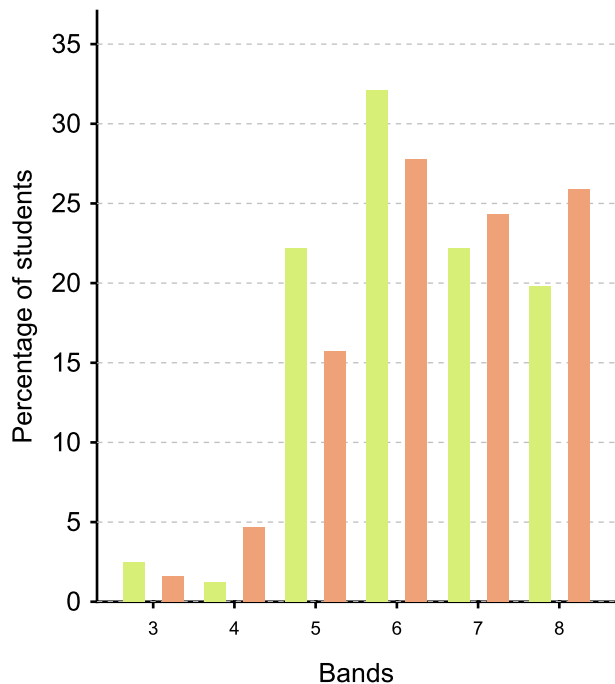
- In Year 3 67% of students achieved results in the top two bands for Reading.
- In Year 5 42% of students achieved results in the top two bands for Reading.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data



Percentage in bands:

Year 5 Reading



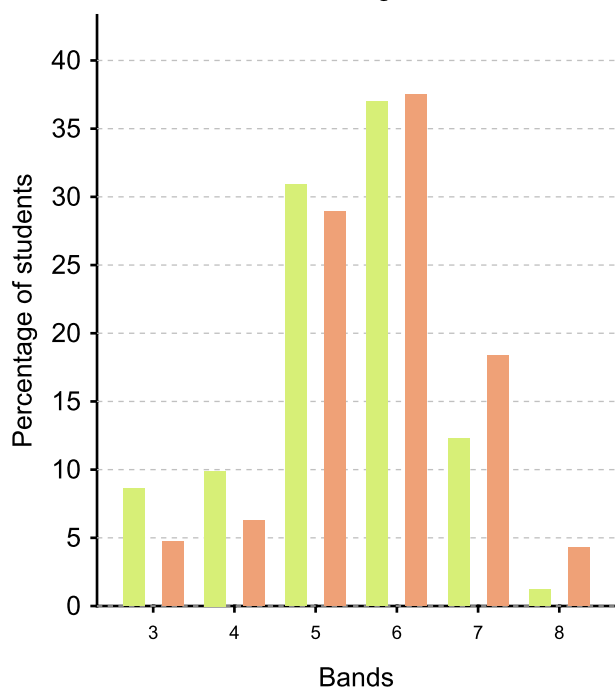
Our NAPLAN results show that the majority of our students achieved at or greater than expected growth; 68% in Reading, with an improvement of 0.5%. In Numeracy, 62% achieved expected growth and 46% of students in writing.

- In Year 3 78% of students achieved results in the top two bands for Numeracy.
- In Year 5 41% of students achieved results in the top two bands for Numeracy

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data

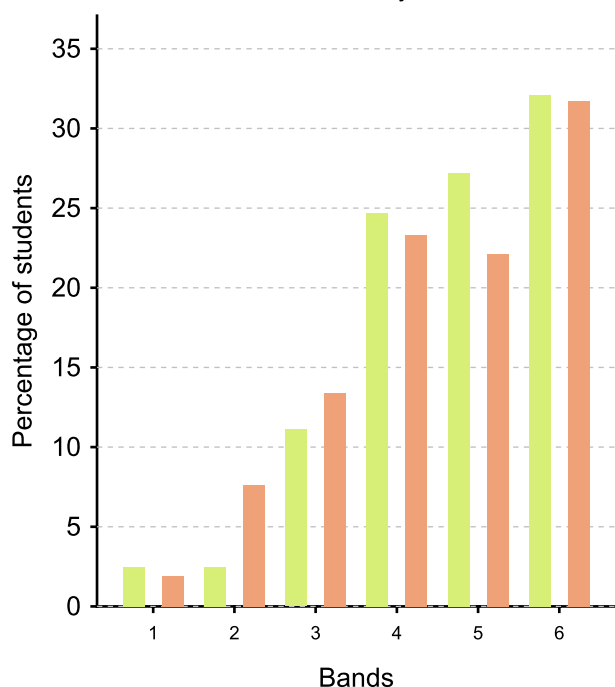
Percentage in bands:

Year 5 Writing



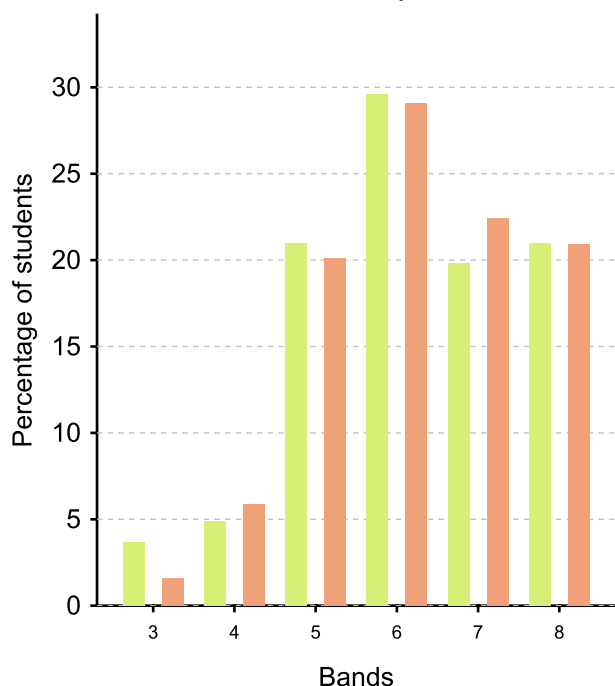
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The school reached the Premier's Priorities: Improving education results target, with students in Year 3 and

Year 5 achieving well in the top two bands for reading and numeracy in 2018. Year 3 student performed exceedingly well and performed well above the state in all areas, with special mention being made of the schools performance against like schools.

No students identifying as Aboriginal or Torres Strait Islander have participated in NAPLAN to date to inform the State Priorities: Better services – Improving Aboriginal education outcomes target for students in the top two NAPLAN bands. In order to work towards these targets, Personalised Learning Plans are completed for all Aboriginal or Torres Strait Islander students in the school. A new Koori Education Team has also been established to address this priority in 2019.

Parent/caregiver, student, teacher satisfaction

Students

Aspects of parent/caregiver, student and teacher satisfaction have been surveyed through the Tell Them From Me surveys.

174 students in Years 4–6 completed the Tell Them From Me survey which included nine measures of student engagement alongside the five drivers of student outcomes. The TTFM Student Survey is designed to provide schools with insight to guide school planning and help to identify school improvement initiatives

- Students with positive relationships – School mean 89 %/NSW Government School Norm 85%;
- Students who value schooling outcomes – School mean 95% /NSW Government School Norm 96%;
- Students with positive homework behaviours – School mean 57% /NSW Government School Norm 63%;
- Students with positive behaviour at school – School mean 90% /NSW Government School Norm 83%;
- Students who are interested and motivated – School mean 79% /NSW Government School Norm 78%;
- Students try hard to succeed in their learning –School mean 93% /NSW Government School Norm 88%.

Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Four school-level factors were consistently related to student engagement: quality instruction, teacher–student relations, classroom learning climate and teacher expectations for success. across all socio economic sectors the school provides equity of access for all students.

Across all schools, a small percentage of students

display signs of disengagement during the primary school years. Some of these children exhibit intense anxiety or other psychological problems, which is sometimes characterised as 'school phobia'. For most children however, early disengagement is associated with learning and behavioural problems which are evident in kindergarten or even earlier. At Abbotsford early signs of disengagement are half that of all other schools. Students believe that they are supported in their learning and that there is an adult on the school site who they can identify supports them in their learning.

Of note is that 38% of students were confident in their skills but did not find classes challenging.. it is anticipated that the schools Strategic Direction 1 will allow teachers to develop the skills and aptitudes to make class activities have greater rigour and differentiation.

Parents did not complete the Tell them From Me survey in 2018. Instead small groups were surveyed and feedback data was also noted from P&C meetings.

Parents at the school generally are happy with the education provided to their children. They have indicated that:

- They would like information sessions on how to support their child with reading and teaching them to read.
- They would like information sessions on mathematics terms in particular subtraction as the technique has changed since their schooling. They do not know the terms 'split and jump strategy' and would like to know what it is.
- Parents indicated that the grounds at the school need upgrading in particular at OOSH and the grass area, which is a dust bowl.
- Parents have indicated that they would like more playground activities and things for students to do and that the playground does not have play items.
- Parents are appreciative of the new technologies which have been brought in to support communication but would like CareMonkey to talk to POP so that payments and permissions can be more streamlined.

Policy requirements

Aboriginal education

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 in early 2018, Aunty Faye Carroll.

The school would like to acknowledge the impact of Aunty Faye in developing within students a heartfelt understanding of Aboriginal perspectives. The school in 2019, will name a student award in her honour, to acknowledge her passing.

In 2018, the school received **\$7650** 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.

Multicultural and anti-racism education

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.
- Harmony Day is actively acknowledged within the school.

Other school programs

Film Festival

Abbotsford students were provided rich, engaging and meaningful learning opportunities through the first Abbotsford Public School Film Festival. The program empowered students across all learning stages to actively integrate a range of skills and capabilities into the planning, construction and presentation of a short

film. Specifically, the Film Festival provided authentic opportunities for students to demonstrate their deep understanding of the literacy curriculum for a large audience. The audience, in this case, was the wider Abbotsford Public School community which were presented with the students' work over two nights in 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 seventh 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.

Last year was a very exciting year because we introduced our first ever Abbotsford Keep Cup which supports the Dog Saves Bird campaign. Not only are we reducing the number of coffee cups in our local environment we are also educating the community about the Bar-Tailed Godwit.

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 2018 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. Once again, the school achieved outstanding results and was declared the champion school at each of these three carnivals for the third year in a row.

In order to broaden the sporting opportunities for as many students as possible, Abbotsford also participated in the Woolworths Cricket Blast Cup gala day. Participation in this event allowed many students in Year 3–6 to represent their school in cricket. A senior boys' and senior girls' team were undefeated on the day and advanced to the regional cup. The boys' team reached the final where they were narrowly defeated.

For the second 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 2019.

Gifted and Talented Programs

Maths Olympiad

In 2018, Abbotsford entered the Australasian Problem-Solving Maths Olympiad for the third 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 the top 10% of the country earning an Outstanding Achievement Shield. This was an improvement from last year's top 25% finish and our best result ever. 13 students finished in the top 10% of the nation while five 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 first time in 2018. 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, Turning Points, which was aligned to the Stage 3 unit, The Australian Colonies, 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.

Victoria Birch who developed LIN was nominated in 2018 for a DoE Community Services award in recognition of her contribution to the project.

Peer Support

K–6 students participated in Abbotsford's Peer Support Program throughout Term 3, 2018. 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. The following elements were the focus of each lesson:

- * Feeling Safe: Being Me
- * Strong Me
- * Including Others
- * Make the Change
- * Know your Rights
- * Make a Choice
- * Standing Together
- * Take the Lead

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, Kate Wilkie (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. This program will continue in the future.