

# 2020 Annual Report

## Abbotsford Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Abbotsford Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## Message from the principal

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In 2020, the school year started and we were very positive about the year ahead. The bushfires of the Christmas holidays had put a dampener on our holidays but the year was full of promise.

Little did we know that events across the world were going to have such a significant impact on our lives throughout 2020. Covid came with a rush and we had to adapt to a new reality. Quickly into the New Year we had to adapt and adjust our teaching to support students so that they could learn from home.

The school developed a series of home learning packs and these were distributed to families to support a range and variety of learning from home. Given the heavy demands placed on families who were required to work from home, while also supporting and supervising learning from home, we formulated a program to ensure that learning was as flexible as possible. Students at home were able to grow bulbs, plant seeds, learn how to skip, make clocks and bird houses, and develop skills in origami.

Learning went online and daily Zoom sessions became part of the rhythm and cycle of teaching and learning. Teachers had to turn spare bedrooms and cupboards into teaching spaces and everybody had to make significant adjustments for 7 to 8 weeks, to ensure that there was continuity of learning. We were unsure how long this situation was going to last and the school was as creative and inventive as it could be, to ensure that students were active and engaged and that parents were able to feel supported.

Students were eventually able to return to school but in a much modified form, with parents unable to be a regular contributor to school life. Communication became the key to ensuring that everybody felt connected and part of a community. We had a remote Ferragusto, families stood united to sing an abridged version of Neil Diamond's Sweet Caroline (hands not holding hands) and families were encouraged to chill and bake chocolate cake.

Children had opportunities to play more often in 2020 and it will be interesting over time, to see the impact of that on student learning. There have been many who have wished to reinforce the fact that we lost learning, however, we have a belief that instead students learnt new things, that they became adaptable, developed flexibility and along with their families were able to slow down and appreciate the small things in life.

2020 was a challenging year, however students were able to achieve success and feel valued due to the uncompromising dedication of the staff at Abbotsford. They worked tirelessly to ensure that despite a year which was a series of constant upheavals and life evolving negotiations, they felt safe while at school and saw themselves as learners.

I would like to take this opportunity to thank all staff for their commitment throughout 2020.



## School vision

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

To achieve this vision we believe that:

- all students have the right to learn and 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.

The P&C also operate a comprehensive music program at the school. Tutors are available for individual tuition and then students are able to play together as part of the band and ensemble program.

The Check-in assessment undertaken this year was able to supplement existing school practices to identify how students are performing in literacy and numeracy and to help teachers tailor their teaching more specifically to student needs. The assessments allowed us to focus on aspects of the NSW Syllabuses and introduce staff to using the National Literacy and Numeracy Learning Progressions in order to monitor student progress and plan future learning opportunities.

The 'Tell Them From Me' survey was strategically presented to students in order to allow a fair and unbiased response. Internal school data will now correlate with survey results. Focus was directed on a 'Sense of Belonging' for students in all aspects of school life.

As we progress through times of change throughout the Department, the school has a strong focus of improvement for every student, staff member and our community partnerships, through an increasingly collaborative model, as together we create the environment in which our children will flourish.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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

In 2020, both elements of Strategic Direction 1 required a consolidation of the skills initiated and acquired in 2019.

It was observed during stage planning that there was a clear line of sight back with critical and creative thinking skills being embedded in teaching and learning programs. There was an increased focus on differentiating the curriculum to extend the capacity of students who were able and there was an expectation that this would align to the implementation of the High Potential and Gifted Education policy in 2021.

#### 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>In 2020 Covid-19 provided the school and its students with real life opportunities to develop further on the foundation blocks of being critical and agile thinkers. School staff had in 2019, undertaken training in Minds Wide Open and was utilising the Dispositions and CCT Crunches which practised critical and creative thinking skills. In 2020, students were required to be self-motivated learners working from home.</p> <p>The dispositions of being open minded, flexible, a risk taker, resourceful, patient and persistent, a ubiquitous learner and reflective of practice were to the fore.</p> <p>Class teachers utilised both Seesaw and Google Classroom to present and monitor academic work and provide feedback. Many open ended tasks were provided to students, so that they could, in the context of their home, extend the designated work task as widely as their interest dictated.</p> <p>Stage 2 had students develop very creative Rube Goldberg machines which ran the length and breadth of the homes. Students utilised the items in the Take Home Learning packs and innovated on the ideas presented, to ensure that their interest in learning was maintained while at home.</p> <p>Building on the research of Lau and Chan, Hong Kong University, "Good critical thinking skills require not just knowledge but practice. Persistent practice can bring about improvement."</p> <p>Students through the Blanket Challenge, were able to legitimately put their 'play' to good use and acquire badges for playing/practicing their thinking skills. Developing the requirements to attain a Lego badge required students</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• School funded (\$20000.00)</li></ul>

## Progress towards achieving improvement measures

to repeatedly practice their skills to get Lego out and put it away, build Lego that was strong, collaborate and make design modifications, use material in unusual ways, and show creative flair, all elements of being critical and agile thinkers. The Blanket Challenge is an ongoing school activity, as it aligns to many of the attributes required in developing thinking skills.

### 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><b>Seesaw and Google Classroom</b></p> <p>Seesaw (K-2) and Google Classrooms (3-6) were set up as our key platforms during remote learning and were utilised to ensure daily student connections was maintained, clear expectations regarding learning could continue, and personalised tasks and timely feedback were still available.</p> <p>Both platforms provided an avenue for personalised learning to continue during the period students and teachers were not face to face. Explicit teaching occurred through instructional teacher videos and clear learning task guides. Immediate feedback to students about their learning was highly valued by parents as it enabled them to support students in their self-reflections and make considered changes before submitting their next task or seek further support from their teacher when needed.</p> <p>Varied levels of difficulty for tasks were offered to students so that individual needs were catered for. Students took seriously the level of autonomy they had in choosing the right task for them and were very astute in their decisions and self-reflection. Feedback was particularly positive from students who had their learning tasks modified even further by the LaST and class teacher, as their adjustments were private to them. Students reported that it was invaluable to be able to go back over concepts through the teacher videos and links, utilise their teacher's feedback to edit or re-do task components, and consolidate their learning until they felt ready to move on.</p> <p>Both Google Classroom and Seesaw have continued to be a means of communicating with parents and students. Now that stages have developed the skills required to access the platforms, home learning and other assignments and assessment tasks are communicated in this manner.</p> <p>Students who are required to be absent from school for extended periods due to health concerns able to utilise this bespoke format.</p>	

## 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

In 2020, there continued to be a focus on developing teachers' capacity to extend their assessment techniques to include, in addition to a suite of summative assessments, a variety of formative measures at hand.

Due to Covid-19, the Federally initiated NAPLAN did not proceed and so value added measurements against previous years were not able to be undertaken. Instead, a resource developed by NSW State government, the 'Check in' assessments were used to gauge where students were at. The assessments results provided information in real time. Once the assessments were completed, instantaneous data was provided to schools, to make informed decisions about how best to support students based on a review of 'item analysis'. In a fractured year, this assisted the school in deploying resources and personnel to targeted students.

#### 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>During 2020, the school was selected to be part of the LEED project. The DET's Centre for Education Statistics and Evaluation (CESE) LEED (Leading Evaluation, Evidence and Data) project's focus was to build capacity of school executive to support the school in identification, refinement and implementation of evidence-informed practices for school improvement.</p> <p>While the school performs above state in all elements of NAPLAN, student value added growth from Years 3 - 5 has been identified as not consistent with schools within the same identified 'like schools' group. All 164 schools selected to be part of the LEED project were in the same position.</p> <p>The school conducted an analysis of school data and processes which impact student learning as part of its Situational Analysis, a precursor to developing its Strategies Improvement Plan</p> <p>Then, in a series of workshops, the LEED project focused on the What Works Best (WWB) themes. Concentrating on the Use of Data to Inform Practice, the session contents had been developed to complement school improvement processes and data use practices.</p> <p>With the school now moving into a new four year school planning cycle, there will be a concerted focus on all staff being able to access SCOUT data sets, analyse the Check In assessment and utilise PLAN2 across the school to monitor student growth.</p> <p>The school will continue to use the Year 1 phonics screening assessment, to monitor students' ability to access the foundation of reading and literacy</p>	<p>School Funded Occupational Therapist \$1000</p>



## Progress towards achieving improvement measures

tasks. The school currently pays for an occupational therapist to screen all Kindergarten students, so that early intervention can be accessed if required.

The new Strategic Improvement Plan, will also look to develop means of showing student growth over time in a manageable way, which is effective as a means of reflection for students and parents.

### 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>In 2020, student engagement and in class well-being support was critical. Covid-19 presented many changes and it was imperative that students felt safe at school and were in a position to learn. Many families had their world turned upside down as parents were required to work from home for extended periods, lost jobs or faced reduced hours. Family dynamics changed considerably in many cases and school became a safe haven for many students.</p> <p>Ensuring that class routines were well established and behavioural expectations were conveyed to students became paramount.</p> <p>PBL established clear guidelines for out of class behaviour and in many instances they carried through to the classroom.</p> <p>Staff reviewed the DET's Centre for Education Statistics and Evaluation (CESE) What works Best document to ensure that they were utilising the most effective research based techniques to enhance student engagement and learning. Amongst the eight themes identified as likely to make the biggest difference to students, is having high expectations, which is linked with higher performance for all students. Explicit teaching practices which involves teachers clearly showing students what to do and how to do it also has a significant impact. Providing effective feedback by providing students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus is also a significant contributor to ensuing effective classroom practices are established.</p>	

## 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

Covid -19 provided many challenges in establishing and maintaining positive partnerships. Restrictions on face to face meetings, community events and school based arts and sporting activities significantly curtailed the school's ability to build learning alliances with the school community.

The school ensured that through the year it communicated clearly in a digital format with the community, the school Principal looking to navigate through uncharted waters.

Online formats of communication became an integral part of the school's response to Covid-19 and have continued as the benefits were highlighted.

Zoom school assemblies are a highlight, with student leaders taking on a major role in presenting to the school.

#### 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)
<p><b>Positive Behaviour for Learning (PBL)</b></p> <p>In 2020, PBL continued to be a whole school focus, consolidating our playground expectations and procedures with explicit fortnightly lessons to teach and reinforce expected behaviours as well as ensure consistent management of inappropriate behaviour. The PBL team continued to seek staff, student and parent feedback through surveys and meetings, resulting in an amended behaviour matrix and temporary playground signage going up. 'Godwit Gold' was introduced as part of our playground behaviour reward system and student voice was valued as winning classes chose playground bell songs, students were actively involved in defining and collating our school handball rules, and student leaders ran the weekly zoom PBL announcements. Sentral was used to collect and analyse playground behaviour data; determining our fortnightly playground focus, formation of explicit lesson sequences and putting in place interventions at an individual, group and stage level when needed. This systematic collation of data also provided positive feedback to staff and students as we saw a decline in negative behaviour incidences and a reported increase in both staff wellbeing during duties and a reported increase in student satisfaction with activities and spaces offered to students.</p> <p>In Semester 2, an opportunity was taken to supervise two OT practicum students who undertook a project, determined by the school, to develop a playground space into a retreat for students who were finding the playground overwhelming. 'The Yarn Tree' space became a quiet games area where</p>	<p>\$700 for temporary signage. Once it has been ascertained that signage is clear and concise and understood by students, permanent signage will be ordered.</p>

## Progress towards achieving improvement measures

SLSOs support students in initiating and developing friendships through play based activities and games. A facilitator handbook was designed so that this program is sustainable over time and addresses social and sensory needs of students, particularly those with additional needs.

### 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><b>Remote Learning Hub</b></p> <p>In 2020, the experience of COVID-19 challenged and changed many of our school practices and procedures for supporting students in their learning. A school focus during this period was to be creative in finding ways to maintain high expectations, high challenge and high interest in learning tasks, whilst being aware of and compassionate towards the variables in family life that impacted how students were able to manage their learning at home.</p> <p>Seeking online platforms to assist with keeping communication and connections with families and students open was of the highest importance as we looked to support the well-being of students so that they were in a space to be able to learn. The creation of an online Learning Hub was one of our ways to address this. The Learning Hub, through Google Sites, was a space for parents and students to access stage specific learning plans, suggested timetables, and links to online support or extension options.</p> <p>It also provided families with information about our online school community events that we ran regularly to ensure a sense of connection was maintained, as well as links to support the management of anxiety and well-being, 'How to Guides' for accessing other learning platforms that we were utilising, apps and websites to reinforce concepts being taught, and other information provided by our School Counselor, EAL/D and Learning &amp; Support teachers.</p> <p>Feedback from parents was that the Learning Hub answered questions that they would have otherwise had, it provided them with a clear understanding of learning expectations for their child in their specific stage, and they valued the wide range of online support made available to them, particularly with managing their own and their child's well-being.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5320	<p>Professional Development for all staff on ATSI histories and cultures.</p> <p>Indigenous students are supported on a needs basis so they are able to have equity of access to the curriculum.</p> <p>5 students have a PLP and are monitored against literacy and numeracy continuums.</p>
<b>English language proficiency</b>	<p>\$45 678</p> <p>With new SBAR( previously 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>EAL/D students and classroom teachers were supported with intensive English lessons, in class support, professional learning and team teaching opportunities.</p> <p>New Arrival students were provided intensive English language support. Newly arrived students approaching high school age were supported in applying for Intensive English classes at IEC High Schools.</p> <p>Student progress in reading data tracked by EAL/D and LaST teachers.</p>
<b>Low level adjustment for disability</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$125 107.00)</li> </ul>	<p>A full time LaST position is utilised at the school.</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 identified.</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 &amp; 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 Counselor to process referrals.</p> <p>PLPs are developed for all students requiring accommodations and adjustments and these are reviewed on a regular basis.</p> <p>Teachers use PLASTT to collate data.</p>

<p><b>Low level adjustment for disability</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$125 107.00)</li> </ul>	<p>School readied itself for the introduction of NDIS., service providers into the school.</p> <p>NCDD data collected.</p> <p>During Covid, students with additional learning needs were supported by SLSO running support programs via scaffolded Zoom sessions.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Five days a week allocated @ \$ 79000</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 at the school to support teacher skill development. and provide release to assist with teacher accreditation.</p> <p>During Covid, role became very complex and QTSS often used to support teachers and students with strategies to support students who were showing the impact of a break in continuity of learning, while learning remotely.</p>
<p><b>Socio-economic background</b></p>	<p>P&amp;C funds additional \$4000 to ensure all students access all aspects of the curriculum</p> <p>\$11 473 SBAR allocation utilised for staffing and resources</p>	<p>Regular adjustments to individual student learning programs designed by classroom teacher, School Counsellor.</p> <p>Student assistance provided to identified students for school resource needs, excursions and extracurricular activities. The school P&amp;C adds to the financial resources available.</p>
<p><b>Support for beginning teachers</b></p>		<p>No beginning teachers received funding in 2020. Three teachers supported towards meeting Teaching Accreditation through NESAs. A celebratory afternoon tea was organised with teachers and mentors. The Principal, as TAA, approved accreditation in real time and newly accredited teachers reflected on the process and how it had impacted practice. It was a very successful affirming initiative which will now become a regular school practice.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>		<p>Funding support was provided for additional New Arrival support</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	306	297	281	267
Girls	321	310	286	264

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	95.8	96.3	90.1
1	94.6	95.4	94.3	93.3
2	94	96.6	95.7	93.5
3	95.1	95	94.8	93.9
4	93.6	94.1	95	93.8
5	93.9	95.1	94.6	92.9
6	93.3	93.1	91.2	92.1
All Years	94.3	95	94.5	92.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.73
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.16
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers



and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	361,073
<b>Revenue</b>	5,419,900
Appropriation	5,089,145
Grants and contributions	327,962
Investment income	1,743
Other revenue	1,050
<b>Expenses</b>	-5,651,641
Employee related	-4,976,846
Operating expenses	-674,794
<b>Surplus / deficit for the year</b>	-231,740
<b>Closing Balance</b>	129,332

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

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	375,752
<b>Equity Total</b>	197,439
Equity - Aboriginal	5,320
Equity - Socio-economic	14,366
Equity - Language	52,646
Equity - Disability	125,107
<b>Base Total</b>	3,824,393
Base - Per Capita	136,366
Base - Location	0
Base - Other	3,688,027
<b>Other Total</b>	482,815
<b>Grand Total</b>	4,880,399

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

## School performance - NAPLAN

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

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

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Parent/caregiver satisfaction data was collected through multiple school-based surveys throughout 2020. Parents/caregivers consistently indicated they feel Abbotsford Public School is inclusive and value the sense of community fostered by the school. Survey results indicated that developing competent social and emotional skills, and having friends at school are the aspects of school life most highly valued by parents/caregivers. This wellbeing focus will be a feature of the school's Strategic Improvement Plan moving forward.

Student satisfaction data was collected through the Tell Them From Me survey and further qualitative information was gathered in student focus groups, with a focus on students' sense of belonging at Abbotsford Public School. The Tell Them From Me data showed Advocacy at School and Expectations for Success measures have risen above 2019 results.

- 90% of students fell in the optimum quadrant of high advocacy, high expectations, higher than the State and Similar School Groups measures.
- Student data for Sense of Belonging fell slightly from 85% in 2019 to 79% in 2020, yet still remained above averages for the State and Similar School Groups.
- Student focus groups indicated conflicting results, with the majority of students reporting a positive sense of belonging to the school. The school executive and teaching staff feel the wording of questions in the Tell Them From Me survey may not have been accurately interpreted by students, whereas focus groups allowed for clarification of understanding and responses.

Teachers were surveyed as part of the school's Leading Evaluation, Evidence and Data project, and further satisfaction data was gathered through staff focus groups. Staff highlighted the school's sense of community and wellbeing as strengths of the school, reinforcing results of parent/caregiver data.

- Staff data (scored from 0-5) indicated teachers feel the school makes student-centered decisions (4.87) and the Principal values teachers' input when making decisions (4.71).
- More time for collaboration was indicated as an area of focus for further improvement to support teachers' professional learning and improve outcomes for students.

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

- Streamlined school communication. Parents/caregivers have indicated that using multiple communication platforms makes it difficult to keep apprised of school events.
- Increased opportunities to strengthen the home-school partnership and provide parents/caregivers with feedback on student learning and progress.
- Increased focus on building student resilience and wellbeing

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Due to COVID-19 restrictions, many of our Indigenous education initiatives from 2019 had to be put on hold in 2020. The two main events, our Reconciliation Walk and NAIDOC Week Assembly, could not go ahead due to social distancing requirements. Reconciliation Week and NAIDOC Week were still acknowledged in every classroom of the school with students participating in a variety of learning activities relating to Indigenous histories and cultures.

Despite the restrictions, the school continued to focus on its goal to increase school and community awareness of Indigenous histories and cultures under the banner of Reconciliation through Education.

### Indigenous Literacy Day

On 2 September, Abbotsford PS and the Abbotsford Long Day Care Centre, again partnered up to acknowledge Indigenous Literacy Day. As we could not hold a book swap as we did in 2019, both educational centres participated in an online event, which showcased Indigenous history and culture. Students were encouraged to donate a gold coin and a total of \$550 was raised. This money was donated to purchase reading resources for remote Indigenous communities.

### Staff Professional Learning

On the SDD of Term 3, the APS staff met local Aboriginal elder, Uncle Jimmy Smith for a morning of sharing and learning about our local area. Uncle Jimmy took the staff on a walk around Timbrell Park, an area situated on Wangal land. During the walk he pointed out the natural features of the area and discussed how the Wangal people would have used these resources in their everyday lives. He also pointed out the large midden situated in the area, an area which is only now beginning to be protected as an important historical and cultural site. Staff then split into groups and under the guidance of Uncle Jimmy, began the process of renaming school classrooms and learning spaces with Indigenous names. The day allowed staff to form a closer connection and appreciation of Wangal land and to develop a shared understanding of our local history.

### Room Re-naming

After the professional learning day with Uncle Jimmy, Aboriginal names from the Dharug language were allocated to school classrooms, offices and other learning spaces. This was done with the help of the SRC, who took the list of names and allocated them to specific rooms. The theme behind the room names is Country. As APS is on Wangal land, the four main school areas were named after the four First Nations to the North, South, East and West of the Wangal nation. Rooms inside each of these areas have their own theme, these being plants, sky, water and animals. The next step is to develop permanent signage for this project.

### School Indigenous Design

An ongoing project of 2020 was the creation of a unique Indigenous design which would become synonymous with APS. The school employed an Indigenous artist to create the design in partnership with the school. The school would own the rights to the design and be able to create school items containing the design. The gradual rollout of the design on school products will raise school and community awareness of the importance that Indigenous culture holds at Abbotsford.

## Anti-Racism Policy

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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 Department's Dignity and Respect work place charter.

## Multicultural Education Policy

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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)

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### Wrapped in Learning

As a significant Covid-19 initiative, Abbotsford Public School literally wrapped its students in learning with a school badge challenge with a difference. During remote learning, children undertook activities from Take Home Learning Packs designed by their teachers. The school felt it was important to acknowledge the fabulous parent/school partnership, which was being undertaken to support students continuing their learning and created a list of tasks that all students could complete at home. The Blanket Challenge was initiated.

The school had manufactured, monogrammed blankets, which were presented to every student. Unsure of the period of time students would be required to be isolated and at home engaged in remote learning, the blankets were possibly to keep students warm throughout the winter, where they could be 'wrapped while learning'. Additionally, 10 000 badges were specifically designed and made to encourage students while learning at home.

The students were awarded achievement badges each time they completed one of the tasks in the challenge. With their parents' help, the children ironed the badges onto school blankets. The initial idea behind the challenge was to foster partnerships between teachers, students and their families during the remote learning period. During a complex period in parents' lives, the school wanted to support parents in acknowledging that activities being undertaken in the home were important in helping to develop the social/emotional needs of their child.

The challenge included 20 tasks, such as building with Lego, caring for a pet, gardening or learning about astronomy. The tasks ranged in complexity, allowing all children from Kindergarten to Year 6 to become involved. They were completed at home with support from parents. Parents reported enjoying helping their children learn about the world, and were pleased that not all of the curriculum was tied to computer learning, with their children spending time outside, for example, to earn a 'Bird Watching' badge, or helping in the kitchen to earn a 'Cooking up a Storm' badge. Abbotsford Public School students now have a memento of their remote learning that will help them reflect on what school looked like and how they stayed connected with their peers and their teachers during the remote learning period.

As a result of the success of the Blanket Challenge, it will continue into successive years as students progress through the school.

## **Environmental Initiatives**

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

The Abbotsford Earthling program is in its ninth 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 utilising our new TerraCycle station to showcase the recycling efforts of students and parents and we are going to choose a new Buddy Bench which was made completely out of recycled plastics.

Each week, two classes are chosen; one Uptown, one Downtown to be the Green Busters classes for the week. A bucket of gloves has been purchased for each area of the school and students after lunch each day pick up rubbish in the playground. Two mascots, Hazelnut and Bluey, encourage the students to undertake their weekly role.

## **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.

## **National History Challenge**

Students in Stage 3 took part in the National History Challenge for the third year in a row in 2020. 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, Contested Histories, 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 regional level, resulting in one entry advancing to the State level of judging. Entries varied in format from written essays to digital slideshows. All students received bronze awards for their efforts.

## **Maths Olympiad**

In 2020, Abbotsford entered the Australasian Problem-Solving Maths Olympiad for the fifth 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. Even though the competition became an intra-school competition in 2020 due to Covid-19, the Stage 3 team improved significantly in problem-solving strategies over the 5 Olympiads.

Eight students finished in the top 10% of the nation while three 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) were contested between March 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 developed problem-solving skills



in like-ability maths groups.

## **Peer Support**

K-6 students participated in Abbotsford's Peer Support Program throughout Term 3, 2020. The focus of the 8-week program was Values: Promoting Harmony, a unit formulated by Peer Support Foundation Australia. The unit focused on personal and community values, acknowledging and respecting rights and personal and group strengths.

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.