

Abbotsford Public School

Annual Report



2017

ABBOTSFORD
PUBLIC SCHOOL

1001

Introduction

The Annual Report for **2017** 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

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Message from the Principal

In 2017, Abbotsford Public School has continued to build on the strength of existing programs and teaching pedagogy.

There has been a focus in meeting the vision we have that, “students will discover the world around them and understand the world within them.”

In 2017, Abbotsford looked to align two strands of educational management. One which supports day to day school organisation and one that looks to the BIG question of how education responds in relation to changes and innovation in the world. To meet this objective in the context of a world of unparalleled change and exponential growth, we researched and actively engaged in practices, which supported creativity and collaborative learning. We looked at the developments across the globe in education and ensured that we looked to create a future focused learning environment.

A central focus was the use of adaptive learning spaces, thinking about how schools work, embedding collaborative and deeper learning and students as creators of their own learning.

Our initial implementation included:

- Cultivating a community which uses formative assessment consistently in programming.
- Goal setting embedded into classroom practice
- Use of programs to develop understanding of emotions and ethical decision making

While there is always, a focus on ensuring that students are challenged academically, the tenants of the Melbourne Declaration continue to be forefront when making decisions within the school. We fostered and created an environment where students see themselves as, successful learners, confident and creative individuals & active and informed citizens

- We believe that our programs allow students opportunities to develop the skills and competencies to respect and appreciate cultural, social and religious diversity
- We believe that we, alongside our parents and carers, encourage our students to hold high expectations of their own educational outcomes
- We believe that school-wide we promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents
- We believe that we are developing the skills and strategies to further promote personalised learning that aims to fulfil the diverse capabilities of each student in our care

In 2017, we believe that we provided a learning environment where every student has been supported to achieve their potential.

Message from the school community

It has been a privilege to be P&C President and work with a capable team of Office Bearers who have provided excellent contributions and assistance to myself and the whole school community. I would like to thank the executive for the significant amount of work that they do behind the scenes to ensure all P&C initiatives run smoothly. As the school has increased in numbers the complexity and role of the treasurer, secretary and financial support persons has become more and more complex.

The P&C supported activities at APS are considerable. A non-exhaustive list in 2017 includes:

- Music (private lesson, 6 x ensembles, 2 x major concerts)
- Other extra-curricular activities (Art Club, Chess, Robotics, Creative Writing, Running)
- Mothers and Fathers Day stalls and Easter Raffle raising \$6,000 in total
- Family Bush Dance which was a great night out
- Book Fair and Scholastics Book Club
- Strengths Based Parenting Workshops (many of these were supported by the P&C)
- A massive Sportathon event (raising \$39,000)
- Community Election BBQ and Bake Stall, & World Teachers' Day Morning Tea
- Expanded Learning Inclusion Network (LIN) and student welfare support
- Grounds working bees for the front of the school
- Running the Canteen and Uniform Shop

Major support for: new IT stuff, reading resources, Year 6, & many other items, etc.

The major project at the end of 2017 and into 2018 has been the renovation of the canteen. After many years of fundraising, and operation of the canteen by the P&C and Canteen Manager, we received approval from DoE to assist the school to undertake these major capital works. The P&C had allocated \$60,000 and obtained a welcome additional \$20k grant from Club Five Dock RSL.

In terms of fundraising, 2017 was another very successful year. A new Sportathon record of close to \$40k was achieved by the main Sportathon team. We continued to efficiently run the popular Mothers and Fathers Day Stalls, as well as Easter Raffle events.

I would like to thank all those who contributed in some way to the running and organisation of these events.

I would like to acknowledge the passion, leadership, educational professionalism and hard work of our Principal and all the teachers at Abbotsford Public School.

Chris Dey

P&C President Abbotsford Public School

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 far 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 five 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 2017 the school has an enrolment of 639 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 25 classes, with specialist programs which include the support of the teacher librarian, specialist music teacher, English as a Second Language, a specialist Learning and Support teacher and a Community Language program in Italian.

Attached to the school is a volunteer, parent run Aftercare service, which supports 150 students each day, before and after school.

The school has a very active P&C, which actively fundraises to provide resources to support teaching and learning programs. It also organises events to enhance the community spirit of the school. The P&C supports a comprehensive chess and robotics programs and a flourishing art program, which are run by parents after school. In 2017, a writing club was introduced, including two vibrant sessions run twice weekly as well as a creative writing program.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

LEARNING: Sustaining and Growing

Every student at Abbotsford Public School will discover the world around them and understand the world within in them.

Every member of staff understands their input and the impact they can have on the lives of students at the school, and ensures that engagement with students is positive and respectful. A majority of students confirmed this alliance in the *Tell Them from Me* survey. Students told us that they felt supported in the positive, safe and secure school learning environment. This positive relationship enables teachers to maximise learning opportunities when in conjunction with the

delivery of high quality lessons.

Students are provided with a range of opportunities to highlight and celebrate their skills. Stage assemblies acknowledge sporting endeavours and whole school assemblies, presented by buddy classes, emphasise the values espoused by the school community. The role of the SRC is highlighted and a range of musical and artistic skills are showcased to the parent community, who attend in large numbers.

Staff strongly support all students to ensure their social, academic and emotional needs are considered. Staff work closely with the LaST team to ensure that the students' educational needs are identified (Aboriginal EAL/D and targeted ILP) and monitored. NCDD data is collected and appropriate adjustments and accommodations are made to school programs.

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. A hierarchy of behavioural language is used throughout, which has increased student acknowledgment and understanding of their responsibility to their own behaviour both social and academic.

Goal setting in the classroom and the use of learning intentions has increased student engagement and sense of wellbeing. Tell Them From Me surveys indicate that students feel that they put effort into the activities they undertake to a high degree.

The school encourages students to recognise and respect local cultural identity and diversity. With students in the SRC writing their own Acknowledgment of Country, encompassing the Parramatta River. The school is raising the profile of Aboriginal students and is developing an understanding of self through attending cultural awareness days. Senior students now present an Acknowledgment of Country at school assemblies and special events.

The school has a strong pastoral care ethic and supports students who have complex social and emotional needs. Staff at the school are empathetic and work assiduously, to modify the classroom-learning environment, so that students feel safe at school, and can achieve success.

TEACHING: Delivering

Teachers at the school ensure that curriculum provision is in line with BOSTES guidelines and regularly engage in professional learning and conversations to ensure that their knowledge and understanding is up to date. The recent changes in the science, geography and history syllabus have been adopted and there is sequential planning for the delivery of subject matter. Teachers collaborate to ensure that all spectrums of ability are catered for, and the introduction of the Maths Olympiad in Stage 3 and the Maths Games in Stage 2 has met parents' expectations of extension, for academically competent students.

Teachers across the school regularly use data to inform teaching practice. Staff analyse SMART data and look at the teaching strategies which sit behind the data to support teaching and learning. Internal and external data sources are used to track and analyse student growth, provide students with targeted support and inform stage and school programming. Feedback at P&C has given parents an overview of growth over time and made them aware that while students achieve good individual results, aspects of 'value added' performance need to be addressed.

In line with the need to develop greater transparency with its assessment and reporting processes, an emphasis has been on developing collegial relationships to support collaborative practice. Teachers use RFF time to team-teach and engage in stage conversations around curriculum delivery. The placement of classroom across the school has facilitated a collegial and supportive professional environment. The introduction of term cooperative planning sessions has supported the alignment of curriculum delivery across stages. Backward mapping supported the development of more rigorous assessment tasks and provided opportunities for work samples to be moderated.

Abbotsford has significantly increased the level of professional learning available to staff aligned to school priorities. Over the last three years a significant level of TPL has been delivered to ensure that staff are able to perform their role with an understanding of current pedagogy and practice. LMBR training for administration staff in relation to the new finance package has been undertaken and teaching staff have had training on EBS4 and Synergy.

The work of Hattie in particular has impacted significantly on students engagement and performance. Learning intentions and success criteria are evident in classrooms and parents are able to identify the link in learning outcomes. Feedback is now a regular feature of classroom practice and a wide variety of techniques have been employed, depending on the age level, to motivate students. Bump it up walls can clearly be noted in classroom. Individual goal setting, which encompasses celebration of attainment, are also noted.

The school fosters and encourages staff to expand their professional understanding and a number of staff have embarked on long term professional learning projects, from the principal's association with LEAP to the DP involvement in the Learning. Both internal and external mentors are provided to beginning teachers and to those who are considering

embarking on leadership progressions. The Canada Bay Executive Alliance supports executive in their supervision and curriculum leadership role. Staff are provided with opportunities to develop their skills and a number of staff are involved with the PSSA executive and fulfil roles outside of the school.

LEADING: School Planning, Implementation and Reporting–Delivering

Abbotsford has a unique village like atmosphere and the parent body and wider community are actively involved in school activities. The wide range of activities showcasing the school's provision of academic, artistic and sporting pursuits ensures that a large number of parents are highly visible within the school. The school is very family focused and parent feedback ensures that high expectations for student performance are met. A very active P&C engages with the teaching community and there is a forum for feedback about school plans and initiatives. The school has recently looked to develop the musical opportunities for students and has worked with the P&C to boost the school's concert band program. Our invigorated program has allowed students to perform in public and further raise the profile of the school in the community.

School staffing takes into account a wide variety of individual needs with part time teachers job sharing, with clear role statements in place. RAM funding has been used to ensure that there is supported provision for students with identified learning needs.

The school leadership team communicates clearly about school priorities and practices. Policies on the school websites assist parents in their decision-making. School newsletters with articles written by the principal and deputy principal communicate school values and expectations and are often a point of conversation in the community. School events are highlighted on the school's Facebook page and in class twitter accounts showcase class based learning. Parent information evenings, meet the teacher and monthly P&C meetings ensure that parents are aware of school processes.

For staff, weekly administration meetings and weekly stage or whole school TPL has expanded communication about school procedures and ensured staff are 'compliant'. A series of timetables and rosters inform staff of school events and technological communication; staff wiki, WhatsApp group, ensures that the school is vigilant about diabetes education and anaphylaxis.

Our self-assessment and the External Validation process assisted the school in refining the 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

Enriching Lives through learning

Purpose

Build student learning behaviours to enable them to actively engage in an inclusive and innovative curriculum to develop skills and achieve goals which will help them to succeed at, and beyond, school.

Overall summary of progress

In 2017, there was a consolidation of teaching practices across the school, as stage teams looked to bed down professional learning and research on the delivery of quality teaching.

Stage planning continued to be a focus with an alignment of teaching practices across the school. Strategies such as 'Backward mapping', determining what it is that you want students to know and then teaching forward from anticipated outcomes, ensuring that teaching is targeted, strategic and responsive to student need.

While the overall focus continues to be on literacy and numeracy, integrating these aspects into other curriculum areas has also been a focus. Quality delivery of geography and history subjects has seen students embrace a number of ethically based environmental issues with vigour. Stage 2 looked at the impact of palm oil production on the forests of Sumatra and Borneo reinforcing the school vision of 'students understanding the world around them'. Students looked at alternate food items and many are now making visits to the supermarket lengthy experiences for parents as they read the back of food packets to check that they are palm oil free. A school visit from Daniel and William Clarke where they spoke about their book, Tears in the Jungle, Fight for Survival, galvanised students and they have now developed ongoing fundraising activities to provide continued financial support.

Stage 1 looked at the impact of climate change and global warming on the Great Barrier Reef. It evoked a very emotional response from students who were distressed at the action of the Crown of Thorns Starfish. Students wrote to the Federal Minister of the Environment, petitioning for funding to look into the management of the coral eradicating starfish. They received a personal letter back and coincidentally, soon after, the government announced \$60 million in funding to look at the issue. The connection between their understanding of the factors impacting the reef, the writing of the letter and the sense that they had a personal impact, has provided significant impetus to learning.

The school, as a result of students petitioning the principal, has become plastic straw free.

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">• Programs, assessment tasks and classroom pedagogy reflect deep understanding and embedding of the NSW Syllabuses for the Australian Curriculum and the School Excellence Framework.• 95% of students K–6 demonstrate growth across the clusters of targeted aspects of the Literacy and Numeracy continuums.• 75% of students demonstrate significant growth in school-based and NAPLAN assessment in the area of Mathematics from a baseline of 65.8%.		<p>The school actively looked into the use of adaptive learning spaces. New furniture was purchased to support students becoming agile and engaged learners. The concept of shoeless classrooms was adopted across the school.</p> <p>Collaborative and deeper learning was embraced, with students engaging in STEM and SOLE activities. Students used 'makey makey' and other digital devices to develop problem solving skills.</p> <p>Evidence of formative assessment being used consistently in programming.</p> <p>Goal setting evident in all classrooms with students developing own learning goals.</p> <p>Evidence of feedback to students in classrooms with wall displays and goal cards</p> <p>Strength based programs in classrooms supporting P&C parents workshops.</p>

Progress towards achieving improvement measures

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Next Steps

The school will continue to focus on providing high quality differentiated teaching for students in writing and numeracy, and will extend professional learning to focus on developing the students ability to think creatively and logically. To support teachers implementation of high quality teaching, backward design assessment strategies will be continued, to plan teaching activities based on student need. In addition the school's summative assessment strategies will be enhanced with pre/post assessments uploaded onto the school's scope and sequence. Further investment will be given to the development of clear and concise scope and sequences aligned to NESA requirements.

Action research into formative assessment strategies will be undertaken along with professional learning into Collective Teacher Efficacy. Teacher professional learning will focus on Visible Thinking strategies to support the development of agile and creative thinkers.

The executive will undertake training and be involved in peer executive support through the Canada Bay Executive Alliance, which will support teachers to achieve their challenging and specific goals within their performance and development plans.

The Quality Teaching Successful Students allocation will be used to plan a structured classroom observation system, where teachers will have regular opportunities to give and receive feedback on their teaching goals.

Strategic Direction 2

Sustaining a strong culture of innovative professional practice

Purpose

Build teacher capacity to ensure the relationship between student learning and engagement is developed, maintained and strengthened in teaching and learning programs.

Overall summary of progress

Teacher capacity has been strengthened and developed in a number of key areas. Engaging students in learning has been a significant focus in 2017. Stage planning has ensured that 'content' has been related to students' reality world'. As a result students have been heavily invested and engaged in the learning. The way in which students learn has been looked at and classroom environments have been adjusted to facilitate alternate styles of learning. SOLE which requires 4–5 students to be around one computer, engrossed in answering the 'BIG' question, requires more fluid and flexible classrooms spaces. STEM activities have been integrated into classrooms with teachers embracing integrated science, technology, engineering and mathematics problem solving activities. The use of 'Makey Makey', coding, Legotechnic and coding mice has broadened students creativity and logic. The executive team from St Ives Public School have inspired teachers to be open-minded and allow students to facilitate more of their own learning.

Providing the structures to support students in their thinking and looking at problems from different angles has been supported through teacher professional learning on teaching creative thinking. All staff have been provided with a text, Teaching Creative Thinking, Pedagogy for a Changing World, which looks to develop learners who generate ideas and can think critically.

Four executive members were involved in the Canada Bay Executive Alliance successfully bringing about improvement, innovation and change within pedagogy through professional dialogue. Capacity building was met through the opportunity for the Deputy Principal to relieve as Principal and the deputy undertaking the Leadership and Management Credential. The schools within the Canada Bay Alliance met to undertake professional learning with Kathy Rushton, on teaching quality texts on a combined Staff Development Day in Term 3.

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">• 100% staff have articulated learning goals through the Performance and Development Plan• Increased involvement of staff in the Community of Schools Group• All staff achieving and maintaining Accreditation. Increased staff numbers working towards Highly Accomplished and Leadership levels of Accreditation.	<p>\$33 424 Professional learning</p> <p>QTSS</p> <p>Quality Teaching, Successful Learning</p> <p>FTE allocation 0.4</p>	<p>100% staff have articulated learning goals through the Performance and Development Plan.</p> <p>Across the school staff have chosen one personal goal, a stage goal and a goal related to the whole school strategic plan.</p> <p>Goal setting is based on SMART goals which are specific, measureable, achievable and timely.</p> <p>3 teachers completed NESA Accreditation</p> <p>4 teachers completed NESA Maintenance</p> <p>1 Executive started the School Leadership and Management Credential</p>

Next Steps

In order to develop teacher capacity, opportunities to work alongside each other needs to be formalised. Teacher's collective efficacy, 'collaborative conversations based on evidence' is the number one most significant driver of student learning. Evidence indicates that educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, and attend more closely to struggling students' needs. Research indicates that Collective Efficacy is high when teachers believe that they are capable of helping students master complex content, of fostering students' creativity, and in getting students to believe they can do well in school. When efficacy is high, educators show

greater persistence and are more likely to try new teaching approaches. Educators with high efficacy encourage student autonomy, attend more closely to the needs of students who are not progressing well, and are able to modify students' perceptions of their academic abilities.

To achieve this the school will utilise the Newcastle University model of Quality Teaching Rounds as an as means of supporting the development of 'Collective efficacy'. QT Rounds align closely with the NSW DEC Quality Teaching Framework. The coding scale questions in the Quality Teaching Framework Classroom Practice Guide will create an objective data base with which to measure impact.

Professional learning sessions will be allocated to developing an understanding of QTR. QTSS allocation will support teacher release and professional learning on Collective Efficacy will be undertaken in staff meetings.

The school to look at reviewing learning environments and utilise visible, agile spaces. Provide opportunities to access professional learning provided by Professor Stephen Heppell with a visit booked to present to our Community of Schools network.

Developing a comprehensive understanding of formative assessment will be a part of the school's TPL focus . Teams will work towards creating action research projects based on the work of Dylan Williams..

Professional learning in relation to film making will be undertaken in 2018 to support teachers skills in filming and editing in preparation for the schools film festival (replacing the school biennial musical).

Strategic Direction 3

Promoting community partnerships

Purpose

Build active community partnerships that promote student learning and engagement.

Overall summary of progress

In 2017, our students were actively connected to their learning, had positive and respectful relationships and experienced a sense of belonging to their school and community. Students respected, valued, encouraged, supported and empowered each other to succeed through participation in supported school activities including peer support and our foster buddy program.

Abbotsford students were supported to grow, flourish and do well and prosper under the school's Wellbeing Policy. The school has a policy requirement developed an antibullying policy. The school previously had focused on positive partnerships and respectful relationships under the Wellbeing Policy.

To strengthen and develop student understanding of self, a strengths based education program was introduced into the classroom which reflected the parent workshops which were offered by the schools P&C.

The school ran a cyber-bullying evening to inform parents and students of the current context in which students operate online. The Police Youth Liaison Officer from Burwood LAC maintained a close relationship with the school throughout the year.

The school, through the support of the P&C, continued to employ a school counsellor for an additional day to supplement the two days currently supplied under the DoE staffing entitlement.

The school installed signage around the school using the new school logo. The signage has helped to develop a cohesive feel to the school and bridge the gap between the previous segregated playground. Staff have also been provided with nametags, projecting a professional and cohesive front to the community.

The school installed a mural, which depicts the local community and highlights the plight of the Bartailed Godwit. The principal presented at the Australasian Bird Fair and Wildlife Expo, which was focusing on the birds of the Parramatta River and their ecological plight. The school will focus on this in 2018, advocating the 'Our Living River' project.

The P&C ran in 2017, the most successful Sportathon ever, raising in excess of \$40 000. The money raised has been used to purchase 'future focused' furniture. A winter bush dance was well supported and introduced a number of new families to the activities of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School is rated as 'building' or 'sustaining' on all seven dimensions of the School Assessment Tool– Reflection Matrix. The school uses collaborative feedback and reflection to promote and generate learning and innovation. Practices and processes are responsive to school community feedback.	20 teacher days to complete External Validation	In 2016, the school determined that after completing the self assessment tool it was meeting 3 of the dimensions. In 2017, after completing External Validation, whereby an outside panel assessed the schools assessment of itself against the dimensions, it was agreed that the school was meeting 5 of the dimensions at 'sustaining and growing' level.

Next Steps

In 2018, the school will continue to look for opportunities to develop community partnerships. A current strength of the school is the interaction with the P&C. The P&C undertake a large number of extracurricular school activities and the school draws upon the expertise of its executive and coordinators.

A current project is the refurbishment of the school canteen, which at the end of 2017 has gone to tender. A partnership between the school and P&C, their \$80 000 in funding has augmented the schools \$40 000, which is required to bring the canteen to code. The new canteen will allow for a wider range of food to be served and it will be able to be utilised for school events and functions. A canteen committee will be established, whereby staff and parents, will ensure that the school is continuing to meet the healthy canteen guidelines.

Once completed the school will then turn its attention to the OOSH property. Considerable work needs to be undertaken to upgrade the heritage listed building and surrounding property. A natural playground will be established in addition to a resurfacing of the basketball court, once the issue of poor drainage is addressed.

In 2018 and beyond, the school will look to extend its community partnerships. The developing relationship with Concord High will be expanded, as the school greatly appreciated the support of its sport program.

The school is looking to expand its connections with outside agencies and 'companies' to embrace its future focused learning objectives. Connecting with a Men's Shed, establishing a school community garden, and harnessing the wisdom of older members of the community will be a focus.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$108 303	<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>PLP's 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>School readied itself for the introduction of NDIS.</p> <p>NCDD data collected.</p>
Quality Teaching, Successful Students (QTSS)	Funding was increased in 2017 to \$23 000	Used to utilise the skills of a highly experienced teacher to mentor staff in Quality Teaching practices.
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,</p>

<p>Support for beginning teachers</p>	<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>planned and funded.</p> <p>Beginning Teachers provided with ongoing support and monitoring for accreditation by supervisors.</p> <p>Permanent beginning teachers received the 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, PDP's 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>
<p>Aboriginal background loading</p>	<p>\$3,248 utilised for staffing and resources</p>	<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>Aunty Faye Carroll came to the school to work with students in kindergarten as part of their studies.</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>
<p>English language proficiency</p>	<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>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	285	306	308	306
Girls	276	283	294	321

The school continues to grow in size with 639 students enrolled at the beginning of 2017. There has been significant growth on the Drummoyne Peninsular within the Canada Bay precinct and the school does not accept out of area enrolments as a result. 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.

Abbotsford had a small section of its catchment area withdrawn, which should then alleviate some of the resource pressures placed on the school as a result of exponential growth.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	96	95.9	95.1
1	94.3	94.5	94.8	94.6
2	95.1	94.2	96.1	94
3	95.5	95	94.9	95.1
4	96.2	95.1	94.3	93.6
5	96	95	95.7	93.9
6	95.1	93.6	95.5	93.3
All Years	95.4	94.8	95.3	94.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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 2017, in Term 1 attendance rates were at there highest, with a 95% 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.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.69
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & 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	30

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 2017 was \$33 532.

A key priority in 2017 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 PDP. The plan included teacher professional learning in school identified priority areas such as consistent teacher judgment and student feedback.

School Development Days in 2017 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 2017, 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 2017 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 (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	307,148
Revenue	5,258,688
Appropriation	4,782,851
Sale of Goods and Services	0
Grants and Contributions	470,561
Gain and Loss	0
Other Revenue	0
Investment Income	5,277
Expenses	-5,397,042
Recurrent Expenses	-5,397,042
Employee Related	-4,719,239
Operating Expenses	-677,803
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-138,354
Balance Carried Forward	168,795

A new budgeting tool was used in 2017 to support the implementation of the school plan. 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.

	2017 Actual (\$)
Base Total	4,022,738
Base Per Capita	92,001
Base Location	0
Other Base	3,930,737
Equity Total	168,702
Equity Aboriginal	3,248
Equity Socio economic	11,473
Equity Language	45,678
Equity Disability	108,303
Targeted Total	177,550
Other Total	270,431
Grand Total	4,639,421

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.

The school has used SMART2 and SCOUT to analyse its NAPLAN data. Emerging trends as a result of detailed analysis indicates that although students at Abbotsford travel widely and have exposure to a vast array of experiences, not always afforded other communities, students do not incorporate these into their written work. Under test conditions the writing tends to be bland and the significant amount of work that teachers have put into ensuring that sentences have 'sizzling' starts and that characterisation is well developed and that there is a defined resolution at the end of a text, are not evident.

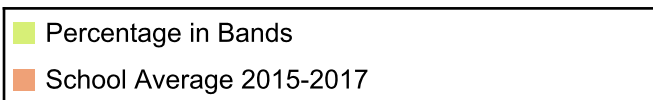
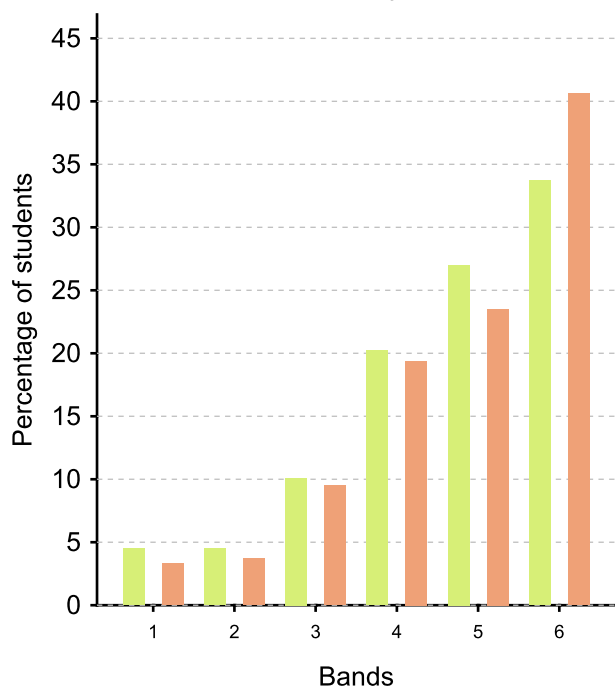
In 2017, 89 Year 3 students sat for National Assessment Test in literacy and numeracy. Our results were well above the state average in all strands tested.

- Boys performed significantly better than girls in reading
- Boys performed significantly better than girls in writing
- Girls results in Band 6 were considerably under

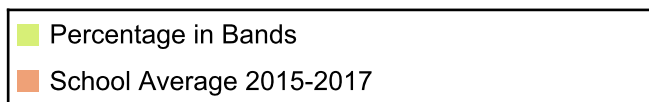
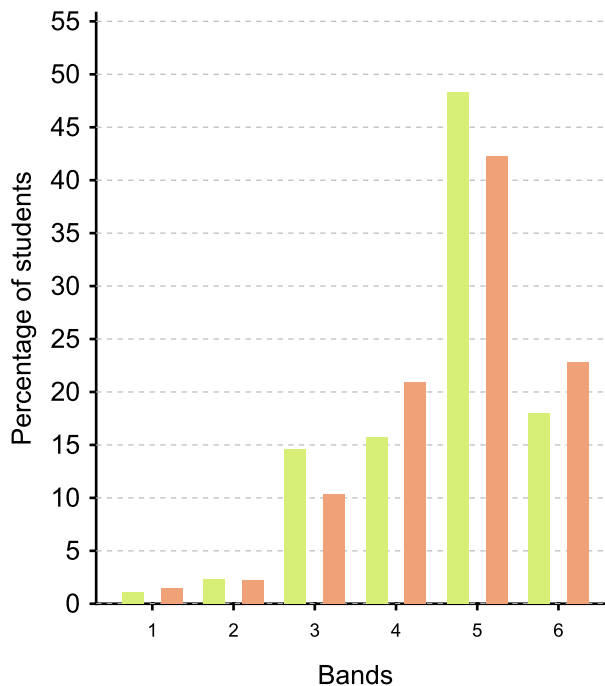
state in writing. The school will continue to analyse data to ascertain issues pertinent to under performance.

When looking at individual items on NAPLAN it would appear that often students are able to complete higher order tasks more readily and skip over or not understand the importance of basic details, such as paragraphing items within the context of their writing. Across both cohorts, the use of paragraphing was below expectations.

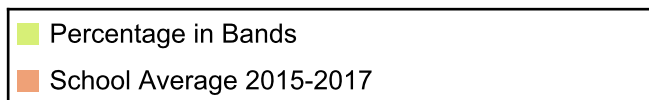
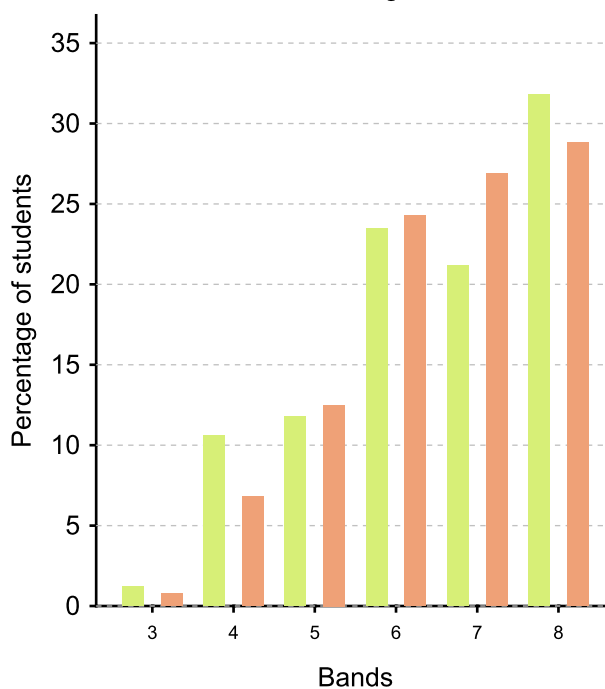
Percentage in bands:
Year 3 Reading



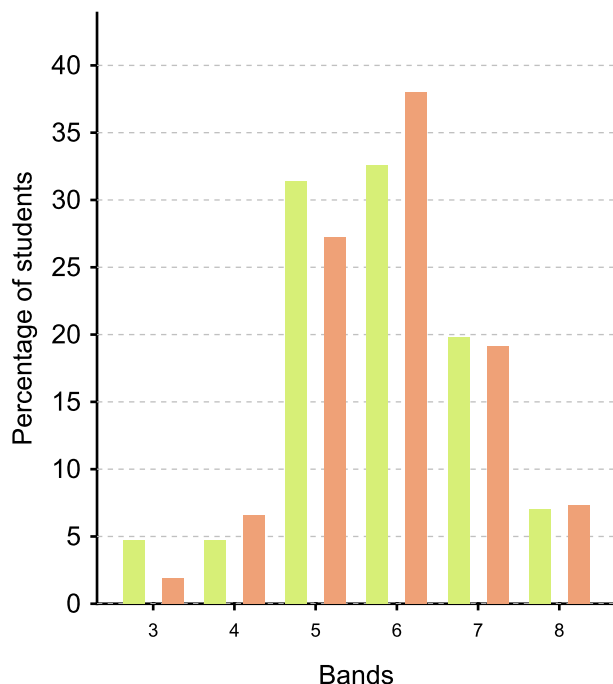
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

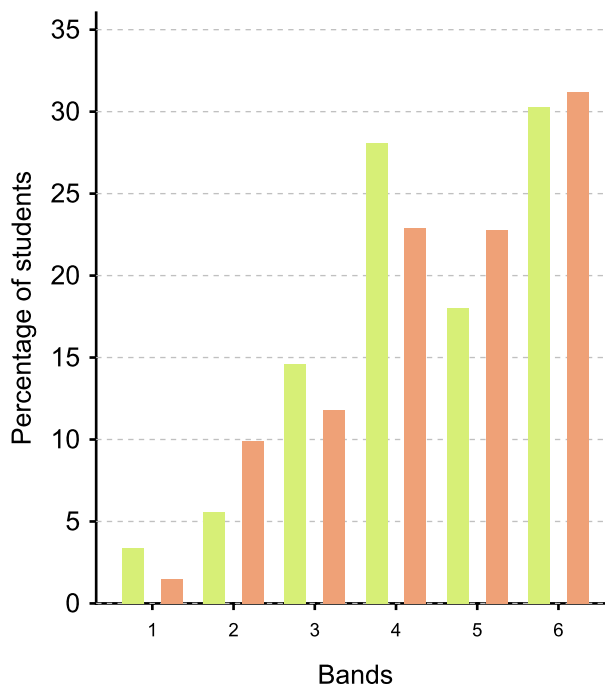


Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

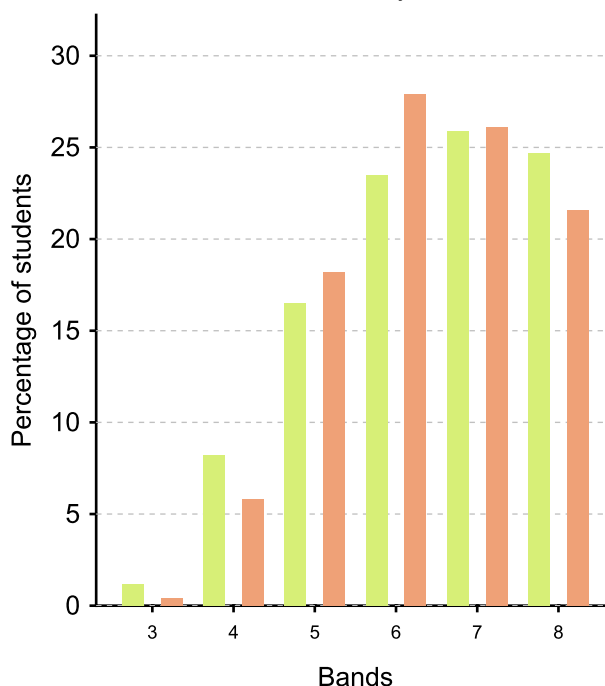
In 2017, 85 Year 5 students sat for National Assessment Test in literacy and numeracy. Our results were well above the state average in all strands tested

- 48.3% of students in Year 3 achieved the top twobands compared with 43.3 % for the state.
- Boys achieved over double the state's attainmentin numeracy in Band 8.
- In Year 5, 50.6 % of the students were in the toptwo bands compared to 32.5% for the state.
- In Year 3, 48.3 % of students achieved in thetop two bands compared to 43.3% of the state.

The was a significant improvement in student growth between Year 3–5 with a reduction to 30% not meeting expected growth compared to 43.5% the previous year.

An overall assessment of the individual aspects of numeracy, indicate that there are small pockets of students who find working with angles and length, in particular, difficult. and the school will ensure that in 2018 steps are taken to rectify this.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.>

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities*, the school has

implemented targeted programs to meet the individual needs of students to improve learning outcomes in literacy and numeracy and increase the number of students in the top two bands in these areas.

Parent/caregiver, student, teacher satisfaction

The P&C presented parents at the school an opportunity to participate in a series of workshops to develop student resilience, *Building Resilience through Strengths*.

Supported by a grant from the Abbotsford Public School P&C the program of 2 workshops was offered five times between June and September 2017. Between 15 and 20 parents attended each program.

The objectives of the program were to:

- Introduce the practice of Strengths-based parenting and the way it can contribute to building resilience in children
- Encourage parents to spot strengths in their children with a particular focus upon the VIA Inventory of Character Strengths
- Help parents to identify and plan the elements of strength based interactions and small tweaks they can make to become a strength based parent
- Build a sense of shared interest and community around Strengths-based parenting and the value of recognising and leveraging character strengths

At the end of each program participants were encouraged to complete an evaluation form.

Key themes

Parents who attended the workshops were highly motivated to understand and apply ideas. There was a strong interest in understanding how the school is working with Character Strengths in the classroom and a desire from parents to know more.

Parents appreciated the opportunity to share ideas and learn from one another in a facilitated environment and are keen to be offered additional resources and opportunities to learn in the future.

Parents acknowledged feeling more confident as a result of considering their own strengths as well as the strengths of their children.

The participants shared an interest in self-growth and development and really liked the idea of bringing a positive focus to how we think about our children.

Examples and opportunities to practise strength based interactions were strongly appreciated

Summary of Feedback

100% of participants found the program to be excellent or very good (with 53% rating it excellent)

100% strongly agreeing or agreeing that they would recommend this program to parents at APS (with 81% strongly agreeing)

100% strongly agreeing or agreeing that the facilitation & activities helped them to understand what strengths based parenting is and how it helps build resilience. (70% strongly agreeing)

100% strongly agreeing or agreeing that the facilitation & activities gave them tools to help them parent using a strengths focus. (55% strongly agreeing)

98% of participants found the program content to be highly informative, well organised and well-paced

84% of participants felt the program length was appropriate – those that disagreed indicated in the comments a wish for additional or longer workshops

In 2018 the school will deliver the program as an in class resource to support students in developing skills transitioning to high school.

Policy requirements

Aboriginal education

Students were provided with opportunities to develop understanding of Aboriginal and Torres Strait Islander history, culture and languages through teaching resources and programs and visiting Aboriginal elders, including Aunty Faye Carroll.

In 2017, the school received \$3248 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;
- Maximize 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

Sporting Endeavours

The focus of school sport in 2017 revolved around Friday afternoon sport for Yrs 3–6 and participation in PSSA competitions.

For Friday afternoon sport, students chose the sport in which they participated by providing preferences from a list of options. Students across Years 3–6 were allocated a sport based on these preferences with 90% of students receiving their first preference. This system allowed students to focus on a sport of particular interest throughout the year or to participate in a variety of sports.

Abbotsford continued to participate in the P.S.S.A summer and winter team competitions offered by the Western Suburbs P.S.S.A. The school participated in all sports offered. These sports were cricket, t-ball, softball, boys and girls soccer, boys and girls touch football, netball and AFL. The school achieved excellent results, winning the senior boys cricket, senior girls softball, senior B netball, junior boys soccer and senior girls soccer competitions.

As part of the school's affiliation with the Western Suburbs P.S.S.A, it also sent teams to the three major zone carnivals of swimming, cross country and athletics. Once again the school achieved excellent results and was declared the champion school at each of these three carnivals for the second year in a row.

In order to broaden the sporting opportunities for as many students as possible, Abbotsford also participated in the MILO cricket, Paul Kelly Cup AFL and Paul Sironen/Wayne Pearce Shield Rugby League competitions. Participation in these events allowed

many students to represent their school in their chosen sport.

For the first time, all students at Abbotsford began being 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 P & C provided financial assistance in approving a grant with which to purchase resources for developing the fundamental movement skills of all students. The tracking of students will continue in 2018.

School Mural

In 2017, Abbotsford Public School's creative arts project was the design, build and installation of a ceramic mural located on one side of the Henry Lawson Community Hall. Late in 2016, the visual arts committee developed ideas with the help of our students, based on the theme of 'our local community'. The mural depicts the journey of the Bar-Tailed Godwit, a local migratory bird from Siberia, flying into and interacting with the Abbotsford peninsula and its people.

The theme is already interwoven into 2017 history and geography programs and the ceramics form of art is a biennial focus of our visual arts scope and sequences. Students took part in 'making' sessions then 'glazing' sessions. The pieces were then transported and fired by Ceramics in Schools' owner/manager, Kristyn Taylor. Installation took place late in 2017 and was a joint effort between students, staff, Kristyn and general assistants.

The mural is a significant feature of the school and students often use it to refer to and talk about their local environment.

Environmental Initiatives

The parents, teachers and students at Abbotsford Public School are passionate about sustainability and enjoy finding different ways of living, that have positive impacts on our environment. We have many whole school initiatives which target different aspects of sustainability.

We have introduced Abbotsford KeepCups, which not only reduces the amount of non-recyclable coffee cups being used, but they also advertise our Dog Saves Bird campaign. This campaign aims at educating people about the Bar tailed Godwits and what we can do to help stop their drastically declining numbers. As a result of dogs chasing them, they are unable to rest and eat, ready for their trip back to Siberia.

The school continues to collect items for our TerraCycle program including oral care waste (ie. toothbrushes and toothpaste containers) and beauty products (ie. Shampoo and conditioner containers). This year we

collected 1030 items of waste and next year we are looking to top that. In conjunction with the TerraCycle program, we also have mobile phone, printer cartridge, battery and coffee capsule collection points in the school.

One of the ongoing programs at Abbotsford that is going from strength to strength, is our student lead Earthling program. Each week approximately 60 students get together and carry out their weekly activities including; weeding and watering the garden beds, feeding the chickens, collecting the compost bins from around the school and rewarding students with tokens, who are seen cleaning the playground.

A significant initiative which we will be implementing in 2018 is 'Wipe out Waste'. This program is looking at how we can continue to reduce waste in our school, starting with making our lunches waste free. We will transition from one waste free day at the beginning of 2018, to everyday waste free by Term 4. This program is being supported by our school canteen as they have stopped using plastic straws and are using biodegradable straws instead.

Future Focused Innovation

As a result of our research on how to best develop the concept of 'future focussed' learners, the school has started to incorporate some of the ideas espoused by Professor Stephen Heppell. His research into learning environments which supports creative and agile thinkers, indicates that students being shoeless in the classroom is of significant benefit. His research has produced inexplicable results, not wearing shoes appears to help children to concentrate more, Increases engagement, helps support boys to read more, allows students to use classroom space more effectively and reduces bullying. In 2017, a number of classes around the school adopted shoeless learning and all have indicated that it positively changes the learning environment of the classroom.

As a result of the P&C sponsored Sportathon 'future focused furniture' has also been purchased to support agile learning environments. A variety of flexible furniture including jelly bean teaching tables to standing bar tables have been purchased.

http://rubble.heppell.net/media_forum/wesley_spaces2.pdf