



2017 Annual Report to the School Community



School Name: Abbotsford Primary School

School Number: 1886





School Context

Abbotsford Primary School is a Chinese/English bilingual school. Our school is embedding the Department of Education and Training's (DET) preferred bilingual model of both languages taught every day, with students undertaking 50% of their learning in Chinese and 50% of their learning in English. Our school faces the challenge of rapid growth and gentrification, as enrolments have increased from 100 students in 2013 to 160 students in 2018. In 2013, 65% of students resided in public housing, compared with 36% in 2018. 49% of the current enrolment comes from a language background other than English. The staffing profile includes two principal class (2.0 Full Time Equivalent (FTE)), nine teachers (9.0 FTE) and three education support staff (1.25 FTE). All classes are multi-age except Foundation (Prep), with two year levels in each class.

The Premier of Victoria, The Hon. Daniel Andrews and the Minister for Planning, The Hon. Richard Wynne, announced on Wednesday 31 January 2018 that our school has received \$8.28 million for an upgrade. Works commenced in March 2018 and are expected to be completed in mid-2019. The whole school will be refurbished, ensuring the school facilities and grounds match the outstanding education that Abbotsford Primary School provides.

Framework for Improving Student Outcomes (FISO)

In the 2017 Annual Implementation Plan, we developed a series of targets based on the area of Building Practice Excellence as part of FISO. Here is a summary of the targets and our results:

- All teachers using the agreed Lesson Design for Reading and Viewing.
- All teachers have implemented the agreed strategies of a Reading and Viewing lesson.

The teachers developed the agreed strategies for Reading and Viewing lessons, based on the High Impact Teaching Strategies published by the DET. All teachers indicated a thorough understanding of the Lesson Design, applying the strategies they developed in their lesson planning and classroom teaching. This work is continuous and the approach taken to develop this work will be replicated as we focus on Oral Language, Speaking and Listening in 2018.

Achievement

In the 2017 Annual Implementation Plan, we developed a series of targets. Here is a summary of the targets and our results:

- 90% of Foundation students to progress an average of three Fountas and Pinnell reading levels from February 2017 to December 2017.
- 90% of Year 1 to Year 4 students to progress an average of four Fountas and Pinnell reading levels from February 2017 to December 2017.

We had 41.9% of Foundation Students reach the target. When analysing this further, we note that 94% of students from an English speaking background made three levels of growth or more (one English background student did not meet the target of three levels of growth). Most students from a non-English speaking background came to school with very little oral language in English, making it far more difficult for them to even commence the reading scale that we are measuring them on, as they were not even at a stage of identifying basic sound/letter relationships.

For Year 1 and Year 2, we had 97% of students reach the target of four levels or more of growth (one student did not meet the target or four levels of growth, but they did achieve three levels of growth). This justifies the training and extra literacy support we allocated to the Year 1/2 classes in 2017.

For Year 3 and Year 4, we had 94% of students reach the target or obtained higher than the four levels of progress (two students did not meet the target or four levels of growth, though they achieved three levels of growth).

Engagement

Abbotsford Primary School offered a wide variety of extra-curricular activities that complemented our specialist leaning program that included Music, Visual Arts, Physical Education and Science.

The Year 3-6 students attended the Doxa Malmesbury camp for two nights in March, undertaking team building activities. Students in Year 1-2 took part in the November sleepover at school, helping them prepare for the offside Year 3-6 camp. Students partook in the Active Kids Program, focusing on Tennis and Soccer. Additionally, we offered an intensive swimming to students from Foundation to Year 6, participated in the Walk to School Day initiative and the Little Bike Riders initiative funded through a City of Yarra grant.

We celebrated our schools' 140th Anniversary, where the students showcased their learning through displays in the classroom and dance performances. Students celebrated the Chinese Mid-Autumn festival by producing a performance to the school community at the Collingwood Town Hall.

The school community came together at our end-of-year picnic in December to celebrate the learning of Music, both as a specialist subject and the Instrumental Music program, that included piano, guitar, vocals and drums.



Wellbeing

Foundation Transition sessions were held in Term 4 to assist students and families to make a smooth transition into their new school environment. Parents attended an information session where they were provided information about preparing their child for school and activities they could do at home to build literacy and numeracy skills. A group of our Year 1 students participated in the 1:2:1 Mathematics Mentoring program. This partnership provided our students the opportunity to build a positive relationship with a mentor, whilst focusing on valuable mathematics skills. The SPARK reading program focused on pairing a group of our Year 3 students with mentors to support them in further developing their reading skills. The program concluded with a visit to Optus and our students saw where their mentors worked. Our Art Therapy program gave several of our students a vehicle to explore issues/concerns relating to their social and emotional wellbeing. Additionally, students were able to nurture our chickens and learn about how to take care of the daily living needs of the chickens. Our school received eSMART accreditation at the end of 2017 that included strategies to teach students about cybersafety and cyberbullying, equipping our students to access online tools safely.

For more detailed information regarding our school please visit our website at www.abbotsfordps.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 151 students were enrolled at this school in 2017, 82 female and 69 male.</p> <p>55 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>46%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>62%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>69%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>46%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>46%</td> <td>38%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	46%	31%	Numeracy	23%	62%	15%	Writing	23%	69%	8%	Spelling	38%	46%	15%	Grammar and Punctuation	46%	38%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 907 1037 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	92 %	94 %	92 %	94 %	96 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	92 %	94 %	92 %	94 %	96 %										



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

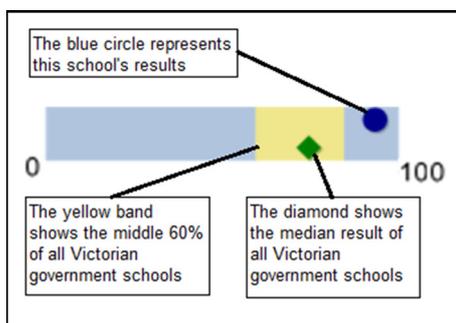
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

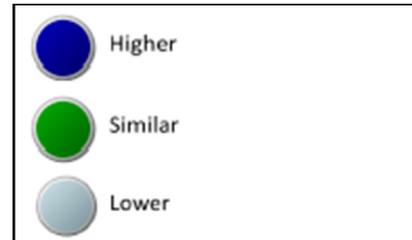


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

The 2017 budget was approved by School Council and all expenditure in accordance with those approvals. In line with our 2017 Annual Implementation Plan, student learning remained the major focus with resources having been bought to support growth in Reading in both Chinese and English, and teacher professional learning. The school observed the Department of Education and Training (DET) requirement of having a \$10 000 operating 'safety net' at the conclusion of the 2017 academic year, by maintaining a \$35 000 operating safety net.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,367,086	High Yield Investment Account	\$101,123
Government Provided DET Grants	\$220,087	Official Account	\$14,369
Government Grants Commonwealth	\$14,203	Other Accounts	\$39,014
Government Grants State	\$9,543	Total Funds Available	\$154,506
Revenue Other	\$15,412		
Locally Raised Funds	\$79,110		
Total Operating Revenue	\$1,705,441		
Equity¹			
Equity (Social Disadvantage)	\$133,635		
Equity Total	\$133,635		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,357,079	Operating Reserve	\$52,289
Books & Publications	\$624	Capital - Buildings/Grounds incl SMS>12 months	\$57,680
Communication Costs	\$9,166	Total Financial Commitments	\$109,969
Consumables	\$59,020		
Miscellaneous Expense ³	\$119,514		
Professional Development	\$9,476		
Property and Equipment Services	\$90,028		
Salaries & Allowances ⁴	(\$1,119)		
Trading & Fundraising	\$19,420		
Travel & Subsistence	\$5,968		
Utilities	\$11,893		
Total Operating Expenditure	\$1,681,068		
Net Operating Surplus/-Deficit	\$24,373		
Asset Acquisitions	(\$2,023)		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.