

2018 Annual Report to The School Community



School Name: Abbotsford Primary School (1886)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 April 2019 at 02:19 PM by Latham Burns
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 April 2019 at 08:48 AM by Nicole Munro (School
Council President)

About Our School

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 population growth and gentrification. The learning of the students is further enhanced through our wide ranging specialist programs, including Visual Arts, Physical Education, Science and Performing Arts. In 2013, 65% of students resided in public housing, compared with 35% in 2019. 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), ten teachers (9.8 FTE) and three education support staff (1.25 FTE).

Our school received \$8.28 million for a complete facility upgrade, with works commencing in March 2018. Stage 1 of the upgrade is complete, with Stage 2 out of 4 in progress. 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)

School Strategic Plan Goal 1 - Building practice excellence: To enhance the learning experience of each student through high quality, consistent teaching practices.

Key Improvement Strategy: Research and implement an agreed pedagogical model that is consistent in Chinese and English Learning.

The school has completed work with Lisa Keskinen, that provided staff workshops and modelled lessons in oral language and writing. The staff now have the background knowledge to continue constructing our pedagogical model based on the HITS and the learning obtained by Lisa Keskinen. In 2019, teachers will review the High Impact Teaching Strategies and link these to the learning of Lisa Keskinen, as well as link the pedagogical model the school is constructing with the recently released DET pedagogical model. The leadership team will prioritise time to plan staff forums effectively.

School Strategic Plan Goal 2 - Curriculum planning and assessment: To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.

Key Improvement Strategy: Embed the Victorian Curriculum into teaching practice.

The priority for Speaking & Listening was altered to focus on Writing with teachers using rubrics to analyse student writing. The student engagement in the writing process has improved with the introduction of 'Free Choice Writing'. There is a clear lesson structure to writing in classrooms and teachers are undertaking one-on-one conferencing with each student. In 2019, we will further develop teacher capacity in teaching in focus groups in Literacy lessons (e.g. Shared Writing, Guided Reading, etc) and to deconstruct Text Types with students in relation to structure and vocabulary. Teachers will strengthen the link between Speaking and Listening to Reading and Writing.

Achievement

In the 2018 Annual Implementation Plan, we developed a series of targets. Here is a summary of the targets and our results:

Our Foundation students progressed an average of 3.6 Fountas and Pinnell reading levels, with the target being 3 reading levels.

Our Year 1 students progressed an average of 5.5 Fountas and Pinnell reading levels and our Year 2 students progressed an average of 6.8 Fountas and Pinnell reading levels, with the target being 4 levels. These results are pleasing in light of the need to reassign one of our teachers, therefore the extensive literacy intervention we were able to provide to our Year 1 & 2 students in semester one was no longer able to be continued in semester 2. The Reading Recovery program, with one of our teachers receiving further training, provided Reading Recovery intervention for some students.

Our Year 3 students made an average progression of 6.75 Fountas and Pinnell reading levels and our Year 4

students made an average progression of 4.2 Fountas and Pinnell reading levels, with the target being 4 reading levels.

Students in Year 4 to Year 6 undertaking the 2018 Attitude to School Survey will score an average result for Stimulating Learning as greater than 4.40 out of 5.

In 2018: In 73% positive responses 23% neutral 4% negative. This is a significant improvement from the previous year's student responses.

Parents undertaking the 2018 Parent Opinion Survey will score an average result for Stimulating Learning as greater than 6 out of 7.

Currently: 79% positive results from parents in 2018, 13% neutral and 8% negative. This is not marginally different from our 2017 results.

When analysing our student learning data in more detail, we determined that grammatical features of various text types in reading and writing is an area to strengthen, resulting in this being a focus in 2019. Additionally, the Chinese teachers are implementing new assessments in Speaking & Listening and Writing, enabling the teachers to track the progress of students accurately.

Engagement

Abbotsford Primary School offered a wide variety of extra-curricular activities that complements our specialist leaning program that included Music, Visual Arts, Physical Education and Science. The Year 3-6 students attended the Alexandra Adventure Camp for two nights in December, undertaking team building activities. Students in Year 1-2 took part in the Junior sleepover at school, giving them the opportunity to prepare for the offsite Year 3-6 camp by experiencing staying away from their family for an evening. Additionally, six of our Year 5/6 students went on a 14 night school trip to China, the first time our school has engaged with our Chinese sister school on this level.

Students partook in the Active Kids Program, focusing on Tennis and Soccer. Additionally, we offered an intensive swimming program to students from Foundation to Year 6, 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 includes piano, guitar, vocals and drums . Chess Club and a Soccer Clinic occurs on a weekly basis.

Our student -non attendance data stabilised from 2016 to 2018. We have continued to utilise our Attendance Messaging System (through Sentral) and send notes home to request explanations for unexplained absences. Unexplained absences have significantly reduced over the last three years. Our two main reasons for absences are illness and family holidays.

Student voice and agency was represented by the 2018 Student School Captain and House Captain and Junior School Council elections. Voting was school-wide across the student body, and the voting preference system used mirrors our country's democratic system.

Wellbeing

Abbotsford Primary School underwent a pulse check inspection for our compliance on meeting the Child Safe Standards, to which we were deemed to be fully compliant. Our school continued to focus on child safety and engaging with the Child Safety Standards through our Personal Safety Program that focuses on equipping students with the skills to identify and respond to dangerous situations. This program encompasses our Cyber Safety program. It compliments classroom teachers' work on developing social skills and resilience, utilising the Bounce Back program.

We continued to participate in the 1:2:1 Mathematics Mentoring and SPARK reading program. These partnerships provided our students the opportunity to build a positive relationship with a mentor, whilst focusing on valuable mathematical and reading skills.

Foundation (Prep) 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. Students participated in our whole-school transition program which allowed the opportunity to familiarise themselves with their class and teacher for 2019.

Our Primary Welfare Officer has continued to liaise with families in regards to the social and emotional wellbeing of our students, and continues to support students with additional needs. Our Art Therapy program, supervised by our Primary Welfare Officer, gave several of our students a 'safe space' in which they could explore issues/concerns relating to their social and emotional wellbeing. Additionally, we employed an additional staff member to work with students experiencing trauma related behavioural challenges. This staff member was able to draw upon a wealth of experience to assist students to engage in positive relationships with peers. All staff participated in Professional Development facilitated by RCA Rod Catterall & Associates. Staff engaged in work which provided advice and strategies related to best practice approaches and processes for supporting and responding to students with challenging behaviours. The school is introducing the Berry Street Model from Term 2 2019 to proactively and consistently respond to student and community wellbeing.

Financial performance and position

All funds received from the Department of Education & Training (DET), or funds 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 DET policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Capital Grants funding was provided to the school in 2018 from the \$8.28 million of building works to purchase new furniture and fittings. These funds have been carried over into 2019 for the purchase of new furniture as part of the school upgrade.

For more detailed information regarding our school please visit our website at
<http://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

Enrolment Profile

A total of 160 students were enrolled at this school in 2018, 81 female and 79 male.

47 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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> Lower</p> <p> Similar</p> <p> Lower</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> Lower</p> <p> Similar</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>43%</td> <td>50%</td> <td>7%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>62%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>50%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>43%</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>43%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	43%	50%	7%	Numeracy	23%	62%	15%	Writing	36%	50%	14%	Spelling	43%	29%	29%	Grammar and Punctuation	21%	43%	36%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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: 

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>90 %</td> <td>93 %</td> <td>88 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	90 %	93 %	88 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	90 %	93 %	88 %	93 %										

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:

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Lower</p> <p> Lower</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,401,826	High Yield Investment Account	\$169,628
Government Provided DET Grants	\$191,459	Official Account	\$14,523
Government Grants Commonwealth	\$2,700	Other Accounts	\$40,106
Revenue Other	\$21,561	Total Funds Available	\$224,257
Locally Raised Funds	\$105,341		
Capital Grants	\$73,687		
Total Operating Revenue	\$1,796,574		
Equity¹			
Equity (Social Disadvantage)	\$71,984		
Equity Total	\$71,984		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,376,923	Operating Reserve	\$52,262
Books & Publications	\$4,928	Total Financial Commitments	\$52,262
Communication Costs	\$9,311		
Consumables	\$39,190		
Miscellaneous Expense ³	\$146,639		
Professional Development	\$27,062		
Property and Equipment Services	\$61,862		
Trading & Fundraising	\$10,659		
Travel & Subsistence	\$9,639		
Utilities	\$12,746		
Adjustments	(\$2,023)		
Total Operating Expenditure	\$1,696,937		
Net Operating Surplus/-Deficit	\$99,638		
Asset Acquisitions	\$2,028		

(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 15 March 2019 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.

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*' or '*ND*' 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').