**SCHOOL PROFILE – ABBOTSFORD PRIMARY SCHOOL**

| PURPOSE | Our vision for Abbotsford Primary School is to provide a safe, nurturing and engaging environment in which children are challenged and supported to develop the skills, competencies and values that will enable them to thrive.

We aim to be a community that promotes life-long learning, the pursuit of excellence, and an eagerness to participate and contribute within a global community. We strive to provide a welcoming, stimulating, caring and supportive learning environment for our students, teachers, parents and broader community. The core purpose of the school is to provide a comprehensive education for all students through effective communication, strong teamwork and the application of a range of teaching strategies, within a climate of fun and enjoyment, that enables students to reach their academic, social, emotional and physical potential. |
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| VALUES | At Abbotsford Primary School we believe that education is a process of growth underpinned by the following community values:

**Respect:** acknowledging and accepting differences in ability, culture and beliefs of others; being understanding and compassionate; being considerate and courteous; honesty; being able 'to walk in another’s shoes'; treating each other and our environment with consideration

**Teamwork:** working together to achieve the best possible outcomes for all; taking individual and collective responsibility; providing opportunities for all to have a go; sharing ideas and solutions; helping each other

**Personal achievement:** setting goals and working towards them; aiming high; trying your best; being curious; being open to new challenges and opportunities; gaining knowledge, skills, attitudes and values

**Responsibility:** taking charge of actions/behaviour; thinking before acting and making wise decisions; looking after and taking care of things; being organised

**Confidence & Resilience:** ability to approach the familiar and the unfamiliar; courage to take calculated risks; being resourceful; ability to deal with adversity - if something goes wrong ‘you still be who you are and don’t change’; ability to ‘bounceback’; optimism |
| SOCIAL – COMMUNITY AND DEMOGRAPHICS | Abbotsford Primary School is a small, inner city school located in the City of Yarra and is part of a thriving, bustling multicultural community. The school population reflects this cultural diversity with the majority of our students being from multicultural backgrounds.

Although most of the student population is drawn from the local area, there are an increasing number of families from outside the locality who are accessing the school’s highly regarded Bilingual Program. The school’s current student family occupation (SFO) index of 0.67 is reflective of this demographic. The school is a social hub for many of our families and enjoys strong parent support and involvement.

The school has experienced staff who provide students with opportunities to augment the school program by accessing the varied cultural, sporting and community resources located in the inner Melbourne area. Interpreters are used at both formal and informal meetings between teachers and parents, to exchange information, explain and develop school policies and programs, and to report on student progress. All school correspondence is sent out in English and Vietnamese.

Enrolments have continued to rise from 74 students in 2007 to 105 students for 2012. Prep enrolments have continued to rise with 17 new Prep students in 2012. The bilingual program has been attractive for a number of parents. The school provides a safe and friendly learning environment, where the strengths and weaknesses of individual students are known and taken into account in designing school programs and implementing pedagogical approaches. |
### ENVIRONMENTAL AND FACILITIES

Abbotsford Primary was established in 1877 and the historic brick building has been classified as “worthy of preservation” by the National Trust.

The school is very well-resourced in terms of books, computers and other equipment to support student learning in the Victorian Essential Learning Standards (AusVELS from 2013). The school has a well-equipped, library, art room and multipurpose room.

The school grounds are well maintained and the school’s sustainable practices have been enhanced by the installation of two water tanks and the establishment of community garden beds. The installation of a new school fence, student decorated bollards and community led garden plantings have greatly enhanced the appearance of the school grounds.

The school regularly extends its borders by accessing local resources such as Collingwood Children’s Farm, local parks and river precinct as well as city facilities such as the arts centre, museum and state library.

### EDUCATIONAL

The school provides an inclusive and stimulating program and aims to raise the achievements of staff and students in all areas. The Victorian Essential Learning Standards (AusVELS from 2013) is used to develop an integrated approach to curriculum planning, teaching and assessment. The school has a strong focus on Literacy. The school curriculum related to physical, personal and social learning is greatly supported by strong student welfare programs including a primary welfare officer, art therapy and artist in schools programs. Students also participate in interschool sports, a multicultural football program and a swimming program at all year levels.

Year 3-6 students attend a camp which includes a range of outdoor activities including orienteering and bush walking. Younger grades participate in programs including PMP, sleepover and regular visits to the Children’s Farm. All levels of interdisciplinary learning within our bilingual program are taught to students in Mandarin.

An English as a Second Language (E.S.L.) support operates from Years P - 6. Our school values the learning of other languages. All students are given the opportunity to enter an English / Chinese Bilingual program or to learn Vietnamese in L.O.T.E. (Languages other than English) classes. Multilingual staff members are available to support students and assist Vietnamese and Chinese families in their own languages.

Support for students is also provided by our Primary Welfare Officer. A range of support and enrichment programs are offered and these include: Perceptual Motor Program (PMP), Life Education, Swimming, Active Kids, Homework Club, Instrumental Music, Artist in Schools, Art Therapy and involvement with Collingwood Children’s Farm. Children are also able to participate in a variety of excursions and incursions.

Access is available to an After School Care Program and Breakfast Club. We currently have 5 students funded through the Program for Students with Disabilities (PSD). Each of these students has a Support Group where the teachers and parents jointly plan individual learning programs for each child.

### TECHNOLOGICAL

Recent changes to the way we use technology to learn, have seen the purchase of a class set of netbooks to embed technology learning within classrooms. Staff may utilise an interactive whiteboard and video conferencing unit to enhance student instruction and are beginning to use blogs to link with colleagues in local schools in order to exchange information and curriculum planning.
**STRATEGIC INTENT**

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<th>GOALS</th>
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| To improve learning outcomes for all students in literacy and numeracy. | Expand teacher capacity to effectively and explicitly teach numeracy and literacy strategies across all levels | • Continue to develop a whole school shared understanding of explicit teaching, rigour and best practice through Professional Development (PD), in Professional Learning Teams (PLT’s)  
• Use PLT structures to strengthen and improve teachers pedagogical understandings reflecting best practice from current research – For example revise the practices and expectations in PLT’s such as the use of learning intentions & success criteria and the NMR teacher theories of action  
• Use PLT structures to strengthen staff self-selected PD that cultivates curiosity and learning, based on student outcome data and identified priority areas for improvement in teaching practice |

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| To have all students progress at least one year in AUSVELS annually in literacy and numeracy | • Continue to develop and deepen consistent practices across the whole school  
• Develop and implement whole school professional learning opportunities through effective teacher reflection models such as lesson study, learning walks or action research to promote discussion and next steps for instruction  
• Continue to develop and implement whole school professional learning opportunities and support for teachers through effective teacher reflection practices such as; learning walks & peer observations, in line with NMR professional learning  
• Document and transfer SPA data for use in discussion and planning – Provide training for an ES staff person  
• Develop and support reading conferring strategies for teachers  
• Align the bi-lingual program with mainstream program to ensure each program informs the other for purposes of instruction  
• Continue with, and expand current literacy practices such as classroom libraries, independent reading, writer’s notebook  
• Ensure all staff are using the same Abbotsford PS planning documents |

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| To increase the percentage of students above the expected level in NAPLAN by 5% each year or when the cohort is 15 or below, measure individual student growth against Naplan | • Track, monitor and evaluate students’ progress through a range of formative and summative assessments and record on developmental continuums such as data books in literacy and numeracy – use the Ultranet where applicable  
• Regularly re-visit assessment schedules (at least once per year), to ensure triangulation of three sources of data used consistently across the school to inform instruction  
• Create data books for all classes, outlining each students’ performance and goals |

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| Build consistent practices across the whole school | • Continue to develop and deepen consistent practices across the whole school  
• Develop and implement whole school professional learning opportunities through effective teacher reflection models such as lesson study, learning walks or action research to promote discussion and next steps for instruction  
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| Improve the consistency of teacher judgments by establishing a whole school common approach to assessment  
Deepen the use of assessment evidence to customise and improve student learning | • Track, monitor and evaluate students’ progress through a range of formative and summative assessments and record on developmental continuums such as data books in literacy and numeracy – use the Ultranet where applicable  
• Regularly re-visit assessment schedules (at least once per year), to ensure triangulation of three sources of data used consistently across the school to inform instruction  
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<td>Deepen the capacity of all staff to meet the diverse learning needs of cohorts of students</td>
<td>• Continue to implement effective Individual Learning plans (ILPs) to plan next steps for instruction for all students assessed as well below the expected level and well above the expected level in pre-testing</td>
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| To strengthen students’ sense of connectedness to school and peers by engaging them in their learning and by developing in them a feeling of safety in their learning environment | Continue to evaluate a whole school approach to student wellbeing and engagement | • Develop and articulate learning intentions and success criteria for all stakeholders  
• Explore ways to ensure richness of curriculum to engage students with particular emphasis on the NMR Curiosity Strategy  
• Develop and implement the use of a staff handbook across the school - Include school processes, professional protocols and expectations of staff induction program for staff new to the school or grade, and students new to the school - review annually  
• Explore ways to assist students to take greater responsibility for their learning & ensure consistency of behaviour management processes and protocols – Include in staff handbook  
• Review the wellbeing policy to build resilience and to help build strong relationships between students, staff & parents – developed by staff wellbeing coordinator & leadership and explicitly link to the school values  
• Survey student & parent focus groups about student engagement issues in addition to current surveys - Use information from surveys as a tool for discussion and constructive feedback to parents, staff and students  
• Encourage parental involvement in classrooms and provide training – perhaps use a retired person as a resource, & offer parenting skills programs where appropriate - promote through the school newsletter  
• Continue to offer the Art Therapy program  
• Monitor and track PSD student performance using the Student Online Case System (SOCS) |
| TARGETS | Maintain and deepen a focus on personal growth through development of responsibility as learners | • Continue to deepen student leadership opportunities & and enhance student voice - through processes and programs such as; Junior School Council (JSC), multi-aged classes and activities and assisting students to identify & set social and emotional goals  
• Assist and support students to develop learning & emotional independence through problem solving, and recognising the strengths of others |
|   | Support student engagement and learning through the development and use of ICT across the school | • Actively pursue new ICT initiatives as they become available to further enable all students to broaden learning outcomes, such as; Ipad and laptop computers  
• Provide additional support and professional learning for all staff (as needed), on using ICT for teaching and learning  
• Incorporate ICT professional learning components in instructional programs and each teacher development plan  
• Build capacity of staff and the parent community to effectively use the Ultranet. |
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| To strengthen transitions and learning pathways for all students into and through and beyond the school. | Develop consistent protocols for transitions and pathways across all grades K-6 and between bilingual program and mainstream classrooms | - Use PLT structures to strengthen and improve teachers pedagogical understandings of bi-lingual and mainstream programs allowing greater alignment, and used to inform instruction – For example: Mandarin program informing the mainstream classes and vice-versa  
- Engage staff in discussions to develop consistent and improved protocols toward transitions between year levels and bilingual/mainstream classes - Strengthen protocols for end of year handover of student portfolios and relevant data for effective discussion of individual student needs  
- Continue and deepen effective agreed processes and protocols to support successful transitions from K-Prep and Year 6-7 - Relevant teachers to be part of City of Yarra Kindergarten to Prep network and the NMR 6-7 transition network group – Further develop links with local secondary schools that offer Mandarin as a L.O.T.E. subject such as Collingwood College & Hawthorn College  
- Maintain the partnership with Melbourne University Early Learning Centre (ELC) to provide performance visits supporting the transition between pre-schools and Prep  
- Develop and document a yearly transition timeline and/or checklist to include all transitions and pathways milestones for students P-6 across the school - include protocols for those students entering the school at year levels other than Prep  
- Monitor, track and evaluate the effectiveness of transition programs across the school particularly from Year 2 into Year 3, and bilingual/mainstream classes (yearly)  
- Maintain and review a consistent whole school curriculum, increase assessment moderation, and student data analysis, to ensure consistency of teacher judgements and instructional programs across all year levels and programs – ensure alignment with the bilingual program and the mainstream program  
- Monitor and track PSD student performance using the Student Online Case System (SOCS)  
- Develop an internal parent survey to ascertain success of transition programs at all levels  
- Develop processes and protocols for monitoring students accessing the bilingual program for suitability to learn the language (Mandarin) with particular emphasis on those wanting to enter the program beyond prep level. |