

2016 Annual Report to the School Community



School Name: Abbotsford Primary School

School Number: 1886



ABBOTSFORD PRIMARY SCHOOL

Name of School Principal:

Mr Latham Burns

Name of School Council President:

Dr Virginia Dods

Date of Endorsement:

Tuesday 28 March, 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education
and Training



About Our School

School Context

Abbotsford Primary School is a Chinese/English bilingual school. In 2017, our school adopted 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 152 students in 2017. In 2013, 65% of students resided in public housing, compared with 46% in 2017. 56% of the current enrolment comes from a language background other than English. The staffing profile includes two principal class (1.8 Full Time Equivalent (FTE)), one leading teacher (0.6 FTE), nine teachers (9.0 FTE) and four education support staff (1.82 FTE). All classes are multi-age except Foundation (Prep), with two year levels in each class.

Framework for Improving Student Outcomes (FISO)

In 2016, Abbotsford Primary School underwent a peer review, a requirement that occurs every four years for all DET schools. The peer review analysed our progress in relation to the FISO. As part of the peer review, it was recommended that our school focus on 'Building Practice Excellence and 'Curriculum Planning and Assessment', working on the following Key Improvement Strategies as part of the 2017-2020 School Strategic Plan:

- Research and implement an agreed pedagogical model that is consistent for Chinese and English learning;
- Develop a culture of reflective practice to give and receive feedback for all stakeholders;
- Embed the Victorian Curriculum into teaching practice;
- Build teacher capacity to identify, monitor and track student progress using summative assessment;
- Incorporate high quality use of digital and design technologies to equip students to be socially competent global citizens.

Over the past three years, Abbotsford Primary School has steadily improved student achievement results in Mathematics, with significant resources allocated to improve teacher capacity in this subject area. The Reading achievement data has varied over the past three years. The peer review found that increased learning time allocation in Chinese from 7.5 hours a week to 12.5 hours a week, and the high number of new students entering the school at year levels other than Foundation impacted on reading outcomes. We have a focus in 2017 of further supporting our existing and new students in Reading, both in English and Chinese.

Achievement

In 2016, students from Foundation to Year 2 (F-2) were our first cohorts to undertake the 50% Chinese / 50% English bilingual learning model. The F-2 teachers trialed different models for delivering the curriculum in both languages, leading to the development of a whole school approach in 2017. The Learning Continuum for Chinese was further refined in 2016 due to the increase in learning time taught in that language.

The school invested in training a teacher in the Reading Recovery model, with several Year 1 students undertaking the program. This was highly valuable professional development for the whole staff.

Additionally, the school appointed a Leading Teacher of Curriculum and Innovation in Term 4, to build the capacity of teachers in Literacy and Mathematics.

Our school emphasises the importance of teachers understanding the learning needs and challenges of our students. Our commitment to assessment reflects this. Each student has one-on-one assessment time with their teacher undertaking the Mathematics Online Interview or the Fractions and Decimals online interview. Teachers analyse this information to develop the skills and strategies of each individual student.

In 2017, all teachers receive coaching and mentoring from the Leading Teacher on a regular basis, developing teacher capacity in data informed teaching and planning, and engaging in current research about effective teaching approaches. Additionally, the school has invested the equivalent of one full time teacher to provide intervention/extension in Literacy (English and Chinese) and Mathematics for students.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

In 2016, our school significantly reduced the average number of days a student is absent. Our absences are now below the state average of primary schools. The implementation of our school management system had enabled more effective record keeping. We also implemented the process of sending home notification to parents about absences, as well as implementing protocols to work with students that had a high number of absences.

The significant investment in new Notebooks and iPads has further enhanced student engagement in learning, with students being able to access online tools in Chinese and English to support their learning development. The investment in new technology helps us to be prepared in 2017 for implementing the new 'coding' component of the Victorian Curriculum.

The appointment of a Physical Education teacher in 2016 further enhanced the quality of learning in Sport and Physical Education. Students have been successful in achieving places at regional levels in Swimming, Athletics and Cross Country. In 2017, the introduction of Footsteps Dance, Hot Shots Tennis and after school Soccer provides numerous opportunities for our students to experience success.

The continued implementation of MAPPEN, an online planning tool for teachers, is enriching the learning of Mathematics and Literacy through inquiry-based learning. Both the Chinese and English learning streams undertake the MAPPEN units. We continue to emphasise the importance of the Arts, ensuring that Music/Performing Arts and Visual Arts is explicitly taught on a weekly basis by a specialist teacher.

Our highly successful sequence of community events in 2016, such as the Chinese Moon Lantern Festival and Circus Performance enables our students to showcase their learning and creates valuable links with the school, local and global community.

Wellbeing

The appointment of an Assistant Principal in 2016 to support the work of the Primary Welfare Officer has greatly contributed to students feeling safe and connected to their peers at school. This improvement is reflected in our 2016 Attitudes to School survey results. These roles are continuing in 2017 to maintain our strong commitment to student wellbeing.

Our school continues to be an inclusive school that strives to ensure all students have a quality education. The school maximises its financial resources to employ Education Support staff above the allocation of funding provided by DET so that individual needs, including academic, social and emotional needs, are strengthened.

We continue to offer an 'Art Therapy' program, enabling students to express themselves through Art. This has proven particularly useful for our non-verbal and non-English speaking students.

Our Junior School Council is active in providing the school feedback on initiatives and implementing projects of their own. Our house structure is being strengthened in 2017, providing leaders with more responsibilities and enabling students to become more actively engaged in physical activities during break times.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 144 students were enrolled at this school in 2016, 75 female and 69 male. There were 59% of EAL (English as an Additional Language) students and < 10% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>● 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>● Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>36%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>57%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>43%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>-</td> <td>79%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	36%	29%	Numeracy	21%	57%	21%	Writing	29%	36%	36%	Spelling	29%	43%	29%	Grammar and Punctuation	-	79%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	36%	36%	29%																							
Numeracy	21%	57%	21%																							
Writing	29%	36%	36%																							
Spelling	29%	43%	29%																							
Grammar and Punctuation	-	79%	21%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>91 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>96 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	92 %	96 %	92 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	93 %	92 %	96 %	92 %	92 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

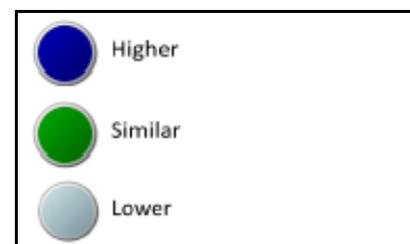
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

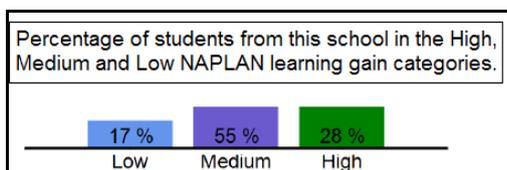
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

The 2016 budget was approved by School Council and all expenditure in accordance with those approvals. In line with our 2016 Annual Implementation Plan, student learning remained the major focus with resources having been bought to support growth in Chinese, English, Mathematics and teacher professional learning. Funds raised through fundraising during the year were spent on Chinese resources, landscaping upgrades and repairs, and the development of our Information and Communications Technology (ICT) resources. The school had significant carryover funds from 2015, resulting in the school expenditure being higher than the revenue received in 2016. The school observed the Department of Education and Training (DET) requirement of having a \$10 000 operating 'safety net' at the conclusion of the 2016 academic year.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,315,746
Government Provided DET Grants	\$244,232
Government Grants Commonwealth	\$4,292
Revenue Other	\$26,800
Locally Raised Funds	\$84,345
Total Operating Revenue	\$1,675,415

Expenditure	
Student Resource Package	\$1,293,240
Books & Publications	\$585
Communication Costs	\$9,324
Consumables	\$38,800
Miscellaneous Expense	\$53,760
Professional Development	\$24,556
Property and Equipment Services	\$170,898
Salaries & Allowances	\$58,352
Trading & Fundraising	\$11,289
Travel & Subsistence	\$67
Utilities	\$11,388
Adjustments	\$67,042
Total Operating Expenditure	\$1,739,301

Net Operating Surplus/-Deficit	(\$63,886)
Asset Acquisitions	\$17,941

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$85,206
Official Account	\$9,991
Other Accounts	\$38,041
Total Funds Available	\$133,238

Financial Commitments	
Operating Reserve	\$49,646
Capital - Buildings/Grounds incl SMS<12 months	\$25,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$25,000
Revenue Received in Advance	\$3,093
School Based Programs	\$25,500
Provision Accounts	\$5,000
Total Financial Commitments	\$133,238

Student Resource Package Expenditure figures are as of 01 March 2017 and are subject to change during the reconciliation process. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.