

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 29 April 2025 at 05:46 PM by Keith Mcneill (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 30 April 2025 at 11:58 AM by Keith Mcneill (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

School Vision

All students of Abbotsford Primary School will be kind local citizens and caring global thinkers.

School Mission

Abbotsford Primary School's mission is to offer a world-class, holistic, Chinese/English bilingual education that is informed by global best practice and tailor-made for Abbotsford's local context.

Objectives

As a bilingual school with a multicultural makeup, Abbotsford Primary School endeavours to:

- Equip students with the capabilities to navigate seamlessly across linguistic and socio-cultural borders ("Learning about diversity")
- Empower students to be leaders of their own learning ("Diversity in learning")
- Inspire students to build and maintain global connections ("Globally informed")
- Instil a culture of empathy and mutual respect for all students to embrace their unique identity ("Locally rooted")

School Values

Curiosity, Challenge, Connectedness, Care

Workforce composition

The staffing profile in 2024 included one principal class employee (1.0FTE), thirteen teachers (12.6FTE), two education support class employees (1.6FTE). There was no Aboriginal and Torres Strait Islander staff.

Details of programs offered for overseas students

In 2024, Abbotsford Primary School had 2 international students enrolled.

School size, structure and geographic location

In 2024, Abbotsford Primary School had 167 students, with 42 students having English as an additional language. There were no Aboriginal or Torres Strait Islander identified students. The school ran 8 classes: 1 for Foundation, 3 for year 1/2 and 2 for each composite year level from Year 3/4 to Year 5/6. The school is situated in the vibrant and multicultural inner suburbs of Abbotsford, attracting both students from within (20%) and outside of the school zone (80%). Being a Chinese/English bilingual school, many families cross zones to enrol at Abbotsford Primary School, specifically for our unique curriculum.

Social and enrolment characteristics

Based on the Student Family Occupation and Education index, Abbotsford Primary School's socio-economic band value is Low-Medium. Low-Medium represents a low to medium level of socio-educational disadvantage.

Progress towards strategic goals, student outcomes and student engagement

Learning

Pleasing progress against learning goals was achieved in 2024. Staff opinion and student opinion survey data points to clear growth with the "plan differentiate learning activities" having a 100% positive score, "academic emphasis" has improved from 69% in 2023 to 73% in 2024, and "Differentiated learning challenge" improving to 76% from 73% in 2023. In terms of teacher judgement data, the percentage of students assessed as being above expected level in numeracy has also increased in 2024 up to 20% from 16% in 2023. Staff have made use of consistent planning documentation, assessment and moderation, and continuing the use of the CLIL planner document across both English and Chinese teams.

Learning outcomes have been strong throughout 2024. Changes to NAPLAN reporting and assessment part way through the review period meant that targets relating to NAPLAN bands and benchmark growth were unable to be assessed. Highlights of 2024 NAPLAN are included below and relevant data from Panorama has been included.

Year 3 students performed well with 88% of students being assessed as strong or exceeding in reading and Numeracy, against 80% and 76% respectively at similar schools. In writing, 100% of students were assessed as strong or exceeding against 87% at similar schools. No year 3 student was assessed as needs additional support in these areas.

Year 5 students also performed well especially in numeracy with 88% of students assessed as being strong or exceeding in numeracy. Of particular note here is the relative growth data for the year 5 students. 33% of students made high growth in their numeracy assessments between years 3 and 5 against 25% for similar schools. This growth is the result of a number of factors including the alignment of the bilingual curriculum to place accountability for maths teaching with the Chinese team instead of a mixed language model. Now that this has worked its way through the school over the last two years.

Wellbeing

Abbotsford Primary School's journey in school wide positive behaviour support began in 2024. Working regularly with our SWPBS coach initial training was completed by the principal and the wellbeing leader in order to lead the transition to SWPBS over the next few years. Part of the first three curriculum days was given over to the implementation of the framework and the majority of this professional development time was used to develop staff understanding of behaviour science and the seven essential features of SWPBS. Education support staff were included in all of these sessions and will play a key role in the implementation of SWPBS going forward. The other major piece of work that happened during 2024 was the development of a behaviour matrix document. This document outlines the expected behaviours for each of the identified environments of the school and is aligned to the school's values. This document was developed in consultation with staff, students and the SWPBS coach. Additional wellbeing programs continued in 2024 with One Ball soccer incursion for two terms, focusing on positive fair play and leadership. Breath Circle

sessions continued also for selected students, focusing on regulation of behaviour, strategies for emotional awareness and regulation. Art therapy, counselling and student support services continued in 2024 for students identified as being in need.

Students assessed their sense of connectedness at 79% compared with 77% for similar schools and 76% for the state average. School endorsement for the factor of management of bullying was rated at 77% with similar schools being rated at 76% and the state average being 75%. School staff also rated the school positively with regard to school climate. School climate received an 82.6% positive score.

Engagement

Engagement data remained strong at Abbotsford Primary School in 2024. Our average absence dropped from the 2023 data, with the average number of absences for students at Abbotsford Primary School in 2024 was 17.4 against 19.2 for similar schools and 21.8 for the state average.

Expectations regarding attendance were communicated to families and community interest and concern for education remains high. Families demonstrating problematic attendance were identified, and follow up was conducted by both the student wellbeing coordinator and the principal. The intention of this followup was to encourage regular and on time attendance to support the learning outcomes for children. This work continues into 2025 and remains a concern for several students. More broadly, family holidays and trips to visit families overseas have continued to have an impact on our attendance data. we have also noted a small increase in students being collected early or missing days for extracurricula activities organised by parents. Despite these challenges the attendance data remains strong. Junior school council also played a key role in furthering engagement in the school in 2024. The formation of lunchtime clubs, fundraising activities and providing feedback to leadership and the community were developing roles for the student leaders.

Other highlights from the school year

In 2024 the school recommenced its exchange program to China which had been on hiatus since 2019. Fourteen year 5 and 6 students along with three staff travelled to multiple cities including Beijing, X'ian, Shanghai, and Huaibei, the home of our sister school. Students were able to demonstrate their development as Chinese speakers in multiple authentic environments and take part in a rich educational experience. Our Moon Lantern Festival was also a great success. The visual art and performing arts curriculum areas again took a lead in developing the event with the children through the weekly program. Being that 2024 was the year of the dragon, we collaborated with a parent who is an artist to create a school dragon using recycled materials which was a centrepiece of the performance. The year 3 to 6 camp to Anglesea took place again in 2024.

Financial performance

The school remains in a relatively secure financial position due to careful management of both the Student Resource Package and the school's cash budget. We received \$27463.00 of equity funding in 2024 which was used to support priority cohorts through a range of programs and staffing. In 2024 the school received a \$50,000 grant from the state government to support the introduction of a holiday care program run by the school's OSHC provider in the school. Following the completion of the rolling facilities assessment \$263,000 has been allocated to the school to complete much needed roof repair works above the senior school library. I would like to thank the community and especially the fundraising subcommittee of school council for their continued support of the school through fundraising activities. Management of the SRP will be an ongoing challenge in the next few years due to two main factors. The enrolment cap that is in place for our school, limiting our ability to increase our roll, and our high number of teaching staff at the top end of the remuneration scale. Balancing the financial position of the school along with the appropriate level of staffing to support our students learning and wellbeing will require careful planning going forward.

**For more detailed information regarding our school please visit our website at
<https://www.abbotsfordps.vic.edu.au/>**

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 168 students were enrolled at this school in 2024, 82 female and 86 male.

25 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

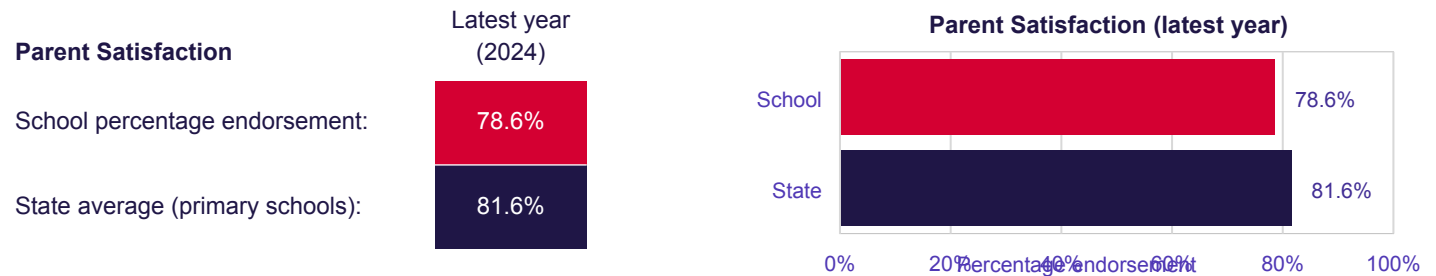
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

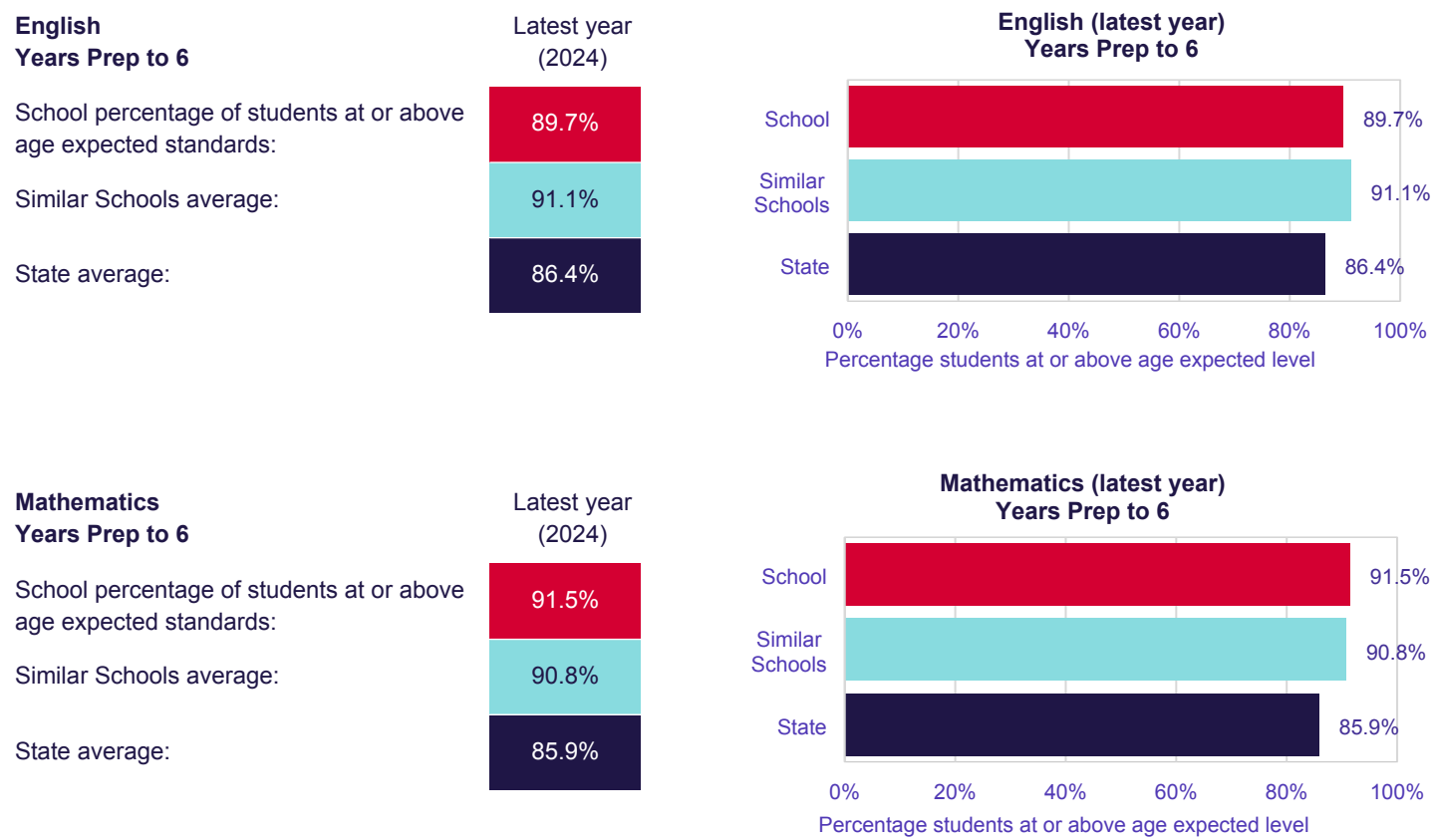


LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

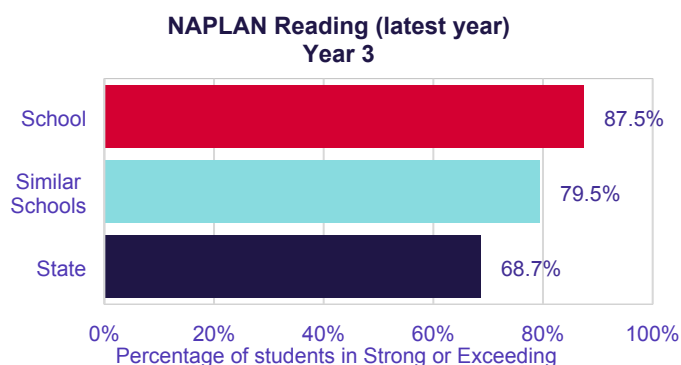
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

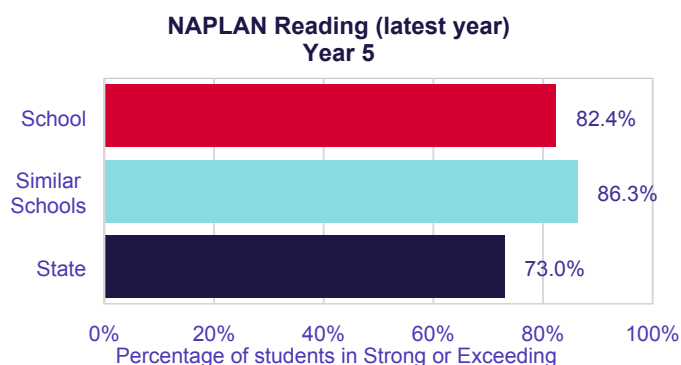
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.5%	82.1%
Similar Schools average:	79.5%	80.1%
State average:	68.7%	69.2%



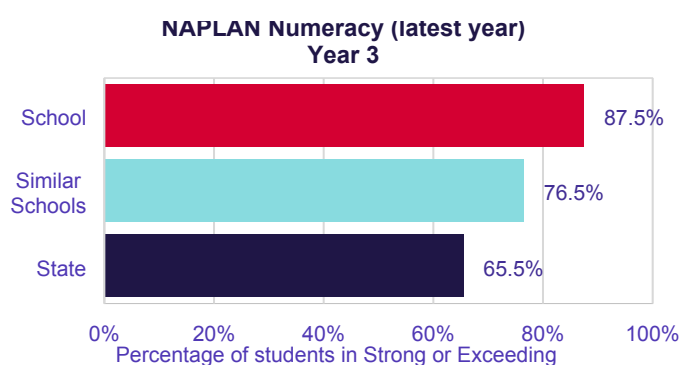
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.4%	82.9%
Similar Schools average:	86.3%	87.3%
State average:	73.0%	75.0%



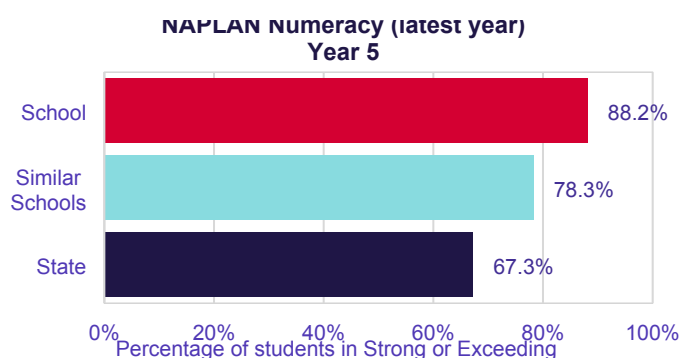
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.5%	87.2%
Similar Schools average:	76.5%	77.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.2%	75.6%
Similar Schools average:	78.3%	78.6%
State average:	67.3%	67.6%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

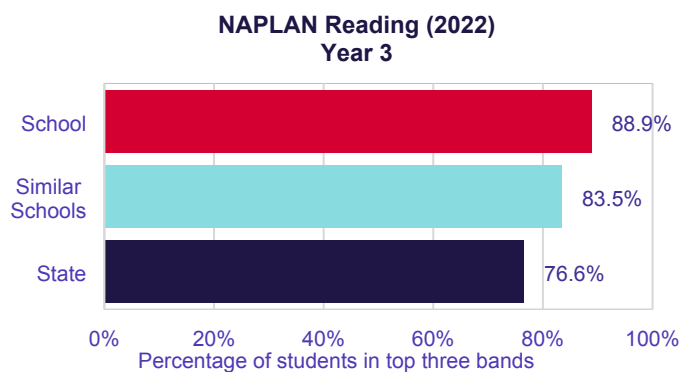
88.9%

Similar Schools average:

83.5%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

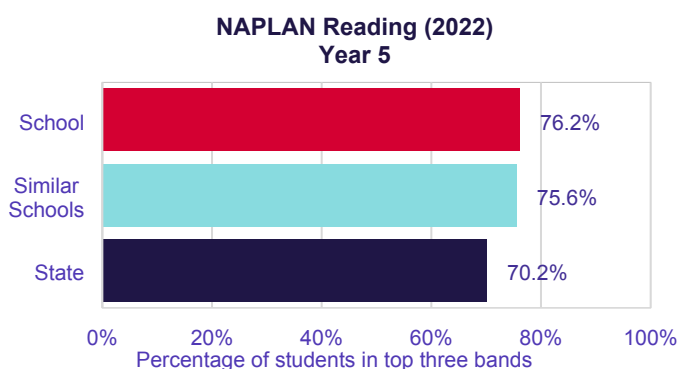
76.2%

Similar Schools average:

75.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

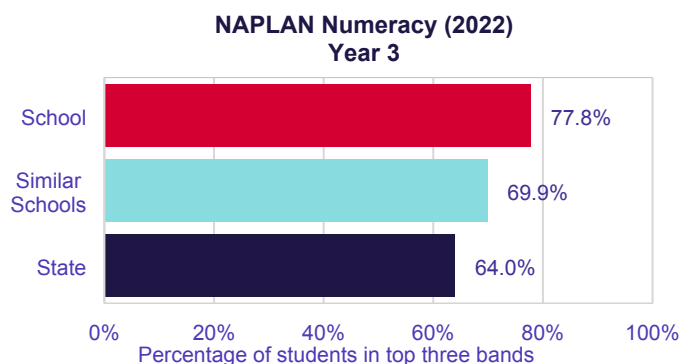
77.8%

Similar Schools average:

69.9%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

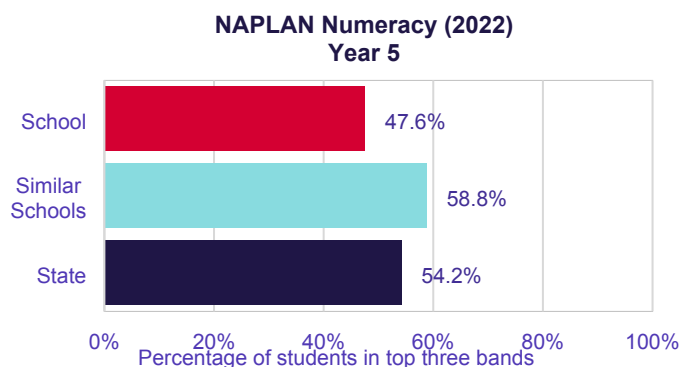
47.6%

Similar Schools average:

58.8%

State average:

54.2%



WELLBEING

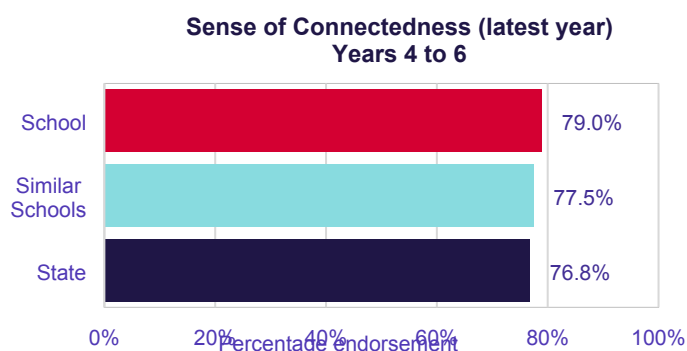
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	79.0%	75.7%
Similar Schools average:	77.5%	78.3%
State average:	76.8%	77.9%

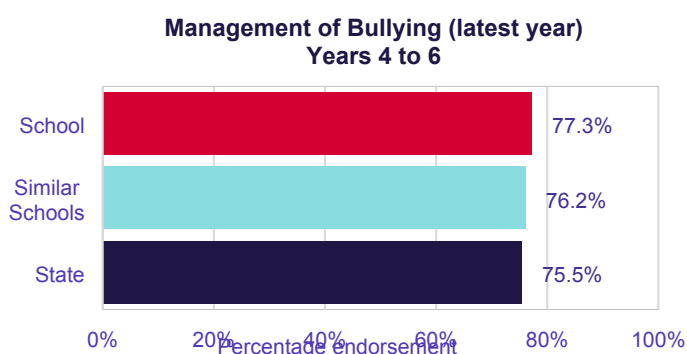


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	77.3%	76.9%
Similar Schools average:	76.2%	77.0%
State average:	75.5%	76.3%

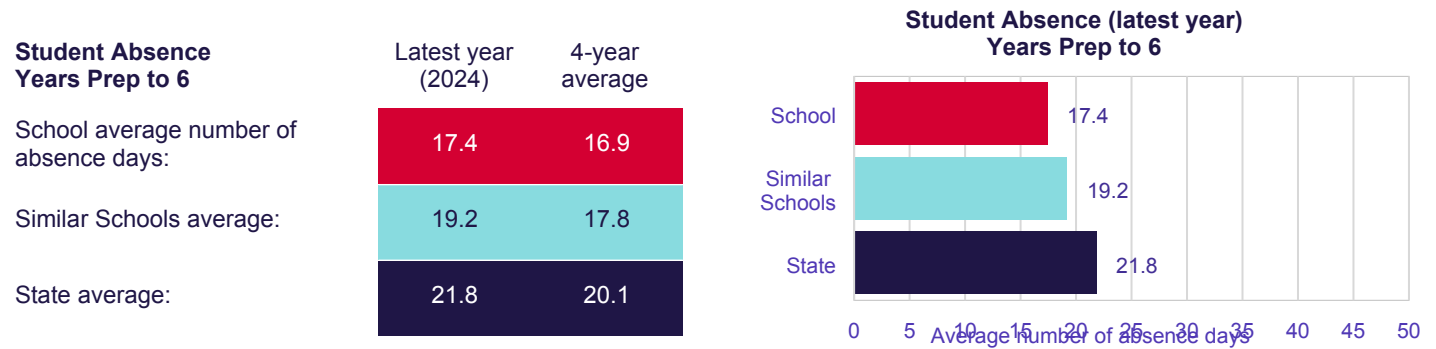


ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	92%	94%	89%	91%	89%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,882,984
Government Provided DET Grants	\$248,803
Government Grants Commonwealth	\$7,784
Government Grants State	\$0
Revenue Other	\$16,302
Locally Raised Funds	\$282,233
Capital Grants	\$0
Total Operating Revenue	\$2,438,106

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,453
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$27,453

Expenditure	Actual
Student Resource Package ²	\$1,890,721
Adjustments	\$0
Books & Publications	\$4,539
Camps/Excursions/Activities	\$109,474
Communication Costs	\$10,568
Consumables	\$45,026
Miscellaneous Expense ³	\$7,590
Professional Development	\$12,098
Equipment/Maintenance/Hire	\$32,717
Property Services	\$45,724
Salaries & Allowances ⁴	\$79,692
Support Services	\$195,369
Trading & Fundraising	\$53,696
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$13,853
Utilities	\$14,496
Total Operating Expenditure	\$2,515,561
Net Operating Surplus/-Deficit	(\$77,455)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$263,786
Official Account	\$14,745
Other Accounts	\$7,110
Total Funds Available	\$285,641

Financial Commitments	Actual
Operating Reserve	\$104,212
Other Recurrent Expenditure	\$2,700
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$51,879
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$158,791

All funds received from the Department of Education, 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.