

2025 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 20 April 2026 at 09:14 AM by Keith Mcneill (Principal)

- As executive officer of the school council, I attest that this 2025 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 20 April 2026 at 09:14 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available 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 2025 included one principal class employee (1.0FTE), thirteen teachers, four education support class employees. There were no Aboriginal and Torres Strait Islander staff.

Details of programs offered for overseas students

In 2025, Abbotsford Primary School had 2 international students enrolled.

School size, structure and geographic location

In 2025, Abbotsford Primary School had 168 students, with 28 students having English as an additional language. There were 3 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 0.1328. Low represents a low to level of socio-educational disadvantage.

Progress towards strategic goals, student outcomes and student engagement

Learning

Abbotsford Primary School recorded strong learning growth for students in 2025. 89.4% of students were assessed as being at or above the expected level in English and 92.1% of students were assessed as being at or above the expected level in mathematics in 2025. Relative growth data as assessed by NAPLAN was also strong in 2025. 85.7% of year 5 students achieved medium or high growth in NAPLAN reading compared with their year 3 NAPLAN scores. This compares with 79.6% of students at similar schools. In numeracy, 90.5% of Abbotsford students achieved high or medium growth compared with their year 3 score. This compares with 75% of students in similar schools. NAPLAN proficiency scores for 2025 were also pleasing with 87% of students in year 5 achieving strong or exceeding in their reading and numeracy NAPLAN scores. 74.1% of year 3 students achieved strong or exceeding in reading and 75% in numeracy. These year 3 scores were slightly lower than similar school scores in 2025. Year 3 writing scores were above similar schools, with 89% of students achieving strong or exceeding in 2025.

Consistency of planning has certainly improved across the year with effective use of the CLIL planning documents and the completion of CAL 2.0 including assessment and reporting against it. These actions directly supported the progress of the annual implementation plan. Planning and assessment discussions at leadership level have supported consistency with the learning specialists also having dedicated time together to plan. Staff were trained to administer the DIBELS 8 diagnostic assessment to all students. We completed a full year of the InitialLit Phonics program in the Foundation year. This provided staff with a basis for our work on refining our English scope and sequence. Staff were focused on the phonics sequence from Foundation to Year 6 to ensure continuity and a logical sequence to teach phonics. We explored the use of elastik, an assessment tool, to support teachers with marking students' moderated writing and to provide timely and specific feedback. This tool was utilised for assessing Year 3-6 writing pieces because students had produced more detailed and longer pieces. We hosted the Bilingual Schools network meeting. We showcased our school with a focus on collaborative planning and how our schools' bilingual model works.

Wellbeing

Student wellbeing data continued to improve across a range of factors in 2025. School Connectedness data as measure by the attitudes to school survey showed that 82% of students had a positive view of this factor in 2025 compared with 79% in similar schools. Management of Bullying data was also high with 88.4% of students having a positive view of the management of bullying at APS compared with 77.2 at similar schools. Students not experiencing bullying at APS was even higher at 90% compared with 85% in similar schools. A pleasing result indeed.

The SWPBS behaviour matrix was implemented across all year levels in 2025. Work with our SWPBS coach, and inclusion coach have supported implementation of year level specific matrix and to implement consistent strategies within the year 1/2 area. The video peer modelling strategy used to teach specific desired behaviours regarding safe transitions in and out of the class. A reward and acknowledgement system was implemented and embedded across the school relating to our values. Implementation was hampered by a small implementation team consisting of the principal and the wellbeing coordinator. The employment of a Mental Health in Primary Schools leader and an additional education support staff member for the 2026 school year will support implementation as will continued support from the VICSWPBS coach and the inclusion coach.

Our Wellbeing Hub provided Tier 2 individual therapeutic support to 38 students, alongside small group support for 10 students through our resident art therapist and art therapy and counselling student placement programs. In addition, our speech therapist delivered individual support to 17 students, including assessments and targeted literacy and language interventions. The newly established Disability Inclusion Coordinator role focused on implementing the updated Tier 3 funding model for students with disability. This resulted in successfully securing essential Disability Inclusion funding to provide individual classroom support for six students. A range of group support programs were also delivered, including the One Ball social skills program, Respect and Connect as part of our Respectful Relationships initiative, and a whole-school performance, Being Brave, presented by Brainstorm Productions. We have continued to provide intensive support and assessment for targeted students, along with resources for students and families in need, as part of our ongoing commitment to ensuring accessible and inclusive educational opportunities for all.

Engagement

Attendance data continued to improve in 2025 with the average number of days absent per student sitting at 16.2. This is an improvement on the 2024 average of 17.4. It is also well below the similar schools average of 19.5 and the state average of 21.5 days per student. Continued engagement with families around the importance of regular attendance and an engaging program have ensured that this data set continues to trend positively. Year level cohort attendance remained above 90% across all year levels with year four recording the highest average (93.2%) and year five the lowest (90.8%). Attitudes to attendance data from the attitudes to school survey were also strong with 88% positive endorsement of this factor. Our active junior school council continued to have a positive impact on school life. Regular fundraising days designed by JSC students gave them the opportunity to take responsibility for organising whole school activities while providing a fun experience for the rest of the student cohort. Community events such as the Moon Lantern festival, end of term sausage sizzles, and Book Week parade brought the community together which has a positive impact on engagement.

Other highlights from the school year

In 2025 the school continued its exchange program to China which recommenced in 2024. This year our Chinese friends visited us in August for three days of connection and friendship before 9

year 5 and 6 students along with three staff travelled to multiple cities including Beijing, Chengdu, Xi'an, 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 in 2025. The visual art and performing arts curriculum areas again took a lead in developing the event with the children through the weekly program. The year 3 to 6 camp to Warburton took place again in 2025 and was a great experience for all students and staff who attended. Our School choirs was once again judged to be the best Chinese language choir in the state at the 2025 Primary School Chinese Talents Competition, their second win in two years. One of our year six students also won the Chinese speech prize at this event. The implementation of our master plan was a feature of school council's work in 2025. Three new pieces of playground equipment were installed prior to the start of the 2026 school year with more planned. The hard work of the newly formed buildings and grounds subcommittee and the fundraising subcommittee played a huge part in moving this work forward.

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 \$20,638 of equity funding in 2025 which was used to support priority cohorts through a range of programs and staffing. Following the completion of the rolling facilities assessment \$263,000 was allocated to the school to complete much needed roof repair works above the senior school library. This work was completed over the 2025 / 2026 summer school holidays. Management of the SRP continues to be an ongoing challenge 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. Disability inclusion funding has increased over the course of 2025 which is supportive of the credit line SRP. An increase in community based fundraising through an effective fundraising subcommittee, and an increase in voluntary payments, have also assisted with the school's financial position.

**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 170 students were enrolled at this school in 2025, 84 female and 86 male. 20% had English as an additional language and NDP 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	87.5%	
	Similar schools	80.9%	
	State	82.0%	

School Staff Survey

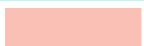
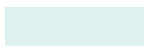
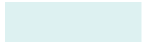
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.2%	
	Similar schools	78.9%	
	State	77.4%	

LEARNING

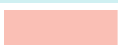
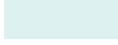
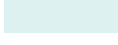
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	89.4%	
	Similar schools	90.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.1%	
	Similar schools	89.2%	
	State	84.2%	

NAPLAN

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

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	74.1%		78.8%
	Similar schools	79.4%		79.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	87.0%		84.4%
	Similar schools	84.7%		86.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	75.0%		82.1%
	Similar schools	77.9%		77.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	87.0%		79.7%
	Similar schools	79.5%		78.9%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	85.7%	
	Similar schools	79.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	90.5%	
	Similar schools	75.7%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	82.0%		78.5%
	Similar schools	79.2%		78.5%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	88.4%		80.2%
	Similar schools	77.2%		76.9%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	16.2	17.4
	Similar schools	19.1	19.5
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	91.8%	
Year 1	School	91.9%	
Year 2	School	91.2%	
Year 3	School	92.4%	
Year 4	School	93.2%	
Year 5	School	90.8%	
Year 6	School	92.0%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$1,986,369
Government Provided DET Grants	\$242,404
Government Grants Commonwealth	\$8,778
Government Grants State	\$0
Revenue Other	\$19,678
Locally Raised Funds	\$264,642
Capital Grants	\$0
Total Operating Revenue	\$2,521,870

Equity	Actual
Equity (Social Disadvantage)	\$20,637
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$20,637

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$1,993,948
Adjustments	\$0
Books & Publications	\$5,057
Camps/Excursions/Activities	\$101,649
Communication Costs	\$2,608
Consumables	\$44,332
Miscellaneous Expenses ²	\$15,609
Agency Staff	\$53,409
Professional Development	\$14,820
Equipment/Maintenance/Hire	\$27,666
Property Services	\$63,595
Salaries & Allowances ³	\$106,889
Support Services	\$59,188

Expenditure	Actual
Trading & Fundraising	\$9,776
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,582
Total Operating Expenditure	\$2,520,127
Net Operating Surplus/-Deficit	\$1,743
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$206,792
Official Account	\$32,702
Other Accounts	\$7,407
Total Funds Available	\$246,901

Financial Commitments	Actual
Operating Reserve	\$87,697
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$54,555
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	\$142,251

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.