

2020 Annual Report to The School Community



School Name: Abbotsford Primary School (1886)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 19 April 2021 at 11:47 AM by Stanley Wang (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2021 at 01:04 AM by Virginia Dods (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

What is 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 a disability 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').

About Our School

School context

School Vision

Abbotsford Primary School is awesome due to the respect and high expectations we hold for each other. Our School community learn together in a vibrant, safe and inclusive environment. Our quality teaching equips our students for success.

School Values

Respect

Success

High Expectations

Inclusiveness

School purpose

Abbotsford Primary School is committed to improving the learning and wellbeing outcomes of every student. Every student has the right to a quality education and our school wants to be even better at ensuring this is the reality. We maximise the opportunities for all students for their future.

Abbotsford Primary School is prioritising quality and consistent teaching practices, due to the complexity of being a Chinese/English bilingual school and the extensive time devoted to Chinese learning. We also have a strong focus on engaging our students in learning and ensuring that student wellbeing is robust. Our school is highly effective in forming partnerships with our parent community.

Workforce composition

The staffing profile of the school includes one principal class employee (1.0FTE), eleven teachers (9.6 FTE), three education support class employees (1.8FTE).

School size, structure and geographic location

In 2020, Abbotsford Primary School had 144 students, with 47% having English as an additional language. The school has students and families from many cultures and backgrounds, as captured by our motto 'Diversity in Learning'.

There was no Aboriginal or Torres Strait Islander. The school ran 8 classes: 2 for Foundation, 1 for Year 1, 3 composite classes for Years 2/3, 1 for Year 4 and 1 composite class for Year 5/6.

The school is situated in the vibrant and multicultural inner suburbs of Abbotsford, attracting both students from within (30%) and outside of the school zone (70%). Being a Chinese/English bilingual school, many families cross zones to enrol at Abbotsford Primary School specifically for our unique curriculum.

The school is housed in a heritage listed building (c1877), which undertook major refurbishment in 2018-19. The building now features state-of-the-art facilities, including open classrooms, individual breakout areas, a multi-purpose room, undercover outdoor basketball court and new playground equipment.

Social and enrollment characteristics

Based on the Student Family Occupation and Education index, Abbotsford Primary School's socio-economic band value is Low-Medium.

Details of programs offered for overseas students

Abbotsford Primary School offers the standard bilingual learning program to overseas students, with extension in Chinese if they are native speakers. In 2020, the school had 3 international students from the UK, Cambodia and China. All but one student returned to their home country before international borders shut.

Changes in Leadership (2020)

Abbotsford Primary School saw multiple changes in leadership across 2020. An acting principal led the school for Term 1, followed by a liaison principal in Terms 2 and 3, before a new substantive principal joined the school in Term 4.

Framework for Improving Student Outcomes (FISO)

In 2020, our school's Annual Implementation Plan (AIP) focused on two Key Implementation Strategies (KIS) that were aligned with the goals in 2017-2020 School Strategic Plan:

1. Build teacher capacity to identify, monitor and track student progress using summative assessment.
2. Develop a culture of reflective practice to give and receive feedback for all stakeholders.

The first KIS consisted of our plan to review and refine the whole school assessment schedule and assessment expectations, and investigate a whole school student data tracking system. This saw a new culture of professional dialogue among staff using student learning data, which was collected based on a whole school assessment schedule and mutual understanding of the expectations. Moderation of work and sharing of data became a regular feature of the Professional Learning Teams meetings, and the use of high-quality summative assessment tasks also allowed for greater accuracy in the professional judgement of teachers on student achievement. Many new curriculum initiatives for 2021 have also stemmed from these conversations.

Unfortunately due to the lockdown, an actual student data tracking system for the whole school has not yet been implemented. It has been proposed that a data wall would be created in 2021 to address the needs of whole school transparency and approach to the catch up and extension priority.

The second KIS consisted of our plan to participate in the School Improvement Partnership (SIP) with Fitzroy Primary and Richmond West Primary, and as part of this initiative, form Professional Learning Communities (PLC) across the three schools. Our theory of action is: If we collaborate to build all our teacher capability and ensure consistent high quality teaching, then all of our students, regardless of the language in which they are learning will experience engaging and meaningful learning at their point of need. The intention is to focus on student agency and student engagement, with a focus on how students' perceive the concept of stimulating learning.

At the start of 2020, the three schools engaged with a consultant to assist with embedding high quality peer observation and feedback. It was intended that the consultant would be working alongside the staff member observing, comparing notes for feedback and coaching around effectively giving the feedback. The staff member would then deliver the feedback as the schools visit each other's classrooms. To prepare for this, in Term 1, a professional development session for all three schools around best practice for class observations and feedback. Mutual visits were scheduled from Term 2, which have all been postponed due to COVID restrictions.

In early 2021, the three schools have been invited to continue this partnership for six months and the plan is to continue the work that began in 2020.

Lastly, it is important to note that a school review (including a thorough review of the FISO dimensions) was originally scheduled for Term 2, 2020, but due to the changes in leadership and remote learning, this has been postponed to Term 2, 2021.

Achievement

Due to the disruption of the pandemic, NAPLAN was not conducted and hence no data is available for 2020. Nonetheless, with the commitment of all teaching staff to deliver a non-interrupted learning program, the end of year Teacher Judgement data has shown a pleasing 92.8% of all students being at or above age expected standards for English literacy and numeracy.

With the arrival of a new substantive principal in Term 4, a revised focus on Chinese and new strategic directions have been set for the structure of the bilingual program. For example, through feedback from parents, as well as Chinese teachers' judgement, we have identified support for Chinese at home as a major area of improvement for 2021. We have also taken the opportunity to:

- ? restructure the Chinese language curriculum based on the structure of Victorian Curriculum for English as an

Additional Language

- ? acquire new resources to help develop a vocabulary and grammatical sequence that is based on sound Chinese as a Foreign Language research
- ? revise the curriculum structure to incorporate the key elements of Content and Language Integrated Learning (CLIL)
- ? develop a new structure for assessing student progress in both oral and written Chinese
- ? set proficiency targets that are more transparent, specific, concrete and aligned with the Enhanced Chinese Program offered at Richmond High School
- ? designed new pedagogical foci for each year band and supporting classroom displays and resources to enhance the learning

It is with great excitement that the Chinese team is now (in 2021) implementing a brand new curriculum that has been given a major revamp in a year where bilingual learning was highly compromised. It is estimated that the new routines, resources, and mindset will take up to a year to be fully implemented.

Engagement

In 2020, Abbotsford Primary School offered Performing Arts, Visual Arts and PE as part of the Specialist Program. This was complemented by extra-curricular activities such as after-school soccer clinics, private music lessons in keyboard, singing, drums and guitar, as well as student-led clubs, such as the Coding Club and Gardening Club.

As per previous years, student voice and agency was supported by the establishment of a Junior School Council, consisting of School Captains, House Captains, and representatives across various year levels. Even though the remote learning period interrupted much of the Junior School Council activities, as soon as onsite learning resumed, the Junior School Council was encouraged to resume an active role. In Term 4, they organised casual clothes fundraising events, trilingual assemblies, newsletter articles, and the election for the 2021 Junior School Council. Voting was school-wide across the student body, and the voting preference system used mirrors our country's democratic system.

We have continued to utilise our Attendance Messaging System (through Sentral) and sent notes home to request explanations for unexplained absences. Unexplained absences have significantly reduced over the years, and the disruptive 2020 was no exception. Our absence data shows that we are significantly below the state average and attendance rates across all year levels are above 94%. Our two main reasons for absences are illness and family holidays. Much of this work can be credited to the Primary Welfare Officer being always available for families, her tireless efforts in following up with families during both onsite and remote learning.

Specifically during remote learning, the school placed a great emphasis on equitable access and computers and internet dongles were made available to students who could not access online resources. There was also the option of picking up a printed copy of activities booklet from school each morning for families who lived within the 5km radius from the school. Throughout 2020, the school placed a huge importance in resuming a sense of "normality" for students to feel connected and remain engaged. Thus, efforts were made to ensure that newsletters continued to be published at the usual frequency, assemblies followed the usual routine (but run online), and that the Book Week parade which students always looked forward to were conducted in a way that ensured rigorous COVIDSafe practices were in place and parents were able to participate (online).

Wellbeing

In 2020, our school has focused on child safety as the key topic for student wellbeing. We engaged with the Child Safety Standards through our Personal Safety Program, which aims to equip students with the skills to identify and respond to situations that may negatively impact their wellbeing. This program encompasses our CyberSafety program.

In terms of professional development, our Respectful Relationships team engaged in professional learning sessions with other lead schools. Discussion focused on how schools were delivering a wellbeing curriculum during the pandemic, developing strategies to enhance student wellbeing and re-building relationships once we returned to onsite learning. All staff were also due to undertake Module 2 of the Berry Street Model Training, however this has been

postponed to Term 2, 2021 due to the pandemic.

Our Primary Welfare Officer continued to liaise with families in regards to students' social and emotional wellbeing and continued to support students with additional needs. This was given special emphasis during periods of remote learning. Families were contacted by teachers regularly during these times to ensure the students' and families' wellbeing needs were being met. Where necessary, liaison with external agencies was arranged and utilised.

During the two rounds of lockdown, the school remained open for students who were deemed 'vulnerable/at risk' or who were children of essential workers. On average, 9 students attended daily. These students were accompanied by a rostered teacher and our Integration Aide.

For children learning online, teachers conducted daily check-ins and focus groups to ensure that they remain connected to students and were able to monitor their wellbeing. They also incorporated a whole class 'mindfulness' activity into their daily online schedule. This encouraged students to improve mental focus and aimed to reduce stress or anxiety. Teachers continued this practice twice a day when students returned to onsite learning at school.

In 2020, a Foundation Transition session was held online in Term 4 to assist students and families to make a smooth transition into their new school environment. The information session provided information about preparing their child for school and activities they could do at home to build literacy and numeracy skills. As soon as onsite activities were allowed, an onsite school transition session was scheduled, allowing 2021 Foundation students to familiarise themselves with the school environment. All Foundation to Year 5 students also participated in our whole-school transition program which allowed the opportunity to familiarise themselves with their class and teacher for 2021. Based on the School Performance data, school connectedness and management of bullying are both areas that reveal room for improvement. Nonetheless, due to lower participation rates and differences in collection methodology in 2020, the data is not comparable with previous years or within similar school groups. Both of these areas form a major focus for the school in 2021, as aligned with the DET's priorities goals for all schools. Strategies include a structured wellbeing curriculum in alteration with Assembly every Friday morning and explicit celebration of relevant events, such as the National Day of Action against Bullying and Violence.

Financial performance and position

All funds received from the Department of Education & Training (DET), or funds raised by the school, have been expended or committed to subsequent years to support the achievement of educational outcomes and other operational needs of the school, consistent with DET policies, School Council approvals and the intent/purposes for which funding was provided or raised. As shown in the Operating Statement, the Net Operating Surplus for 2020 was \$2,938.

The major expenditure in the 2020 included Phase 2 of air-conditioning installation for the upstairs learning space, which was largely funded by the fundraising efforts of the school community (in the two years leading up to the installation.) There were significant savings on utilities due to the low usage during lockdowns and this was offset by the large number of CRTs and additional staff employed throughout the year by the liaison principal.

Since the arrival of the new substantive principal, a number of contracts have been reviewed to ensure financial sustainability for the school and value for money. Furthermore, in an effort to maximise the efficiency of the school's new facilities for both financial and community engagement purposes, the School Council gave in-principle agreement in November 2020 to rent out the outdoor basketball court area for external hire from 2021.

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.

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 144 students were enrolled at this school in 2020, 76 female and 68 male.

47 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

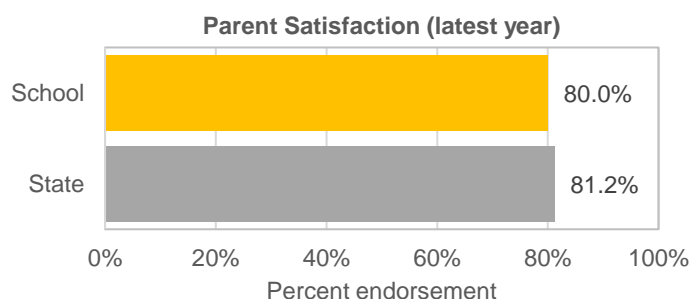
This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	Latest year (2020)
School percent endorsement:	80.0%
State average:	81.2%



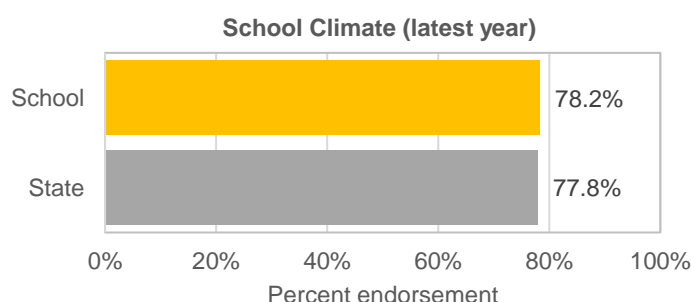
School Staff Survey

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.

School Climate	Latest year (2020)
School percent endorsement:	78.2%
State average:	77.8%



ACHIEVEMENT

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

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

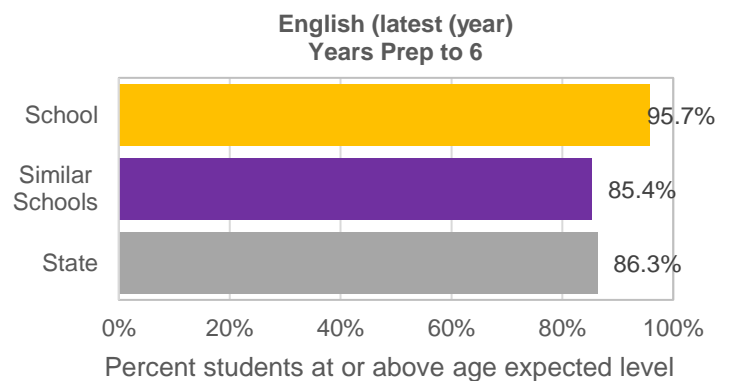
95.7%

Similar Schools average:

85.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

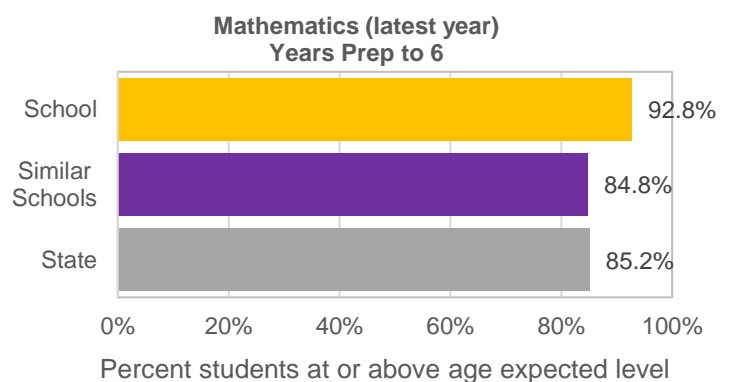
92.8%

Similar Schools average:

84.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

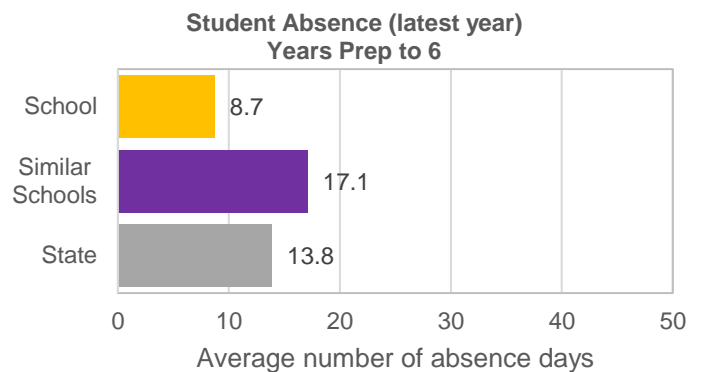
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.7	12.4
Similar Schools average:	17.1	16.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	94%	97%	95%	94%	98%	97%

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.

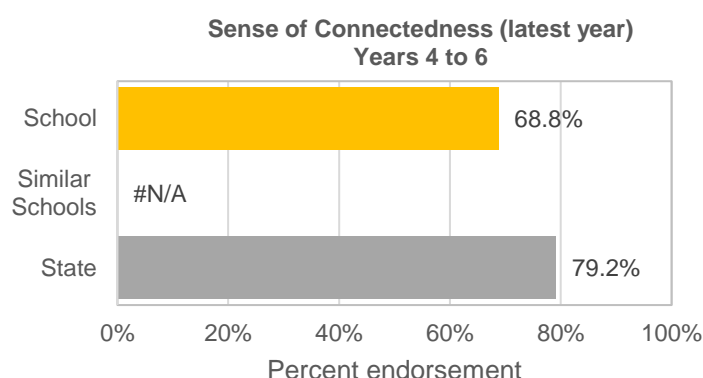
Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	68.8%	77.2%
Similar Schools average:	NDP	84.3%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

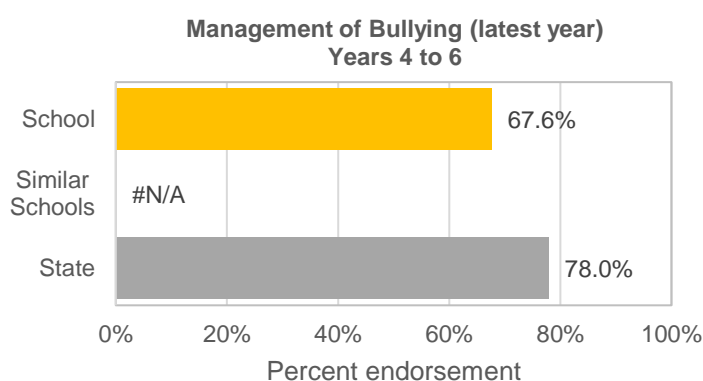
Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	67.6%	67.9%
Similar Schools average:	NDP	82.2%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,393,479
Government Provided DET Grants	\$108,546
Government Grants Commonwealth	\$5,000
Government Grants State	\$1,818
Revenue Other	\$20,578
Locally Raised Funds	\$52,304
Capital Grants	NDA
Total Operating Revenue	\$1,581,725

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,160
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$35,160

Expenditure	Actual
Student Resource Package ²	\$1,382,465
Adjustments	NDA
Books & Publications	\$4,683
Camps/Excursions/Activities	\$547
Communication Costs	\$8,630
Consumables	\$37,769
Miscellaneous Expense ³	\$2,251
Professional Development	\$990
Equipment/Maintenance/Hire	\$18,339
Property Services	\$24,445
Salaries & Allowances ⁴	\$5,986
Support Services	\$76,094
Trading & Fundraising	\$8,967
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$0
Utilities	\$7,622
Total Operating Expenditure	\$1,578,787
Net Operating Surplus/-Deficit	\$2,938
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$150,498
Official Account	\$21,189
Other Accounts	\$1,485
Total Funds Available	\$173,172

Financial Commitments	Actual
Operating Reserve	\$29,030
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$29,030

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.