

# 2023 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 24 April 2024 at 11:04 AM by Keith Mcneill (Principal)

- This 2023 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 26 April 2024 at 09:30 AM by Peter Emerson (School Council President)

# 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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# 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 2023 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 2023, Abbotsford Primary School had no international students enrolled.

### School size, structure and geographic location

In 2023, Abbotsford Primary School had 171 students, with 30% having English as an additional language. There was no Aboriginal or Torres Strait Islander identified students. The school ran 8 classes: 2 for Foundation and 2 for each composite year level from Year 1/2 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

Students at Abbotsford Primary School demonstrated great learning growth in 2023 and continued to perform above state average and similar schools in various domains.

Based on Teacher Judgement data, the percentage of students at or above age expected standards in English was 90.6% (Note: state average at 87%) and for Mathematics, 91.7% (Note: similar schools average at 86%).

The school also produced strong NAPLAN results, particularly with the cohort of Year 3 students. Some highlights included:

In Year 3 Reading 78.3% of students were rated as Strong or Exceeding compared to 76% at similar schools. In Year 3 Writing 91% of students were rated as Strong or Exceeding compared to 76% at state level. An outstanding result. In Year 3 numeracy 87% of students were rated strong or exceeding compared to 67% at state level. In year 5 Reading 83.3% of students were rated as strong or exceeding compared to 76% at state level. In Year 5 spelling 79% of students were rated strong or exceeding compared to 77% at similar schools.

Work continued on the development of the CAL curriculum within the school and the CAL 2.0 was rolled out to in the school in term four of 2023. The curriculum was also presented to the intensive Chinese network group at the annual conference in Canberra in term 3. The tutor learning initiative continued in 2023 with a focus on literacy, Chinese and mathematics and extension programs in Chinese were offered for students. The Victorian High Ability practise program was also made available to students across the year. Information evenings for parents were run for Chinese, English and mathematics across the year and during term four a working group was initiated within the school to support the development of the Chinese program, the CAL curriculum and to assist with managing parent volunteers within the Chinese program at APS.

Abbotsford Primary School continued to place a strong emphasis on its specialist subjects. For example, in 2023, students engaged in Music, Dance and Drama as part of the Performing Arts curriculum, and were engaged in a performance every term of the year. The school's annual Moon Lantern Festival again showcased the rich cultural capital that exists in the school through a range of dance and vocal performances. The visual arts curriculum was also evident in the Moon lantern Festival through the creation of the large backdrop and the creation of student lanterns. A range of sporting experiences were made available to students through the PE program including dedicated hockey and NFL incursions.

## Wellbeing

As always, student and community wellbeing at Abbotsford Primary School is an ongoing priority and to this end we have been proactive in reaching out, sharing and talking with our community members as to how we can best offer our support. Following on from the Covid years we also were able to identify issues affecting the community and target programs accordingly. One area of focus for 2023 was Cyber-Safety and we shared information and advice to families via our Newsletters and provided Tier 1 programs that included a performance from Brainstorm Productions, a school focused educational theatre group, entitled "Zanna and the Lost Code".

In response to the 2022 Student Attitude to Schools Survey and expressed in our AIP we felt that we could do more to further develop a sense of agency and student voice amongst our student body. We have increased student voice in the development of Individual Learning Plan's and through encouraged participation at Student Support Group Meetings. Our Junior School Council has engaged in a range of student lead activities including lunch time clubs, development of the master plan and communicating to the school community through the bi-weekly newsletters. Student Leadership has been nurtured through activities such as The Dream and Lead Conference, Peer Mediation and Peer Mentoring Programs.

In 2023, Abbotsford Primary School commenced new two-year Wellbeing curriculum cycle. The cycle will Bullying! No Way, Personal Safety and Resilience, Rights and Respectful Relationships. The Learning Specialist centrally designed new scope and sequences to ensure that important learning goals were covered and reinforced through impactful activities and celebration of special days, such as the National Day of Action against Bullying and Violence and R U Ok Day. In addition to our classroom-based curriculum the school has continued with allocated time set aside for lessons each week covering Respectful Relationships for which we are a lead school.

APS continued its positive partnership with engaged 'Mzuri Dance' in the latter half of the school year, a program which has been so important in lifting the profile of our African cultures at school and engagement with parents with an African heritage. In addition to this we continued with the theme of inclusiveness and invited the Wanyara Cultural Immersion program to educate us on how we can connect our community to the Australian Culture of the First Nations People.

The Wellbeing centre was a central coordination hub for the provision of therapeutic intervention. Last year For Tier 1 and Tier 2 students, offerings included counselling (1 day a week), art therapy (equivalent of 4 days a week), and dance and movement therapy (equivalent of 2 days a week). Referrals to community based and specialist services were coordinated on behalf of students and families, we also encouraged NDIS providers to work at the school during school hours when children would be at their most receptive. Throughout the year it is estimated that 70 (out of 170) students accessed individualised therapies on offer focusing on the support of social, emotional, and mental health. Our Tier 2 initiatives included the Breath Circle Program that ran throughout the year teaching strategies to develop resilience and self-regulation skills. Our Tier 3 students have continued to have the support of our Education Support Officer 5 days a week.

Through the "Make a Difference" Fund Students were able to attend the School Camp, school excursions, after school activities and the Sports Carnival. The school provided breakfast and lunches to students without food and assistance with uniform via second-hand uniform and referral to State Schools Relief.

In term three and four we began investigating models for the implementation of a School Wide Positive Behaviour Support Program (SWPBS), with training to commence in term one 2024. The implementation will occur over three years the development of and training for all staff.

As a result of this work positive results were seen i the student attitudes to school survey, Parent opinion survey and staff surveys. On the staff survey, school climate was rated positively at 83.1% compared to the state average of 78.1%. Student sense of connectedness was rated positively at 78.3% as compared to similar schools at 76.5% and management of bullying was rated

positively at 78.5% compared with a similar schools rating of 74.7%. Most pleasingly though was the not experiencing bullying measure which was rated positively at 92% a strong increase from the 2022 score of 72%.

## Engagement

Student engagement with school learning was strong overall in 2023. The school average number of absence days was 19.2, which was lower than similar schools (19.7 days) and state averages (20.5 days), but higher than 2022 (16 days) and the 4-year average (days). Lingering impacts of COVID and other illnesses in the community have impacted the attendance data over several year and continue to do so. The overall culture of school attendance is still strong across the board. Across Foundation to Year 6, the attendance rate is consistently between 89-92%.

The school has a range of strategies in place to support attendance in the school. The school wellbeing officer makes regular phone calls to families to support and encourage attendance. Modified attendance schedules were put in place for vulnerable students to maximise engagement at school while supporting other needs that students may have that may be exacerbated by long school days. Formal communication was also sent out to the community highlighting the importance of punctuality and attendance at school through the newsletter. Junior school council also played a key role in furthering engagement in the school in 2023. The formation of lunchtime clubs, fundraising activities and providing feedback to leadership and the community were developing roles for the student leaders.

---

## Financial performance

The school remains in a secure financial position due to careful management of both the Student Resource Package and the school's cash budget. We received \$29,000 of equity funding in 2023 which was used to support priority cohorts through a range of programs and staffing.

In 2023 the school received a \$25,000 grant from the federal government to support minor works in the school. This grant was used to complete mould remediation and cabinetry work in the multipurpose room. New signage for the school was purchased in 2023 and this cost \$16,800. \$4,900 was also allocated to initiate a master planning process. 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.

**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 171 students were enrolled at this school in 2023, 89 female and 82 male.

30 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).

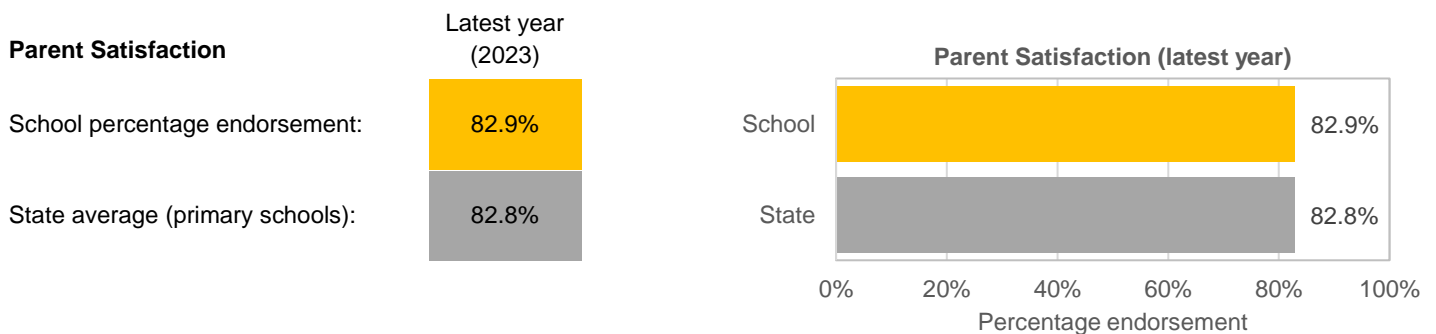
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

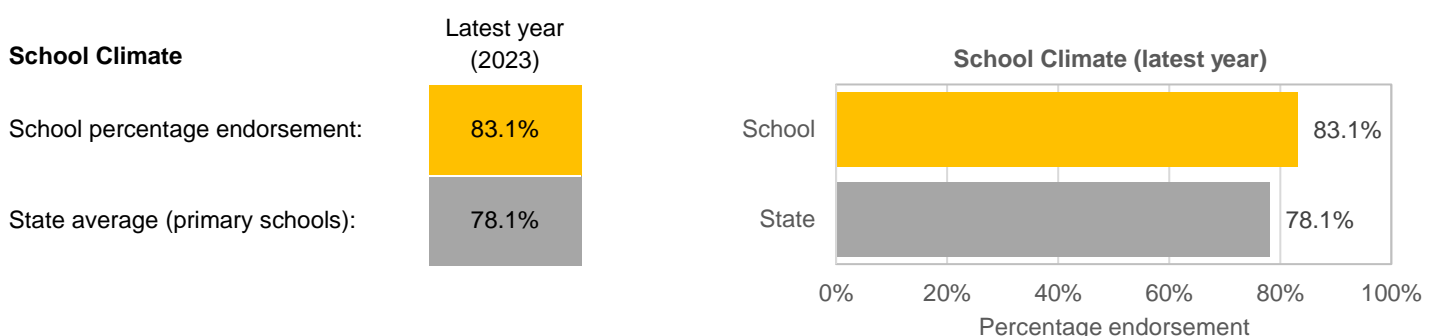


### School Staff Survey

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.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

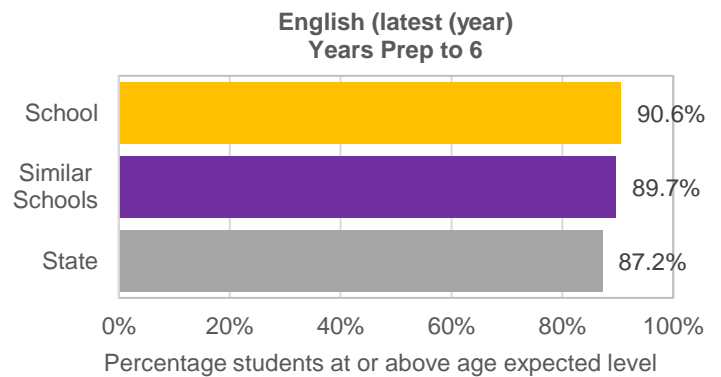
90.6%

Similar Schools average:

89.7%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

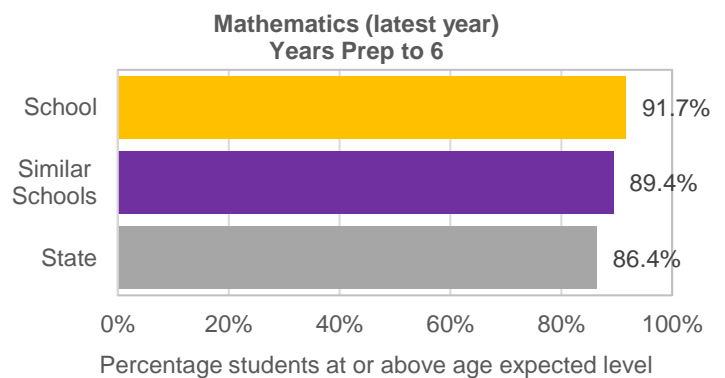
91.7%

Similar Schools average:

89.4%

State average:

86.4%





## 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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

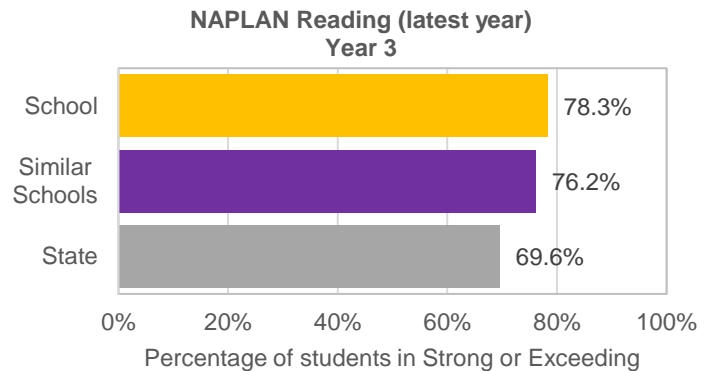
78.3%

Similar Schools average:

76.2%

State average:

69.6%



#### Reading Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

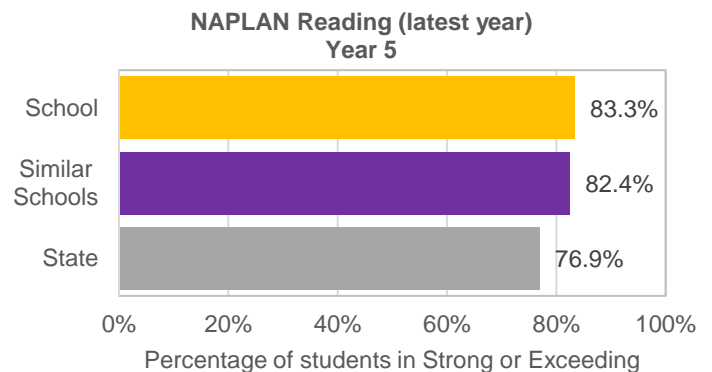
83.3%

Similar Schools average:

82.4%

State average:

76.9%



#### Numeracy Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

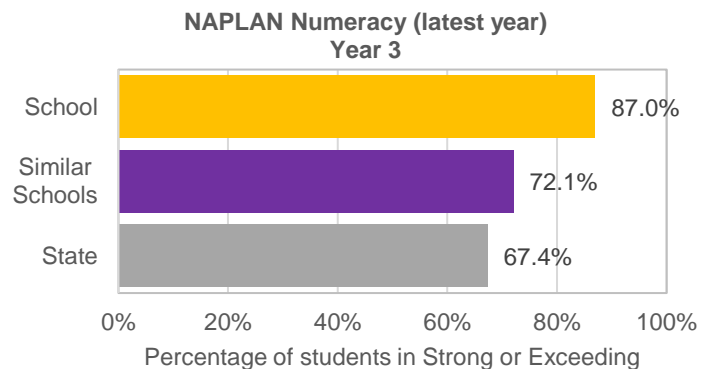
87.0%

Similar Schools average:

72.1%

State average:

67.4%



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

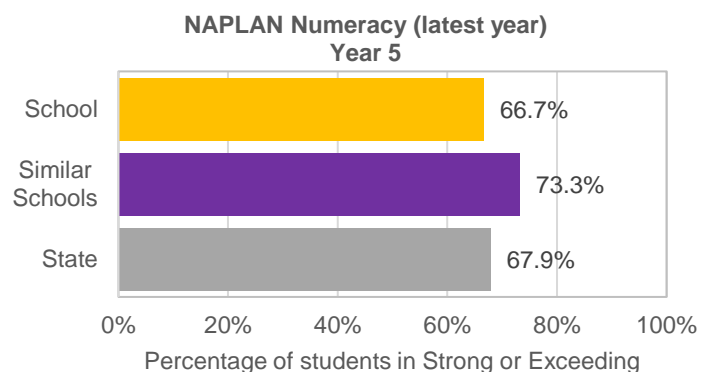
66.7%

Similar Schools average:

73.3%

State average:

67.9%



## 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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year  
(2022)

School percentage of students  
in the top three bands:

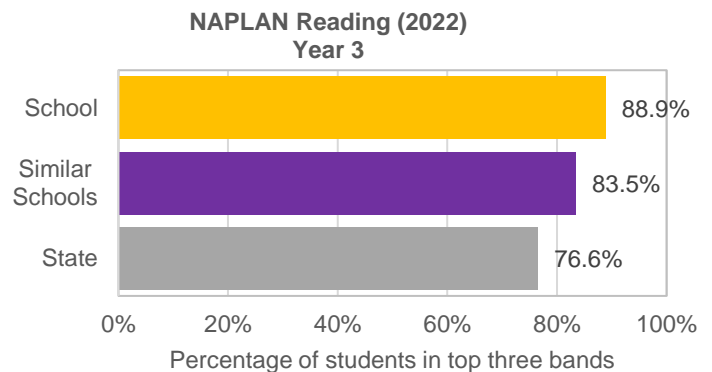
88.9%

Similar Schools average:

83.5%

State average:

76.6%



#### Reading Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

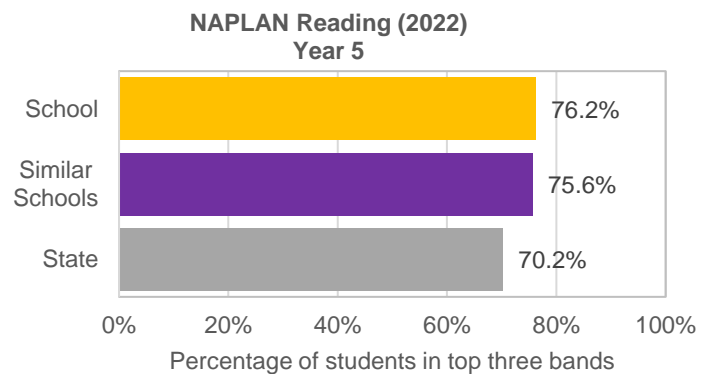
76.2%

Similar Schools average:

75.6%

State average:

70.2%



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students  
in the top three bands:

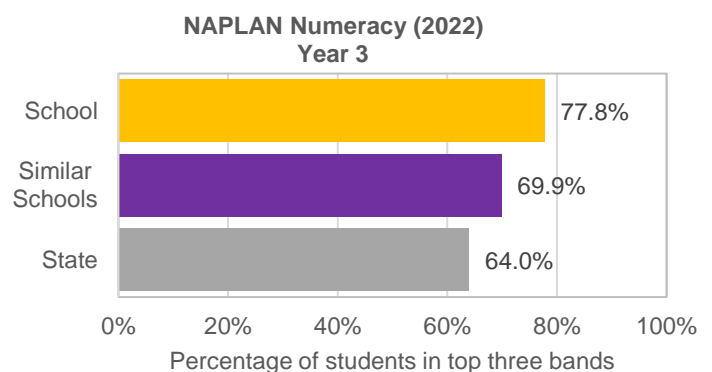
77.8%

Similar Schools average:

69.9%

State average:

64.0%



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

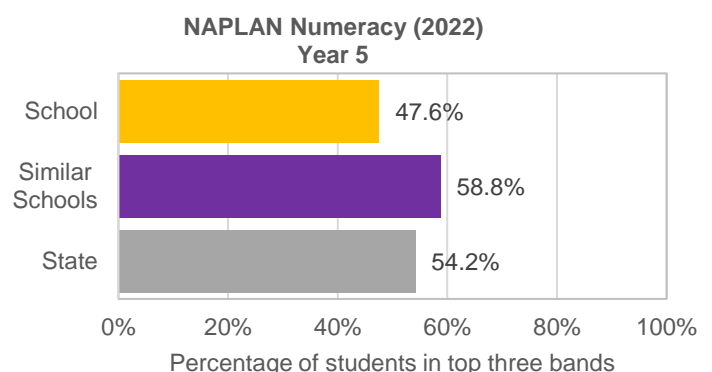
47.6%

Similar Schools average:

58.8%

State average:

54.2%



## WELLBEING

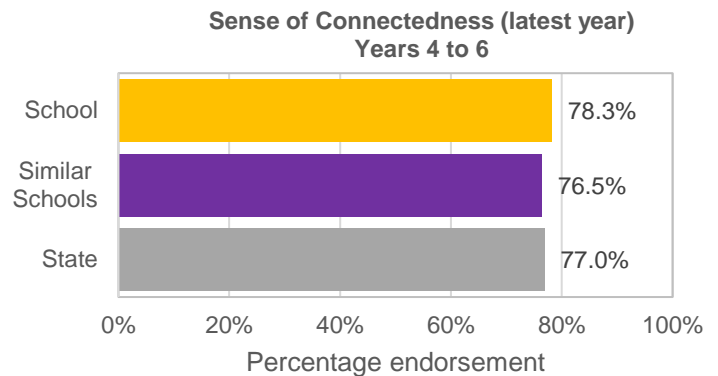
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School percentage endorsement:	78.3%	73.9%
Similar Schools average:	76.5%	78.4%
State average:	77.0%	78.5%

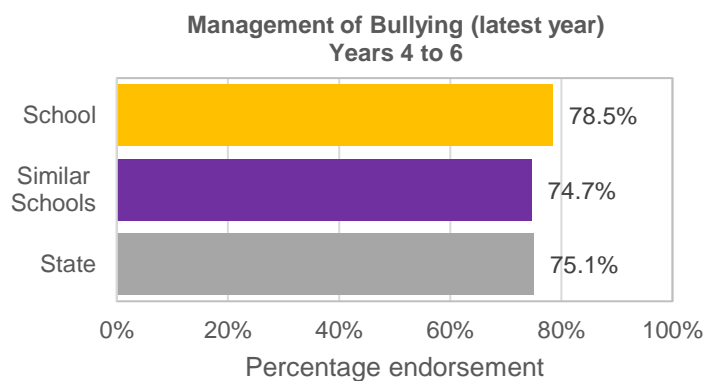


### Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	78.5%	75.4%
Similar Schools average:	74.7%	76.5%
State average:	75.1%	76.9%



## ENGAGEMENT

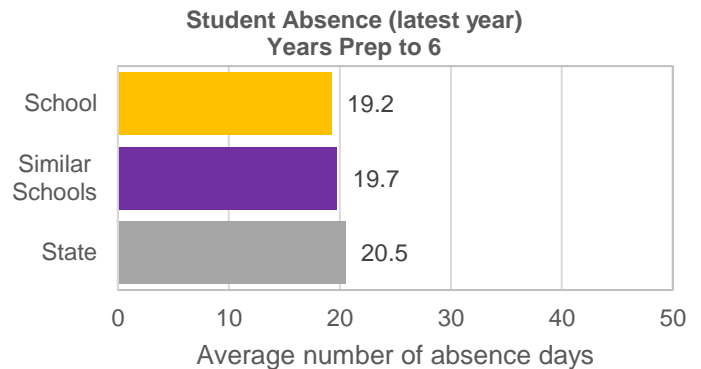
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.2	14.9
Similar Schools average:	19.7	16.8
State average:	20.5	18.1



### 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 (2023):	91%	91%	89%	90%	89%	90%	92%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,873,140
Government Provided DET Grants	\$325,132
Government Grants Commonwealth	\$43,852
Government Grants State	\$2,500
Revenue Other	\$20,064
Locally Raised Funds	\$214,356
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,479,044</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$29,002
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$29,002</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,751,526
Adjustments	\$0
Books & Publications	\$7,591
Camps/Excursions/Activities	\$66,540
Communication Costs	\$2,444
Consumables	\$34,079
Miscellaneous Expense <sup>3</sup>	\$25,270
Professional Development	\$10,076
Equipment/Maintenance/Hire	\$28,557
Property Services	\$81,513
Salaries & Allowances <sup>4</sup>	\$80,263
Support Services	\$151,035
Trading & Fundraising	\$11,222
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,684
Utilities	\$12,803
<b>Total Operating Expenditure</b>	<b>\$2,265,604</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$213,440</b>
<b>Asset Acquisitions</b>	<b>\$13,442</b>

- (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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$259,907
Official Account	\$14,484
Other Accounts	\$12,419
<b>Total Funds Available</b>	<b>\$286,810</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$73,338
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$83,139
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	\$4,437
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$160,914</b>

*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.*