Principal’s message

Every year, as a school, we are set the task of building upon the achievements of the previous twelve months. Abbotsford Public School has an extremely good reputation and the challenge we are presented with each year is how we ensure that expectations are met as our staff, community and students continually lift the bar in the range and number of programs, experiences, resources and opportunities that are provided at the school.

Mindful of our responsibility as educators to embed the goals of the Melbourne Declaration on Educational Goals for Young Children into our practice, the school has ensured that equity of access to the curriculum is offered to all students and that all aspire to achieve excellence.

The school in 2014 has focused its endeavours on developing structures, processes and professional learning to ensure that student learning is at the forefront of all that we do. We have ensured that students see themselves as:

– successful learners
– confident and creative individuals
– active and informed citizens

We believe that our programs allow students opportunities to develop the skills and competencies to respect and appreciate cultural, social and religious diversity.

We believe that we, alongside our parents and carers, encourage our students to hold high expectations of their own educational outcomes.

We believe that school-wide we promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents.

We believe that we are developing the skills and strategies to further promote personalised learning that aims to fulfil the diverse capabilities of each student in our care.

So the challenge continues: offering more; doing it better; providing quality experiences; nurturing talents and interests and, most importantly, maintaining our focus on quality teaching and learning to deliver improved outcomes for all of our students.

It has been a privilege to work alongside dedicated and professional teachers and a parent body committed to providing a quality learning environment for their children.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Chris Johnson
Principal

Significant programs and Initiatives

- White Ribbon
- Harmony Day
- Live Life Well @ School
- Crunch and Sip
- Premier’s Sporting Challenge
- Foster Buddies Program
- Peer Support
- Ethics classes
- Public Speaking
- Debating
- Premier’s Spelling Bee
- Interschool Chess Championships
- Dance Program
- PSSA Programs
- Milo Cricket
- Paul Sironen 7’s
- Paul Kelly Cup
- Drama K-2
Our school at a glance

School context

Abbotsford Public School sits on the peninsula between Abbotsford Bay and Hen and Chicken Bay on the Parramatta River. It is located 10 kilometres west of the Sydney CBD in the local government area of the City of Canada Bay. As house prices in Sydney have escalated over recent years, staying within the Sydney metropolitan area has become increasingly attractive and there has been a substantial increase student numbers over the last three years.

School numbers are now capped to local enrolments only. At this time out of area siblings may continue to enrol at the school.

The increase in numbers has seen a change to the school environment with a number of demountable buildings being placed on the site to accommodate the increase. The school has endeavored to place these so that the large school grounds are maintained. The school has a very good reputation in the local area hence the large numbers wishing to attend.

P & C and/or School Council message

The P&C at Abbotsford Public School is the representative for the school community. In the last year a large number of parents have been in attendance; many are involved in one of our many sub Committees or are coming to the meetings to be informed about the environment their children are in 5 days a week.

The P&C supports the school, raises funds and invests time and money into the education and wellbeing of our children.

In 2014, my second year as P&C president, I realised what an amazing team we had to work with. Open and enthusiastic, forward thinking, approachable and very professional.

2014 – What we did

2014 saw us formalise the way we go about spending the hard earned funds wisely and fairly to benefit the school and create opportunities across a variety of areas. At the October meeting we allocated 50% of the available funds to educational resources, and experiences that fit the changes around the school.

Sub Committees

All sub committees relay heavily of the enthusiasm, the ideas and the time of volunteers.

With that in mind, we decided to create the paid position of a Uniform Shop coordinator to be able to deal with the influx of sales and stock. This is a managing position similar to the canteen manager and we still need volunteers to be able to keep the uniform shop in our own hands and on site.

Book Club is an ongoing business selling books to the community and earning reading points in return – all points earned in 2014 have now been spent on new resources around the whole school.

Fundraising is the most visible activity of the P&C and it proves that we are indeed a successful community working together to stage big and small events to raise fun and funds!

During the year significant P&C run events where:

- ‘Kindergarten parents welcome’ morning tea
- ‘Welcome to the school’ drinks
- Easter Raffle
- Mother’s Day stall
- Election BBQ and cake stall
- Sport-a-thon
- Father’s Day stall
- Food stalls at the musical
For 2015 we will be trialing to change the focus of the fundraising committee to raising funds through grants submissions.

The focus of any events staged can then be on community building.

**Class representatives** provide a valuable and very direct communication tool between the P&C as well as between individual parents.

P&C meetings are a great way to get involved, informed and actively participate in shaping your children’s education.

**Susanne Thiebe**

P&C President

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>K</td>
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<td>95.7</td>
<td>95.4</td>
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<table>
<thead>
<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
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<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
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<td>95.0</td>
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<td>5</td>
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<td>94.4</td>
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<tr>
<td>Total</td>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school has a comprehensive tracking system that regularly monitors and contacts parents regarding unexplained absences. The school places great emphasis on daily attendance.

Parents are required to send a note or email to the school if a student is absent. Absences that are not justified are followed up by letter requesting a justifiable reason.

Students who are consistently late to school are also followed up by a letter. Referrals are made to the Home School Liaison Officer when students are consistently absent without a valid reason.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>167</td>
<td>178</td>
<td>172</td>
<td>204</td>
<td>221</td>
<td>252</td>
<td>285</td>
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<tr>
<td>Female</td>
<td>148</td>
<td>150</td>
<td>163</td>
<td>191</td>
<td>242</td>
<td>257</td>
<td>276</td>
</tr>
</tbody>
</table>

School numbers have increased over the last four years due to a change in the dynamic of the local community and a change in lifestyle expectations.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The Department of Education and Communities determines the number of staff positions to which our school is entitled. This is based on student enrolments and other formulae. A full time (five days per week) position is recorded as one. A one day per week position is recorded as 0.2, and other fractional positions as allocated. Currently, our staff does not include members who identify as Indigenous.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>18</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50%</td>
</tr>
</tbody>
</table>

We are very fortunate at Abbotsford to have a dedicated, enthusiastic, highly skilled team of teachers. The teachers have a broad range of experiences and expertise across many areas. This wealth of knowledge is used to enhance quality teaching programs. The staff is a mix of seasoned professionals and those who are at the beginning of their career. The staff are highly collegial and work in stage-based teams to fulfill the school vision of aspiration and attainment.

Professional learning and teacher accreditation

Professional Learning for our 29 staff members is a priority at Abbotsford Public School. We have a wealth of expertise within the school and we also invite guest speakers who are experts in their field. An amount of $18,000 was spent on staff professional learning including course fees and replacement staff to cover classes.

Staff at APS undertook considerable professional learning in 2014. Our School Development Days were highly informative and designed to improve student learning outcomes. Professional learning at APS is determined by our school plan. The focus for 2014 being the new English and Mathematics Syllabus, in particular developing critical thinking.
and reflection skills and research by Hattie* on feedback to students.

Staff also participated in anaphylaxis, child protection, CPR and professional Code of Conduct training. Professional conversations were also undertaken on the Best Start (now PLAN) data and plotting students on the Literacy and Numeracy continuums.

Staff meet on alternate weeks for stage and staff professional learning sessions.

Beginning Teachers
At APS we continue to work towards excellence and the teachers engage in quality teaching and learning programs for all students using the Quality and Teaching Framework, alongside the National Professional Standards for Teachers.

We currently have three permanent new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation and five new scheme teachers maintaining accreditation at Proficient. We have two temporary teachers who are also working on their accreditation while working in the school. We have three permanent beginning teachers who are funded under Great Teaching, Inspired Learning. The beginning teachers are supported with additional RFF and have professional development meetings once a week with a mentor who works outside of the school. These meetings open a professional dialogue using the National Professional Standards for Teachers to support and develop collaboratively professional goals and strategies to support the beginning teacher and adjust to their new role in NSW public schools.

Our beginning teachers have been involved in significant professional learning programs, two leading the Staff Development Day on the last day of the school year showcasing their work in mathematics.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>162193.00</td>
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<tr>
<td>Global funds</td>
<td>320753.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>232588.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>358982.00</td>
</tr>
<tr>
<td>Interest</td>
<td>7133.00</td>
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<tr>
<td>Trust receipts</td>
<td>46637.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>966095.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 191445.00  |
| Excursions                 | 64281.00   |
| Extracurricular dissections| 19242.00   |
| Library                    | 4662.00    |
| Training & development     | 895.00     |
| Tied funds                 | 184994.00  |
| Casual relief teachers     | 113792.00  |
| Administration & office    | 162194.00  |
| School-operated canteen    | 0.00       |
| Utilities                  | 51000.00   |
| Maintenance                | 54566.00   |
| Trust accounts             | 42088.00   |
| Capital programs           | 34602.00   |
| Total expenditure          | 923761.00  |
| Balance carried forward    | 204523.00  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Included in the Balance carried forward is $204523 which had already been committed to unpaid orders and invoices and unpaid casual salaries.

The Library has access to monies from the separate library fund. The start of a substantial upgrade in furniture has taken place with new desk and chairs purchased.

School performance 2014
PSSA Competition

2014 saw another successful year for the Abbotsford Public School PSSA teams. The school fielded teams in boys and girls football, touch football and netball in the winter WSPSSA
competitions. This was the first year the school had fielded teams in the touch football competition.

After a season of excellent play and sportsmanship, six teams finished at the top of their pools. These teams were the Senior Boys Football, Senior Girls Football, Junior A and B Girls Football, Junior Boys Touch Football and Junior A Netball. All of these teams were declared joint winners in their respective competitions due to the semi-finals and finals being washed-out due to inclement weather.

2014 was the most successful season in Abbotsford Public School’s history in regard to results and numbers of student participation. Students and staff are eagerly awaiting next year and the introduction of summer PSSA teams for the first time in the cricket and softball competitions.

The Premier’s Primary School Sport Challenge encourages primary school classes to participate in a 10-week sport and physical activity challenge. Students accumulate time spent in a broad range of sporting and recreational pursuits during lunchtime, in school sport programs, class time, after school and/or in weekend physical activity.

Abbotsford Public School has participated in this initiative since 2013. As a result, the school receives an annual participation grant. Funding has been put towards purchasing resources to support sporting activities in the school including sports uniforms.

**Dance**

There were numerous opportunities for students, both girls and boys to become involved in dance at the school. Additional to class programs, Dance is offered as an extra-curricular lunchtime activity. Each term, a new dance is choreographed and rehearsed in preparation for in-school events. Staff trained in various dance styles, teaching performance groups in Contemporary, Lyrical, Jazz and Hip hop. It allows students to develop and refine dance techniques and skills and gain an appreciation for the art. Dance groups were able to perform and entertain the community at our major school events and assemblies including Grandfriends’ Day, Education Week, Pre-Schoolers & Friends Concerts, Presentation Day and the School Musical. It continues to be a strong and popular component of the Creative Arts at Abbotsford.

**NSW Premier’s Sporting Challenge**

The NSW Premier’s Sporting Challenge is a whole school initiative with one common goal - to engage young people in physical activity and encourage them to lead healthy, active lifestyles.
Debating

The debating program at APS is voluntary and operates on Wednesday afternoons during school time. While the program is partly aimed at gifted and talented students, all Stage 3 students are invited to try out for the team. Because of an increase in interest this year, the group was divided for the first time into Year 5 and Year 6 students. Ms Schenker worked with the older students who participated in the Inner West Debating Competition, achieving great success and emerging as winners after six rounds against local schools. The Year 5 students worked with Mrs. Boyle, who trained the younger students in debating skills and technique.

The debating program enjoys strong support from the school community as we recognise the importance of developing confidence, along with strong research, writing, listening and speaking skills. We also highly value the skills of teamwork and cooperation that debating encourages.

Interschool Chess Championships

The Abbotsford Public School Chess Club consists of two tutors, two classes, two supervising teachers, three parent helpers and sixty chess players. Each Wednesday afternoon the club meets for lessons and practice. Throughout the year, groups of players enter interschool chess challenges to test their skills. In Term 1, twenty players from the school were involved in the Interschool Chess Challenge at Newington College, coming 5th out of eight schools. Also in the term, the school came 2nd receiving a trophy for their involvement in the Putney Interschool challenge getting a place in the semi-finals, then grand final where we came 10th overall.

In May, all Abbotsford Public School teams entered in the NSW Junior Chess League Schools Competition. Each Friday afternoon throughout Term Two, the teams played home and away games. Twenty five players from years one to six competed. Nearly 1000 teams from over 300 schools took place. Abbotsford Public School has competed in this event every year since 1996. All four teams came first in their division this year and were awarded certificates of achievement and medals.

Other tournaments that were entered in 2014 were the Macquarie University School Chess Challenge and the Infants Chess Tournament at Summerhill where we gained 2nd overall.

This year, Abbotsford hosted the NSWJCC Inner Western Suburbs Primary Schools one day tournament. We came 23rd in the Metropolitan and State Final held at North Sydney Boys High school.

Paul Sironen Shield 7’s

The Paul Sironen Shield is an annual Rugby League 7’s competition offering modified play to students in Years 3/4 and 5/6. The competition aims to develop the skills of rugby league in a safe environment and is suitable for all levels of experience. In 2014, parental coaching and teacher involvement resulted in two teams representing Abbotsford Public School on the Sironen 7's gala day.
Academic achievements

NAPLAN

School Performance

The Year 3 and Year 5 students performed well in the 2014 NAPLAN assessments. Overall highlights include:

- From 2013 to 2014, Year 3 girls increased 23.1 scale scores in Data, Measurement, Space and Geometry and improved 14.9 scale scores in Numeracy.
- From 2013 to 2014, Year 5 boys increased in 31.9 scale scores in Number patterns and algebra and increased 23.8 scale scores in reading.
- Year 5 girls increased 24.3 scale scores in Number and 16.9 in overall numeracy.

Areas identified for improvement include:

- Writing which showed a difference of 18 scale scores for girls in Year 3 and spelling with a 13.1 difference
- In Year 5, writing remains a focus with a difference of 17 scale scores for girls and a difference of 19.6 scale scores in spelling.

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 - Numeracy

Year 3 students are performing well in mathematics overall in particular data and measurement, which is an improvement on previous years.

NAPLAN Year 5 - Literacy

Significant growth has been observed in 2014, students both boys and girls have a greater understanding of the inferential meaning of a variety of texts, both written and visual.

NAPLAN Year 5 - Numeracy

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Writing</td>
<td>95.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.5</td>
</tr>
</tbody>
</table>

Other achievements

School Musical Lawson’s Letter

As part of the strong Creative and Performing Arts program at Abbotsford Public School all 562 students were involved in the musical ‘Lawson’s Letter’. The musical incorporated elements of Performing and Visual Arts which had links to our community and the current curriculum in many Key Learning Areas.

Students were involved in acting, singing, and stage crew, set design, dance and construction.

The storyline was original, written by staff and linked to the history of the local area where the Australian poet and author Henry Lawson was once a resident. The story also recognised prominent Australians who have made an impact on the history of our country. Each class group coordinated their own performance within the show and was accompanied by a live band of community members led by our music specialist, Ms Camille Hollingdale. Staging, sound and lighting were used to turn this learning space into a musical theatre. Students auditioned for roles and it was an opportunity for the school to showcase talents in the performing arts.

Students acquired skills such as hard work, teamwork, initiative, motivation, responsibility, time management, problem solving and creative thinking. It was performed in the Henry Lawson Community Hall for two matinee and two evening
performances. It was professionally filmed and a DVD of the show was produced.

The P&C supported this event by providing a community barbeque engaging all parents, students and teachers. This added to the success of the event.

Music

Our school continues to enjoy a fine reputation for its music programs. Each class has a lesson with a music specialist teacher every week. The program combines elements of various music education methods including those of Carl Orff and Zoltan Kodaly.

Singing in a choir is available to all students in Years 1–6. Whole school singing occurs at each assembly. This results in a school of enthusiastic singers who displayed their talents in the school musical.

Instrumental provision is available outside school hours. Ensembles include string, wind, brass and percussion players. The Rock Band provides music of a different, popular genre. We are extremely lucky to have such an active P&C which supports our music program by purchasing instruments.

Ethics Classes

Organised by a parent coordinator and overseen by the Deputy Principal, classes were made available to students who did not attend scripture classes in 2014. With the availability of more trained Ethics tutors who are made up of volunteer community members, parents and grandparents, we were able to offer classes from Kindergarten to Year Six. Classes are conducted for half an hour once a week.

The classes engage in a branch of philosophy that examines ethical concepts and issues, asking what is right or wrong in particular circumstances. Many topics are addressed and it gives the students an opportunity to think about different viewpoints and engage in discussions. It also fosters behaviours such as sincerity, honesty, being reasonable and respectful.

Stage 3 Camp

Stage 3 students enjoyed a fabulous excursion to Bathurst during Term 1 that coincided with work being undertaken in HSIE. The discovery of gold and its impact on Australian lives was the focus of our Term 1 studies and the trip to Bathurst allowed students to pan for gold, play games of the gold rush era, see a blacksmith in action, view the working machines of the time and join in the frivolity of music and dance by a talented musician by a campfire.

All students expressed a desire to stay longer but after two days and one night of adventure we said farewell and made our way home. Knowledge and interest in our HSIE topic was certainly enhanced by our trip to the goldfields on Mount Panorama, Bathurst.
Drama Group

K-2 Drama Group continued in 2014 with even more interest than in previous years. It was necessary to make changes to accommodate the increased size of the Abbotsford Public School’s population. It was decided to divide into two groups—Kindergarten with Mr. Peter Chase and Years One and Two with Mrs. Susanne McKay.

We all acknowledge that before we read we need to learn the ABC. Similarly, experiencing the grounded basics is essential for a drama student. The program for both groups included a variety of drama games to teach students skills.

The Stage One program worked on developing vocal skills and positive group dynamics resulting in the very interesting interpretation of the iconic Australian poem “Hist” by C J Dennis. The students who performed this at Presentation Day must be congratulated for their commitment, enthusiasm and excellent dramatic performance.

All students benefited from their involvement in K-2 Drama Group by establishing new relationships, increasing self-confidence, gently breaking down inhibitions, encouraging concentration and logical thinking.

K-2 Drama Group in 2014 promoted imaginative responses whilst having fun!

Significant programs and initiatives – Policy and equity funding

Best Start

Best Start (now known as PLAN) has made a profound and positive impact on improving the quality of teaching and learning at Abbotsford Public School since it was first implemented five years ago. The use of the Best Start assessment tool
in Kindergarten has impacted on all aspects of the teaching and learning cycle in both literacy and numeracy. In 2014, APS carried out the Best Start assessment for students over a three day period prior to their first day full day at school. This proved to be a huge success and contributed to both the parents and students settling into their big school routine in a much more harmonious way. For the Kindergarten teachers, the Best Start assessment data was able to be used to form classes and all agreed that class groups seemed much more equal in ability than previously.

The information from the assessment allowed teachers to place children on the literacy and numeracy continuum which in turn informed our teaching practice for the rest of the year. Teachers regularly assessed students, with data being entered into PLAN, and used to plan and organise ability groups and report on students’ progress. The continuums have been used to progress students through the clusters and give information about next steps and provide the teaching ideas to take them there. 2014 saw the use of the continuums in the teaching cycle successfully used in all K-6 classes at Abbotsford. The growth of students and their developmental stages can now be monitored throughout their school years whether they remain at Abbotsford or move to another school.

Behaviour System
Underpinned by a philosophy developed by Dr Marvin Marshall called ‘Raise Responsibility System’, students are explicitly taught school expectations with emphasis placed on the importance of owning one’s behaviour. Focus is on building internal motivation as a far more powerful and effective approach in changing behaviour long term. The "Raise Responsibility System" process is used in all grades from Kindergarten to Year 6. It encourages students to make considered choices about their behaviour and take responsibility for the consequences.

In 2015, a whole school systems approach will be employed to address problem behaviours, through the initiative ‘Positive Behaviour for Learning’ (PBL). Shown to improve self-concept and motivation to learn, this new direction will include clear and consistent procedures in managing behaviour, consistent language used to convey expectations and processes for accurate data collection.

Foster Buddy Program
The Foster Buddy Program at Abbotsford is a whole school program that links senior students with a junior partner during a series of activities. Each partnered class meets on a weekly basis and joins in activities that encourage and promote the sharing of ideas, mentoring from both partners, skill development and an increase in personal confidence.

The benefits from this program, which is run during Term 1, sees all students use their own skills and interests to enjoy and work with a partner during later programs as well. These include the K-6 assembly for our community and the Peer Support Program (in Term 3).

Peer Support Program
Our Peer Support Program runs as a whole school program throughout Term 3. Students from Year 6 are given intensive training that prepares them to be the leaders of each Peer Support group. Year 5 students are also trained to be co-leaders, who both assist their leader and are able to step up to lead if their partner is away from school on our program days.

Stage 3 students run the program from classroom venues throughout our school site. Each week’s program has a theme-based lesson. This can include the idea and promotion of teamwork, the uniqueness of individuals, coping strategies,
learning how to make friends and sharing our experiences. Teachers assist students by being a presence in all rooms but encourage leaders to take control of all teaching situations. The culmination of our program each year is the Peer Support/Teddy Bear picnic, in which all groups enjoy a picnic on our school grounds during the last day of lessons. It continues to be an excellent program for both senior and junior students and one that is enjoyed by all participants.

Aboriginal education

Throughout 2014, all classes had cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures embedded into teaching and learning programs, with particular emphasis in the Key Learning Areas of HSIE and Literacy. These perspectives were taught in line with the NSW Syllabus for the Australian Curriculum.

During 2014 classroom teachers have worked with the LaST to develop Personalised Learning Plans (PLPs) for all Indigenous students, in line with the DEC recommendations and using the DEC pro forma to carry out this process. The focus of these PLPs has been the development of literacy and numeracy skills, monitoring of attendance and school readiness. We did not have any Indigenous students participating in NAPLAN this year.

As a school we continue to use the “Acknowledgement to Country” at all assemblies and formal occasions.

Funds from the RAM were provided to schools to support students from an Aboriginal background. These were used for some extra Learning and Support Teacher time targeted to specific students.

Zane Charters was nominated and won a Deadly Kid Award for his application to his studies and the manner in which he has promoted Aboriginal culture in the school.

White Ribbon

White Ribbon Day is an important day at Abbotsford Public School and students were involved in lessons to embed respectful relationships in the school culture.

Students from Kindergarten to Year 6 learnt about respect. They learnt about how to and why do we show respect? Why is showing respect important?
What does it look like? They defined respect/respecting and disrespecting others and being a respectful individual.

Classes used this information to design artworks which were in an art show on White Ribbon Day. These artworks are now around the school to reinforce that value of respect.

Multicultural education and anti-racism
Abbotsford Public School promotes highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in all areas of the school environment. Within our school, approximately 38% of students come from Language Backgrounds Other Than English Our school has an anti-racism policy supported by several trained anti-racism officers. We celebrated Harmony Day earlier in the year through activities to develop our understanding of our diverse cultural, religious and language backgrounds.

Socio-economic background
The school was provided funds through the RAM to support students with socio-economic disadvantage. The funds in 2014 were used to employ extra time for a learning and support teacher to work with students with learning difficulties. Funds from the RAM were also used to support student welfare, including textbooks and excursion support for families in need.

English language proficiency
Our allocation 0.4 means there is language support for EAL/D students for two days of the week. Our EAL/D teacher has specialist training in supporting students ranging from those who are newly arrived and require ‘survival’ language, to those students who need to develop proficiency in the academic language of the curriculum. Our teacher meets the social, emotional and academic needs of these students as well as forming close bonds with their families. Throughout 2014, the EAL/D program offered withdrawal support through both team-teaching and withdrawal groups.

Learning and Support
The school has a strong Learning Support Team (LST) who meet weekly to discuss student referrals and have professional dialogue to support student learning and behaviour in the classroom. This year we have a school counsellor on Wednesdays and half of each Friday to support students academically, socially or behaviourally. Students with additional needs are well supported at APS. Parents and teachers work together on Individualised Learning Plans to meet identified need. These plans are updated throughout the year to ensure they are effective and cater to the individual student.

The provision of support for students with additional learning needs has ensured student engagement and progress and this can be noted in improved student outcomes and growth.

2014 has seen the Learning and Support Teacher (LaST) position continue as a 0.6 (3 days a week) allocation. This time has once again been used to support students and teachers in the management
of learning outcomes for students with additional behaviour, emotional, language and communication needs, as well as those students with diagnosed disorders.

Students from Kindergarten all the way through to Year 6 have received support, primarily through small group withdrawal sessions. The focus of support for Early Stage 1 and Stage 1 has continued to be the acquisition of basic reading and writing skills, in line with the Literacy Continuum and the syllabus.

Two students attended the Exodus Literacy Centre in Ashfield to take part in a specialist reading program. The intensive teaching, provided by literacy experts, is based on the MULTILIT (Making up Lost Time in Literacy) program developed for low-progress students in years 4 to 6. The reading program substantially boosted their reading fluency and comprehension.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Department of Education and Communities Policy requires targets to align to priority areas as specified in the school plan. A comprehensive school plan was developed addressing a number of identified priority areas ensuring that SMART targets were embedded. SMART targets are: Specific, Measurable, Action orientated, Relevant and Time Bound.

The executive and staff carried out an in-depth analysis of the school’s current practice utilising data gathered across the school.

School Priority 1- Numeracy

Increased level of numeracy achievement for every student

Outcomes from 2012–2014

- Meet attainment of stage appropriate levels for students K-6 based on the Numeracy Continuum
- Increase the percentage of Year 5 students to meet and progress beyond the NSW DEC average in NAPLAN
- Improve growth in Year 5 and Year 7 so that no students are below the National Minimum standard in NAPLAN
- Maintain growth in Year 3, and 50% to make expected growth from Year 3 to Year 5 to Year 7

Evidence of achievement of outcomes in 2014:

- Quality Teaching Framework principles reviewed and embedded into planning resulting in assessment tasks of increased rigour
- Professional learning on the NSW BOSTES Mathematics curriculum undertaken with initial foray into teaching new syllabus
- All students mapped on Literacy and Numeracy Continuum

School Priority 2- Curriculum and Assessment

Clear alignment between the implementation of curriculum, professional learning, and student learning needs.

Outcomes from 2012–2014

- All teachers embed aspects of the Quality Teaching Framework into everyday practice
- All teachers plot all students on the literacy and numeracy continuums
- Teachers K-2 utilise Best Start data to assess students for learning
- All teachers utilise SMART2 data analysis and strategies in their literacy and numeracy programs
- All teachers engage in consistent and effective assessment and feedback practices from K-6
- All teachers report to parents using the A-E (or word equivalent) scale

Evidence of achievement of outcomes in 2014:

- All students plotted on PLAN
Teacher Relief from Face to Face timetabled so that stage teachers meet for cooperative planning and moderating of student assessment

Whole day stage planning implemented four times a year

Teacher review assessment and reporting strategies to encompass new outcomes for New English syllabus

Teachers continue to use A-E reporting scale

School priority 3

Students and their families experience a challenging, flexible, personalised and safe learning environment.

Outcomes from 2012–2014

- All teachers provide flexible and challenging learning across the curriculum K – 6 differentiating on the basis of identified need
- School to have Learning Support Team (LST) and expand capacity of LST to provide support to classroom teachers
- LST to develop comprehensive referral system and have weekly meetings
- All students requiring adjustments to programs have Personalised Learning Plans
- Positive Behaviour in Learning strategies (PBIL) embedded into school behaviour philosophy
- Increased range of quality student wellbeing programs Years K – 6

Evidence of achievement of outcomes in 2014:

- Teacher programs have a greater range of differentiation due to the quality of the assessment tasks which have been developed during Stage planning as a result of backward mapping
- Development of leadership alliances between Deputy Principals in local area with brokerage between Community of Schools and Assistant Principals
- Learning support team, LaST and school counselor looking at PLASST and NCDD training to inform teaching practice

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. A comprehensive survey was conducted to support the development of the 2015-2018 school plan.

Their responses are presented below.

- Parents overwhelmingly believe that teachers at the school have the best interest of their children at heart and appreciate the efforts the teachers make to facilitate a community feel, such as their involvement in extracurricular activities, P&C events and attendance at P&C meetings.
- Parents also believe that the teachers utilise their personal strengths in the classroom. They are compassionate and caring.
- Parents believe that the grounds and the current environment of the school allows children to play and engage in open ended activities which foster curiosity and creativity. Parents also indicated that the availability and accessibility of the school after hours supported a community feel.
- Significant concern was raised about the continuing placement of demountable buildings on the school site, the cannibalising of the ground space and loss of ‘green’ space.
- Parents in the main wish to have the school look at ways to develop the resilience and well-being of all students.
- Homework continues to be an area of considerable debate with a range of parents who feel that insufficient homework is provided to those who feel that it impacts on family life and wish that it was not a school expectation.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The three main areas of the school plan are:

STRATEGIC DIRECTION 1
Enriching lives through learning

Purpose:
Build student learning behaviours to enable them to actively engage in an inclusive and innovative curriculum to develop skills and achieve goals which will help them to succeed at, and beyond school.

STRATEGIC DIRECTION 2
Sustaining a strong culture of innovative professional practice

Purpose:
Build teacher capacity to ensure the relationship between student learning and engagement is developed, maintained and strengthened in teaching and learning programs.

STRATEGIC DIRECTION 3
Promoting community partnerships

Purpose:
Build active community partnerships that promote student learning and engagement.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:


The school plan will available on the school website at the beginning of Term 2, 2015.