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 and achieve excellence.

The school in 2013 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 student 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
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 in 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 of the school community. We are there to support the school, raise funds and invest time and money into the education and wellbeing of our children.

In 2013, with ever growing numbers of families at our school, we faced the challenge of keeping a community together and informed without losing the spirit our P&C always had. We want to be approachable, personable and professional.

We introduced email accounts for all on the executive who stay with the job beyond our own terms on the committee.

With a big number of sub committees the P&C gets a lot done:

Canteen, Grounds, Uniform Shop, Book Club (Scholastic), Fundraising

The P&C President is also representing the community at School Council meetings.

The canteen committee employed a new canteen manager and an extra pair of hands on Fridays very early in 2013.

The Uniform Shop is always the first to deal with the rising numbers of kids in the school and provides a fantastic service and lots of useful advice.

Book Club is an ongoing business selling books to the community and earning reading resources in
return. It culminated in a huge Book Fair at the Summer Picnic Party.

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:

- ‘Kindy 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
- Scholastic Book Fair & Summer Picnic Party
- Entertainment books

In order for this happen people volunteer their time and expertise to make our school run the way it does.

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

The P&C at APS meets every third Wednesday (unless advertised differently on the school notice board and in the newsletter) during school term at the library. Meetings go from 7.30pm until 9.00pm.

We invite all parents to come along and be actively involved in their children’s education.

Susanne Thiebe

P&C President

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**Student representative’s message**

The Student Representative Council (SRC) is made up of two students from each class who have been selected as class representatives. Fortnightly meetings are held and are led by the school captains. School issues from a student’s perspective are discussed and resolved. We are very proud to be part of the SRC and leaders in this school. We were involved in purchasing class lunch baskets and came up with solutions to stop the ibis from entering the bathrooms. We also came up with a school play day where we organised playground games such as badminton, elastics and playground games for students to be involved in.

There is a wonderful range of activities that students can be involved in. We celebrated Harmony Day where the SRC students led class activities to promote a happy and safe school environment free of racism and bullying. We raised money for charities such as Jeans for Genes Day, Bandanna Day and White Ribbon Day that we thought were important causes to support.

We have enjoyed being part of this school and contributing to the SRC.

Emma and Federico
School Captains
**Significant programs and initiatives**

**White Ribbon**

2013 was the first year Abbotsford became a part of the White Ribbon Campaign.

The *White Ribbon Campaign* is the first male-led campaign to end violence against women in the world. Acknowledged on November 25 each year, White Ribbon Day encourages men to take a stand and say that violence, in any form, is never acceptable.

Wearing a white ribbon is a personal pledge that the wearer does not excuse violence against women and is committed to supporting community action to stop violence by men against women.

The school thinks it is important to give children and young adults an understanding of what domestic violence and controlling behaviours are, how to recognise such behaviours and that violence and abusive behaviour have no place in a loving and mutually respectful relationship. We promote gender equality, challenge gender stereotypes and teach students how they can help friends and others experiencing violence and abuse.

We introduced this campaign first by developing stage inclusive lessons and activities that were connected and easy to teach.

The lessons culminated in a display of artworks by students across the school. All students tied white ribbons on the front fence.

**Happiness**

It is a requirement that schools develop anti-bullying policies. Stage 2 tried to invert the notion of ‘anti’ and turn the concept to a positive. Through the teaching of skills and strategies, Stage 2 teachers looked to support students on the issues of bullying. Focusing on developing positive relationships, they looked to develop the concept of ‘happiness’, the premise being that happy children do not bully.

Utilising ‘Eight Steps to Happiness’ from the ABC TV series, *Making Australia Happy*, teachers unpacked the features of the program’s research. In particular they focused on the element of gratitude. Gratitude walls and conversations about gratitude were distilled into all class conversations.

**Garden of Gratitude**

**Tree of Gratitude**
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>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2013</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>165</td>
<td>167</td>
<td>178</td>
<td>172</td>
<td>204</td>
<td>221</td>
<td>252</td>
</tr>
<tr>
<td>Female</td>
<td>142</td>
<td>148</td>
<td>150</td>
<td>163</td>
<td>191</td>
<td>242</td>
<td>257</td>
</tr>
</tbody>
</table>

Student attendance profile

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.
**Class sizes**

Due to the increase in student numbers across the board and an increase of students who enter in Year 3 as a result of coming from a local K-2 public school, the school has specifically arranged students in Year 3/4 and Year 5/6 into multiage classes.

While it is a structural model which assists the school it is thought that this pattern of class organization has a number of advantages for students.

It allows students in Year 3 the opportunity to have immediate access to older role models and helps build an immediate sense of community. Teaching is based on need rather than age or grade level, it helps support team work and it allows for a wider range of grouping strategies for a range of purposes.

Research into the multiage class model indicates that students in multiage classes do not learn more or less than students in single-age classes.

Research indicates that successful student learning is dependent on quality teaching practices and the specific needs and characteristics of each particular school and of its community, and the skills and understandings of its teachers.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1-2V</td>
<td>1</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>9</td>
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<tr>
<td>2C</td>
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<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

**Workforce composition**

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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Non-Teaching Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>17</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.7</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>
We are very fortunate at Abbotsford to have 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.

**Workforce information**

**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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50</td>
</tr>
</tbody>
</table>

**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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>67258.85</td>
</tr>
<tr>
<td>Global funds</td>
<td>250840.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>130437.38</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>313179.18</td>
</tr>
<tr>
<td>Interest</td>
<td>5513.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>60202.02</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>827431.78</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 98563.63   |
| Excursions                 | 97480.45   |
| Extracurricular dissections| 20136.34   |
| Library                    | 1419.23    |
| Training & development     | 0.00       |
| Tied funds                 | 131281.44  |
| Casual relief teachers     | 73796.72   |
| Administration & office    | 100318.38  |
| School-operated canteen    | 0.00       |
| Utilities                  | 54465.73   |
| Maintenance                | 25692.99   |
| Trust accounts             | 45537.50   |
| Capital programs           | 16136.05   |
| **Total expenditure**      | 664828.46  |
| **Balance carried forward**| 162193.00  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

Included in the Balance carried forward is $96,902.26 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 2013

Public Speaking 2013

Public speaking continues to play an important part in the Talking and Listening strand of the English syllabus. Every child in 2013 was required to write and deliver a variety of speeches. This experience helped improve their confidence and communication skills in front of their peers and teachers. Stage 1, 2 and 3 students were given the opportunity to prepare and deliver impromptu speeches. From among those who spoke, representatives from each stage were chosen to represent the school at two NSW regional competitions. Congratulations to all students on their involvement, and to those who participated in the regional competitions. Speaking in public assists all students to become confident and articulate speakers.

Premier’s Spelling Bee

The Premier’s Spelling Bee was introduced in 2004 as an enjoyable and educational way for primary school students to engage with spelling. The program includes activities to encourage all students to engage with spelling and to promote improved literacy in combination with the English K-6 Syllabus.

The competition is open to all government primary, central and community schools in NSW and comprises two divisions – Junior for Years 3-4 and Senior for Years 5-6.

Regional Finals are held in various locations across NSW in the last two weeks of Term 3. Each year the State Final is held at the Eugene Goosens Hall, ABC Centre, Sydney, with the final half hour of the Senior Final broadcast live on ABC Local Radio. The competition attracts significant publicity through media and television coverage.

Again this year we had four students (two for each division) represent the school at the regional finals. In the junior division, both students made it through to Round 2. In the senior division, one student made it to Round 2 and the other to Round 4.

MUSIC

The school has had a reputation over a number of years for the quality of its music programs. Every class in the school has access to music lessons with a music specialist each week as part of the school’s release from face to face for teachers. In addition songs are taught in school assemblies. Miss Hollingdale also coordinates an after school music program.

Instrumental Program

Abbotsford Public School offers private instrumental tuition after school. When they are ready, students join an ensemble. We have the following groups: brass, woodwind and strings. Aural and musicianship skills are based on the repertoire being played. It is so rewarding for students and teachers to observe the development of the technical skills, self-confidence and self-discipline required to perform in an ensemble. Our Rock Band provides another opportunity for those who enjoy this type of music.

We have been able to focus on the art form of Opera again this year. Mozart’s “The Magic Flute” was the work chosen and performed by Oz Opera. The students were thoroughly absorbed in preparing for the performance. I know many parents were serenaded by their children’s attempts to sing the Queen of the Night’s notoriously difficult aria! Mozart’s music provided a way of studying basic harmony using boomwhackers. Boomwhackers are recently invented classroom instruments consisting of tuned, coloured plastic tubes. Their sound is produced by whacking them on the ground or floor. Opera can be appreciated in many ways.

SPORT

Year 2 Intensive Swimming Scheme

For two weeks in Term 3, all Year 2 students participated in an intensive swimming scheme at the Enfield Aquatic Centre. The scheme is designed to assess the swimming abilities of the
students and to develop these skills in order for the students to progress and to become confident in and around water. Students were divided into ability groups and instructed on how to improve their swimming and water safety knowledge.

All of the students really enjoyed participating in the scheme and it was particularly rewarding to see students who were initially scared of entering the water become engaged and willing participants. Learning to swim is a life-long skill and this program makes a valuable contribution to students attaining the correct skills.

**Intensive Swimming Scheme 3-6**

Students in Years 3-6 participated in a nine week swimming program conducted by qualified instructors at Leichhardt Aquatic Centre during Term 4. After initial grading all students were assigned to groups of 7-10 swimmers. Students learned/refined their skills in all four strokes, developed floating and turning techniques and practised safety procedures in and around a water environment. The yearly course is an important part of water safety instruction for Abbotsford students and continues to give our children the confidence and skills to keep themselves safe in and around water.

**Premier’s Sporting Challenge**

This year all students participated in the Premier’s Sporting Challenge in Terms 2 and 3. Everyone participated in a range of sporting activities at school and outside of school, playing sport to get fit and stay healthy. We had one student reach Diamond level by completing an average of 80 minutes of physical activity every day. 127 students achieved Gold level by completing an average of one hour of activity every day. A great time was enjoyed by students involved.

**Live Life Well @ School**

Three teachers attended a two day professional learning workshop known as ‘Live Life Well @ School’, (a joint initiative between the NSW Department of Education and Communities and NSW Ministry of Health) that aims to get more students, more active, more often, as well as improving students’ eating habits. As a result, the school now is a Live Life Well @ School and has a two year Action Plan that promotes a ‘whole school’ approach to physical activity and healthy eating.

Through our participation in the project we also received a $2000 grant to help implement our Live Life Well @ School Action Plan. The school has used the funds to have Seed Harvest Spoon come to the school and assist with embedding sustainable practices into school programs. This interconnectedness between understanding where and how our food arrives on our plates has made students more conscious of what they eat. Students are eating food at regular intervals during the day as part of the ‘Crunch and Sip’ aspect of the program.

**PSSA**

The Primary School Sports Association (PSSA) was set up to support and encourage students who show skill in sport. Viewed as the world’s greatest Gifted and Talented program, it supports students at a school level. It takes those who show aptitude and ability through to zone, then to regional and state levels. Run by teachers who volunteer their considerable time both at school and regional levels, it ensures students have a forum to showcase their skills. The school continued its strong commitment to the promotion of sport and fitness across Stages 2 and 3.
Students in Stages 2 and 3 are able to participate in either PSSA or a comprehensive schools sports program.

In 2013, students had an opportunity to be involved in the following sports in the Western Suburbs Association winter competitions: Junior and Senior Boys Football, Junior and Senior Girls Football, Junior and Senior Girls Netball. Over 150 students were involved in the inter-school competition. Students represented the school very well with our Junior and Senior Boys Football teams crowned as the champions in the Western Suburbs Zone. The Junior Girls B Football came first in a nail-biting final.

**School Sport**

School sport is a wonderful opportunity for the students not involved in PSSA to undertake activities that will assist them in developing their gross motor skills. During school sports, approximately 160 students participated confidently and enthusiastically in the sports activities such as modified cricket and tennis. Students were placed into teams that rotate every two weeks. These teams were given names, e.g. Jackson Yellow and Jackson Blue team, Boyle Yellow, Boyle Blue. Teams played for points (4 for a win, 2 for a draw, 1 for a loss). The winning team received certificates at the end of the competition. The students loved it (and became quite competitive!). It’s a great way for them to have pride in their own sport on Fridays.

**Book Week**

Celebrations in the library for the Children’s Book Council of Australia’s Book Week this year were based around the ‘Read across the Universe’ theme. The teacher librarian, Mrs. Schenker, ran a poster competition on the theme and the range of interpretations was amazing. Very creative posters were delivered to the library, many of which showed a wonderful family collaboration.

Book Week culminated with a Book Parade which was well supported by both students and teachers alike. The fact that all teachers in the school joined in with the festivities added greatly to the enjoyment of the day and helped in reinforcing the value and importance of books and reading.

The school was extremely grateful to have identified so many superheroes who can be called on at a moment’s notice.
UNSW Competitions

In 2013, Abbotsford students sat for a variety of academic competitions run by the UNSW. We had good participation from our Years 3-6 students in Mathematics and English exams, and all participants received certificates for their efforts. Our students were awarded a number of credits in all subjects, and in English we had two distinctions.

K-6 Disco

Two social highlights in 2013 for Abbotsford students were the discos held at the end of both Term 2 and Term 4. All students were encouraged to “glam up” and come ready to dance in our community hall. Our resident DJ, Adam Bannister, aka “Adi B” to the audience, kept the dance floor grooving while the kitchen did a roaring trade in glow sticks, munchies and drinks for the evening. A wonderful aspect of our December disco was the number of gifts that were donated to our community friends at the Salvation Army. Abbotsford families could be rightly proud that we once again supported an important cause during the festive season.

Excursions and incursions

All students from Abbotsford Public School have participated in enriching learning experiences beyond the classroom throughout 2013. Excursions and incursions enhance students’ learning and strengthen the link between classroom learning and the wider community. Some of the whole school experiences follow;

Milson Island Camp

Stage 3 students attended a five day camp at Milson Island on the Hawkesbury River early in Term 4. This camp was run by DEC outdoor education teachers.

During their stay the students were involved in a wide variety of activities including abseiling, kayaking, bivouac, archery, bicycle safety, challenge ropes, survival skills and raft building. All students were able to personally challenge themselves when attempting or completing activities, and camaraderie and peer support was a strong focus for all participants. On our return to Abbotsford all students agreed it had been a life-changing experience.

Featherdale Farm

Kindergarten students ventured forth on their first school excursion to Featherdale Wildlife Park to experience firsthand animals in their natural environment.

During their wildlife excursion, the students were able to explore the park, watch the animal keepers as they presented information about the animals and talked about their feeding habits, lifestyle, defence mechanisms and predators. The most exciting part of the experience was being able to pat the animals.

Through the experience, kindergarten students were made aware through the experience that animals were not two dimensional and in fact make noises, move and smell!
Stanwell Tops

Stage Two students enjoyed two days and one night at Stanwell Tops Conference Centre. This formed part of their study on State and National Parks for HSIE and was a great opportunity for students to work together on team initiatives. This excursion is also recognised as good preparation in developing the organisational skills and independence required for the Stage Three camps. Instructor led activities included archery, ponding, outdoor team games and a talent quest in the evening. All students had a positive, challenging and engaging experience.

Living Eggs

A highlight of the Kindergarten program in 2013 was the “Living Eggs Experience.” Each class received ten fertilized eggs and an incubator to enable students to experience firsthand life cycle education. Students saw chicks hatching from their eggs. They learned how to care for the chicks, and handle them gently. Students were responsible for satisfying the needs of the chickens which involved feeding them, giving them water and cleaning the brooder box. They recorded their observations and feelings in their chicken diary using writing and pictures. They read a range of non-fiction and fiction books about eggs and chicks.

The classroom became alive with the work related to the chickens covering all learning areas. Students learnt ordinal number by watching and observing the order of the chickens hatching. They weighed eggs and chicks and compared mass using informal units. They participated in egg and spoon races and chicken throwing competitions (using plastic chooks of course) they performed the chicken dance and created their own movements based on watching the chickens. They used an ICT Kidpix program to create chicken pictures. They created a chicken farm out of play dough.

There is no doubt quality teaching and learning took place and students developed a deep knowledge and understanding in all areas of the curriculum. Learning was meaningful and students were highly motivated and engaged. For the teacher the “Living Eggs Experience” was rewarding and exciting especially watching students develop an appreciation for science and living things.

Six months after the class activity, one of the teachers was presented with a dozen fresh eggs that were laid by the chicks the class had nurtured!
Academic achievements

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 ANALYSIS

The average progress in reading between Year 3 and Year 5 students has increased by 21.2% from the 2010-2012 period to the current 2011-2013 report. Classes have been involved in using the Super Six Comprehension strategies to improve their understanding of text. Quality literature has been used in reading programs and new resource material has been added to class take home reading. Teachers have been plotting students’ progress on the Literacy Continuum and have been using SMART data as a way of interpreting current achievements and determine accurate learning goals.

The average progress in numeracy between Year 3 and Year 5 students has indicated a difference of 7.2% from the state average. An analysis of school practices has indicated that changes in timetabling for mathematics lessons, tailored mathematics focus groups across stages and the plotting of students on the numeracy continuum would be required to improve results for the students to meet and perform beyond state targets. These aspects will be actioned in 2014.

NAPLAN

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
• 4.4% of students were in the bottom two bands compared to 5.9% the previous year

**Observation:**
• A higher percentage of students in Year 3 are in the top two bands and school is now comparable to that of like schools

**Future Directions:**
• Maintain use of the Six Super Strategies as the level of literal and inferential understanding of students has increased as a result of current use

• Analysis of data shows a significant improvement in the standard of writing in Year 3 as evidenced by the structure of sentences which are grammatically correct

**Observation:**
• The teaching of explicit grammatical features has resulted in students embedding this knowledge in their writing

**Future Directions:**
• Provide intensive professional learning opportunities for staff on the teaching of grammar and punctuation in the context of both reading (author’s intent) and writing/text construction to maintain current levels

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**Our results indicated:**
• 88.9% of our students were in the top three bands compared to 73.8% for the state and 80.1% for like school group
Our results indicated:
- 84.3% of our students were in the top three bands compared to 64.1% for the state, however, compared to the SSG, our statistically significant peer schools, they outperformed us in the top two bands.

Observation:
- While school results are better than state the school needs to ensure that programs are explicit as the growth between Y3 & Y5 not comparable to like schools.

Future Directions:
- Explicitly teach students how to use Newman’s Error Analysis to enable them to identify and respond to the intention of the question.
- The introduction of Planning for Literacy and Numeracy (PLAN) software will enable teachers to clearly identify and address individual student’s needs through the provision of a differentiated learning program.
- Further investigate our mathematics programs and combine both suggested teaching strategies in SMART2 data with the syllabus and continuum documents to meet the individual needs of the students.

Our results indicated:
- 70.1% of our students were in the top three bands compared to 62.3% for the state, however, compared to the SSG, our statistically significant peer schools, they outperformed us at 83.0%.

Observation:
- Students in the top bands need to be extended and given opportunities to develop their inferential skills and be given reading texts which are more demanding and develop higher order analytical thinking.

Future Directions:
- Review of reading texts in the school and the reorganisation of reading material to make it more accessible for planning and distribution.
- Purchasing of multiple copies of quality literacy texts in line with National Curriculum guidelines.
- The introduction of Planning for Literacy and Numeracy (PLAN) software will enable teachers to clearly identify and address individual student’s needs through the provision of a differentiated learning program.
Our results indicated:
- 65.4% of our students were in the top three bands compared to 48.3% for the state compared to the SSG 61.2%

Observation:
- While school results are better than state, the school needs to ensure that programs are explicit so as to maintain growth

Future Directions:
- Continued explicit teaching and unpacking of the new English curriculum is required to embed aspects of reflection into programs to assist in maintaining rigour of student writing

NAPLAN Year 5 – Numeracy

Our results indicated:
- 57.6% of our students were in the top three bands compared to 50.8% for the state. However, compared to the SSG 75.2%, our statistically significant peer schools, the school was considerably outperformed

Observation:
- While school results are better than state, the school needs to ensure that programs are explicit as the growth between Y3 & Y5 is not comparable to like schools
The gap between the school and the State is rapidly closing; therefore teaching practices will need to focus on improving student achievement to widen the gap.

Both the State and SEG made growth in 2013 while the school dipped.

**Future Directions:**
- The introduction of Planning for Literacy and Numeracy (PLAN) software will enable teachers to clearly identify and address individual student’s needs through the provision of a differentiated learning program.
- Investigate individual student’s achievement to identify learning needs and map this back to the SMART teaching strategies, continuum documents and the syllabus documents.
- Conduct an audit of school practice to ensure that quality teaching practices support student attainment.

**Other achievements**

**Aboriginal Education**

In recognition of National Reconciliation Week, the school acknowledged the contribution of the Aboriginal community by engaging in activities which gave a better appreciation of their cultural contribution. Through this, all students gained a meaningful and sensitive appreciation of the history and culture of Aboriginal people. Resources in HSIE continue to be purchased and aspects of Aboriginal culture are discussed through art and performance. At all official functions, we acknowledge all Aboriginal people and ancestors through Welcome to Country.

Staff were introduced to the Aboriginal Education and Training Policy. They are aware of the three focus areas identified in the DET Aboriginal & Training Policy:

- improving the educational outcomes of Aboriginal and Torres Strait Islander students
- building increased knowledge and understanding of Aboriginal Australia for all staff and students
- strengthening collaborative decision making with Aboriginal people and communities.
Multicultural education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Abbotsford Public School enjoys a rich diversity of culture with 42% of students from language backgrounds other than English.

In classroom programs, multicultural perspectives were highlighted by sharing stories, viewing personal and heritage artifacts and studying different cultures, beliefs and traditions. Students also participated in the Multicultural Public Speaking Competition.

In 2013, students participated in Harmony Day activities which helped to develop a greater understanding of the contributions made to our society by people from different language, cultural, racial and religious backgrounds. As well, units of study in HSIE helped to develop the knowledge, skills and attitudes required for a harmonious and culturally diverse society.

Over forty six different languages are spoken across the school. To cater for this, students and classroom teachers were assisted and supported by the school’s ESL teachers who developed specific programs to address the needs of students from language backgrounds other than English.

Student Welfare

Academic achievement is enhanced by strategies and programs that focus on the students’ social emotional, physical and academic development. Abbotsford Public School has a number of programs and strategies to assist students in enhancing learning opportunities.

Specific strategies include:

- Teaching and learning programs catering for the needs and talents of all students through quality teaching practices
- Active Learning Support Team focusing on identifying students with specific needs and developing Personalised Learning Plans to ensure adequate adjustments are made to learning programs to support learning
- Drug education, Sun Safety, Peer Support, Foster Buddies, Child Protection and Growth and Development lessons
- Kindergarten transition to school program including a three week school based program
- Interactive play based Kindergarten program developing talking and listening skills
- SRC developing school leadership skills
- White Ribbon developing respectful relationships

Environmental education for sustainability

2013 was a very successful year at Abbotsford Public School for environmental activities within the school. We continue to be a part of the Sustainable Schools Network which is a council-run initiative. It keeps the school up to date with environmental programs that are available to us in the community. One such program is ‘Seed Harvest Spoon’. This is a locally run company that organise hands on, engaging workshops on a variety of environmental topics. We participated in six of these workshops which have given us great insight into how to run a successful school garden.
Another program in which we participated was run by ‘Resourcewise’. The aim of this program is to help schools and local businesses reduce their energy and water usage by conducting audits. The results of our water audit were really positive and only showed a couple of areas requiring improvement.

This year we also received funding from two grants which enabled us to build a sturdy platform for a composting system and a garden shed. This funding has provided the school with a solid foundation on which to build this environmental work in 2014.

Technology
In 2013, Abbotsford Public School worked to strengthen its network infrastructure to support a large increase in the number of iPads and laptops available for use across all stages. The P&C raised $25 000 in a Sportathon and this was used to purchase mobile devices to enhance teaching and learning programs. Initially a trial of devices was undertaken to ascertain which best suited student learning styles. As a result, the school has purchased a mixture of iPad mini, tablet and laptop devices. We have invested in installing new ethernet ports into older buildings and rolled out a school-wide wireless access network which can support unlimited classes using web-accessing mobile devices at the same time.

Earlier in the year our school was involved in the eT4L rollout which saw a dramatic change and improvement to the way staff data is saved and how students and staff can collaborate on projects. The school website continues to be managed at school and hosted by the DEC which ensures up to date policies and parent information which is consistent across all NSW schools.

Learning Environment-WHS
As a result of a WHS audit of the school, concerns were raised about the support and processes required ensuring that students are safe. Classrooms did not have phones and communication around an elongated site was limited in an emergency. Phones were installed in Term 1 as they as they all classrooms and learning spaces. The school now has a mechanism for contacting all staff and students in case of an evacuation, lockdown or medical emergency.

The audit also indicated that teachers were hard to identify on the playground and sashes were made out of highviz material. Staff are readily identifiable and students and parents feel reassured that teachers are highly visible and rotate around the playground. As a result of state publicity about school security, the school improved its procedures to ensure that all visitors
to the school registered on arrival. Changes to the school saw a dedicated area for tradespeople to sign on with clear documentation of school procedures. Lanyards printed in the school colour are worn by all visitors when in the school and parent helpers are also now required to sign on at both ends of the school site.

As part of the WHS audit, the school trees were highlighted as a risk factor and it was established that yearly checks by an arborist were required. At the end of the school year, $12000 was spent on checking the condition of the trees and remediating those considered to be a risk. As a full check had not been completed for some time, all trees highlighted in the assessment were treated including those at the ACC OOSH.

As part of a conditional assessment of the school, the front facade of the school required painting due to the exposed wood on the windows. The internal area adjacent in the upper hall was also painted.

School evaluation processes
School planning 2012—2014: Progress in 2013

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

A reevaluation of the targets which had been set at the beginning of 2012 was undertaken after the appointment of the new principal in Term 2, 2013.

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. The realigned school plan reflects the educational direction of the school and places a significant emphasis on teacher professional learning and high levels of student engagement.

The school priorities reported on below are based on the revised targets set in 2013.

School Priority 1- Numeracy

Increased level of numeracy achievement for every student

Outcomes from 2013–2014

- 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 progress towards outcomes in 2013:

- Survey conducted to ascertain needs of teachers in planning and teaching mathematics
- Kindergarten students assessed using Best Start and plotted on the numeracy continuum
- Student K-1 plotted on Numeracy Continuum and 85% achieving age markers

Strategies to achieve these outcomes in 2014

- Action recommendations from a teacher survey and resources for effective mathematics teaching
- Introduce recommendations from NSW Board of Studies for the National Curriculum and ensure that five hours of mathematics teaching occurs each week
- Utilise research material and implement the use of mathematics journals across all stages
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 progress towards outcomes in 2013:

- All teachers review Quality Teaching Framework and embed in teaching and learning programs

School Priority 3 - Engagement

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 progress towards outcomes in 2013:
• Development of a cohesive learning support team
• Development of clear procedures for referral of students for learning support
• Personalised Learning Plans (PLP) developed for all students with identified accommodations and adjustments
• Professional support to develop capacity of the Learning and Support Teacher (LaST)
• Modifications to role of LaST in line with Disabilities Standards
• Professional development for all staff on the Disability Standards for Education and Every Student, Every School (ESES)

Strategies to achieve these outcomes in 2014:
• Continue to refine the referral system to the Learning Support Team
• Make program accommodations and adjustments for students identified as gifted
• Review homework policy to ensure that students are engaged in learning both in and out of the classroom
• Review school behaviour policy and revise policy in line with PBIL philosophy
• Use of online behaviour monitoring system

School priority 4- Leadership

Strengthened leadership and management capacity of school staff, executive and principal to drive school improvement

Outcomes from 2012–2014
• All leaders demonstrating effective leadership and management skills for school improvement
• All teachers have a stated professional learning plan aligned to the National Standards for Teachers

Evidence of progress towards outcomes in 2013:
• Executive Team undertook Team Leadership for School Improvement Professional Learning
• Appointment of Deputy Principal to support the principal in conveying and developing strategies to implement school plan
• Teachers have understanding of the Teacher Assessment and Review process
• Executive staff attended conferences to develop capacity and understanding of DEC policy and procedures

Strategies to achieve these outcomes in 2014:
• Appointment of two Assistant Principals
• New scheme teachers have mentor appointed and release time with executive
• Development of leadership alliances between Deputy Principals in local area
• Brokerage between Community of Schools and Assistant Principals
**Professional Learning**

Effective and relevant Professional Learning is an important factor in meeting the needs of students as well as developing the professional growth of both teaching and non-teaching staff.

In 2013, it was apparent that the number of scheduled professional learning sessions was insufficient to meet the needs of staff who were looking to implement a new National Curriculum in English.

Weekly administration meetings were scheduled for each Tuesday morning and teacher professional learning alternated each week between whole school meetings and stage meetings.

In 2013, all staff (teaching and support) participated in a wide range of professional activities. Professional learning was delivered on a fortnightly basis and addressed a wide range of topics, designed to address school targets, student needs and career development of staff.

Staff organised and participated in five Staff Development Days (SDDs). All staff participated in the final SDD. Staff also attended, in their own time, various courses before and after school as well as on weekends.

In 2013, we had New Scheme teachers working towards accreditation and teachers maintaining accreditation at Professional Competence.

Professional Learning in 20123 included: the Principal attending Network and Regional Principal professional Learning Conferences, the combined Port Jackson and Bondi Primary Principal Association Conference. All staff (teaching and nonteaching) participating in Staff Development Days, staff being trained in compliance courses such as Child Protection, WH&S, Anaphylaxis Training and Cardio-Pulmonary Resuscitation.

A significant part of the Professional Learning for Stage 2 involved participating in a Community of School project unit on integrating the curriculum as part of the new NSW Board of Studies for the Australian curriculum English syllabus. Working alongside staff from Drummoyne Public School teachers developed a unit of work which integrated visual literacy and figurative language. Initially teachers planned together and then taught the ‘Imagery through Language’ unit in their own schools. Discussion and reflection between the teachers about what had been effective and how, if they were teaching the concepts, what they would change, was instrumental in developing teacher capacity. The five week program was very successful with students having a clear understanding of the concepts using such terms as vectors, salience and framing to describe their art works at the same time as utilising similes and metaphors to develop the imagery of their writing.
As part of the need to develop and strengthen the leadership and management capacity of the school, the executive and principal undertook the Team Leadership for School Improvement.

Team Leadership for School Improvement K-12 is a professional learning program that focuses on the development, implementation and evaluation of whole school planning. This program provides support for school teams through the process of achieving targets associated with their school’s priority areas.

The executive looked at the school plan and discussed how to achieve the goals set. The program has supported the executive by providing a common language and understanding about the attributes of high performing schools. The program provided extensive research around highly successful schools. It reflected on the work of John Hattie and Viviane Robinson aspects of which have been integrated into classroom programs. The executive has developed a staged program for school improvement over the next two years.

Two staff members were involved in the Positive Partnerships Program which provides training to teachers about how to best support students with an autism spectrum disorder in the classroom, and how to create an ‘autism friendly’ school culture. The Positive Partnerships Program is a national program of professional development designed to increase understanding, skills and expertise in working with students with an autism spectrum disorder. The program assisted the teachers in developing a learner profile for students and identifying effective teaching strategies. It also assisted them in making curriculum adjustments according to the needs of students and supporting them at key transition points.

Program evaluations

Background

School Learning

In 2013, current behaviour policies were examined and reviewed to ensure that the school provided a rich learning environment that was both safe and caring. The Positive Behaviour Intervention Strategies (PBIL) is being developed to become an integral aspect of our school program. At Abbotsford Public School the focus is on teaching all students clearly and explicitly how we want them to behave and ensuring that they own their own behaviour in all school-wide settings.

As a first step on this journey we are utilising elements from Marvin Marshall’s, Discipline without Stress model. Based on a hierarchy of behaviours, the hierarchy engenders a desire to behave responsibly and a desire to put forward an effort to learn. Students differentiate between internal and external motivation—and learn to rise above inappropriate peer influence.

Students reflect on the level of chosen behaviour. This approach separates the person from the behaviour. Using the hierarchy before a lesson or activity and reflecting after a lesson or activity is thought to increase motivation, improve learning, and raise academic achievement.

![Diagram of hierarchy of behaviours]
Feedback from teachers indicates that the system works when consistently utilised and that it does reduce the stress as the behaviour is owned by the student.

As part of the review of behaviour teachers were surveyed about current behaviour practices:

- The staff were split 50-50% about how consistent they were in making judgments about behaviour
- 80% felt that they applied different interpretations depending on where they were in the school i.e. no hat not acceptable in the playground at lunchtime but acceptable when moving around the school between classes
- 25% believed that key expectations and rules are exceptionally well taught with 25% thinking it was poorly done
- 60% believed that there was a significant disconnect between classroom rules and school wide expectations

Future Directions

- Revise current behaviour policies
- The consistency in the language used across K-6 by staff, students and parents was evident
- Students who consistently follow the school expectations in the classroom are acknowledged
- Ensure that there is a common understanding of behaviour expectations for staff, students and the school community
- Teachers are continually involved in teacher professional learning to enable them to improve their classroom management and supervision skills

The Student Welfare and Discipline Policy underwent an initial review in 2013. The school wishes to utilise the “Positive Behaviour in Learning” (PBIL) program. PBIL is an evidence-based school-wide behaviour program that will be implemented by the staff and students. It encourages positive behaviour from all students through the development of shared expectations and consistent language. The behaviour expectations are presented in the form of a matrix. This will be given to students and teachers with an understanding of specific behaviours that are expected in different areas around the school.

Initial surveying of teachers has established what teachers need to support an effective discipline policy. The next step is to consult with students and parents and this will be undertaken in 2014.

**Future Directions:** 2014 we are working towards completing the new Student Welfare Policy Draft document with full implementation after consultation for 2015.
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.

Chris Johnson  Principal
Angela Noble  Deputy Principal
Sue Jackson  Assistant Principal
Eileen Draven  Assistant Principal
Grant Hough  Assistant Principal (Relieving)

School contact information

Abbotsford Public School
350 Great North Road ABBOTSFORD  2046
Ph: 9713 6220
Email: abbotsford-p.school@det.nsw.edu.au
Web: www.abbotsford-p.schools.nsw.edu.au
School Code: 1001

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: