

# Farmborough Road Public School

## Annual Report



2016



3976

## Introduction

The Annual Report for **2016** is provided to the community of **Farmborough Road Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Pam grosse

Principal

## School contact details

Farmborough Road Public School

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4271 1133

## School background

### School vision statement

Fearlessly  
Empower  
individuals  
to  
collaborate,  
communicate  
and  
enable  
creativity.

### School context

Farmborough Road Public School has 190 students. There is an experienced, dedicated professional, staff who set high standards where all learning is expected, achieved and celebrated. Productive conversations and targeted professional learning about pedagogy have ensured a common language is school wide. We are building an inclusive culture where our reputation in the wider community is growing as an excellent community oriented school that provides a welcoming, friendly, safe and beautiful learning environment. The local community through the P&C are proactive partners in ensuring facilities and support so that the best possible outcomes are being targeted for all students. The school offers a wide range of extra-curricula and learning activities that provide opportunities for individuals and teams to excel in their interest areas.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

#### Learning

In the domain of Learning, our focus has been Teaching and Learning, particularly modelled, guided and independent opportunities. As a school we continue to refine our planning and programming to reflect quality teaching and professional practice in every learning environment, providing students with opportunities to connect, succeed and thrive, relevant to their stages of learning and development. Our continued work in the area of new curriculum development and implementation, including History and Geography and English through Content, ensures that staff are continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum. The process of differentiating instructions continues to be a focus area to help meet student specific needs and goals through programs including L3, TEN and TOWN. We continue to look at ways to actively collect evidence and use data to support students' successful transitions through the markers of the continuum, with a particular focus on utilising visible learning and cooperative learning strategies ensuring motivation to participate is high and engagement ensured. Refining our transition procedures has allowed us to work closely with families and agencies including local preschools and service providers to support students with special needs. The new process also gives students who may need additional support the

opportunity to access in-school transition programs.

## Teaching

In the domain of Teaching, our focus has been data skills and the use of the data to direct specific teaching and learning opportunities. We have a high focus on and collaborative Practice and ensure opportunities are present to allow this practice to flourish within the school. As teachers, we continue to use selected internal and external data collection tools such as the SENA assessments, PLAN and NAPLAN to determine goals for achievement and to develop a consistent teacher judgement of expectations. Staff have worked collaboratively to design targeted guided lessons in areas including Reading, Comprehension and writing. Such school-based tools have been developed to be used regularly to help monitor student learning progress, to identify skill gaps for improvement and investigate intervention strategies to help support need. As a staff we continue to investigate quality opportunities for staff to provide and receive planned constructive feedback from peers and school leaders to improve teaching practice. Classroom observations and peer visits, in areas including L3 and Mathematics, have allowed for teachers across the school to be reflective of their own teaching and act in an advisory and mentor role to help improve the teaching across the school.

## Leading

In the domain of Leading, our school has focused on Leadership and Resources. We have developed a strong commitment to Farmborough Road Public School being recognised as a central part of the Wollongong community. Through productive relationships with external agencies such as the university of Wollongong we aim to improve educational opportunities for students. As a school we recognise that leadership development is central to school capacity building and we continue to mentor and provide experiences for staff who are aspiring school leaders. We also understand that creative and innovative ways of using school resources can help maximise student learning. We have investigated using our teaching and learning spaces in a flexible and fluid way to maximise learning opportunities. As a school we are committed to ensuring that the school is well resourced to support newly created units of work to support new Syllabus documents and that current technologies are accessible to staff and students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Teaching and Learning

#### Purpose

Staff leading innovative practice, learning about what works and connecting individual students to their learning.

#### Overall summary of progress

In 2016 there was strong growth towards the achievement of the targets. Continuing staff are operating confidently and independently in all target areas. New staff are being actively and comprehensively mentored by continuing staff and are implementing the strategies with support from the Instructional Leader and Interventionist. Data drives decision making in regards to classroom programs, individual students personal learning goals and assessment practices. A 'point in time data driven culture is embedded across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff compose stage, class and individual profiles based on data collected and use them to design and modify teaching programs.	Target achieved.  100% of staff compose stage, class and individual profiles based on data collected and use it to design and modify teaching sequences in collaborative teams. 'Pulling the thread' is embedded into our school culture.	Literacy & Numeracy funds.  Low Level adjustment for disability.
100% of staff use formative and summative assessment strategies to inform practice and will indicate improvement in focus areas of writing, reading and numeracy.	Target achieved.  100% of staff are implementing and have embedded formative assessment into their teaching. New staff are being mentored by their stage teachers and Instructional leaders.	Literacy & Numeracy funds.  Low Level adjustment for disability.  Global Funds.
By the end of 2016 all classes will be graphically utilising learning intentions and success criteria in all lessons related to the three focus areas.	Target achieved.  100% of teachers are utilising Learning Intentions and success criteria in writing. We are currently expanding this into other areas.	Staff meetings and stage meetings.

#### Next Steps

Continue to drive Visible Learning across the school focusing on formative assessment strategies. Utilising strategies such as 'Data Rounds' and Consistent Teacher Judgement' sessions to embed quality teaching practices. Continue to work collegially and extend staff skills in the exploration of data and its uses. Decisions must be made for each student that reflect the identified needs the data provides of that child.

## Strategic Direction 2

### Professional Practice

#### Purpose

Teachers think deeply, are innovative, resourceful, effective, reflective and creative.

#### Overall summary of progress

The school focuses heavily on professional development that supports high level pedagogical practices for all teachers and has been recognised locally for its expertise in this area. High quality professional practice is the schools area of strength and each year we build upon what is already a strong base, extending the skills of all teachers and leaders in our school and at schools beyond ours, who access our help in regards to 'Visible Learning' and data analysis. Classroom practice, language and culture is consistent school wide. Attention to professional development at staff meetings, stage meetings, workshops, an in house coaching program together with the provision of feedback, student to teacher and teacher to teacher and prominent collective efficacy, promotes high levels of evidence based pedagogical practice. We are an Early Action for Success school and as such have a high focus on quality data driving quality practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will provide evidence of improvement to teaching and learning through: <ul style="list-style-type: none"><li>• Program reviews</li><li>• Class Observations</li><li>• Personal Goal setting referenced to the teaching standards and school plan</li><li>• Logging of Professional hours on BOSTES</li><li>• Feedback</li><li>• Classroom displays</li><li>• Data wall progress is evident</li></ul>	<p>All staff make use of Learning Intentions, Success Criteria and exemplars. Staff co construct success criteria with students in child friendly language. Formative assessment is widely and continuously used to evaluate teacher effectiveness and student progress. All staff are able to demonstrate the use of Visible Learning Strategies. Staff deeply appreciate the opportunities to give and receive feedback on teaching via observed lessons and the in house coaching program via the Instructional Leader and Interventionist. The coaching program was identified as one of the most valued strategies in the across the school.</p> <p>We have a practice of quality control with our teachers sharing their planning and setting Professional Learning goal which are mile stoned and celebrated.</p>	<p>Quality Teaching, Successful Students. (QTSS)</p> <p>Professional Learning Funds.</p> <p>Executive Release allocation.</p> <p>Low Level adjustment for Disability.</p> <p>Support for beginning Teachers.</p> <p>Global Budget</p>

#### Next Steps

The school will continue to build upon and develop it's strong reputation in this area. New staff will continue to be mentored by experienced staff, Instructional Leaders and Interventionists. The data rounds will operate weekly, provide opportunity for leadership across the school and cross stage observation and feedback sessions will continue. Visible Learning strategies will continue to permeate all areas of teaching and learning. In 2017 we will focus on developing practice and products that identify and promote the qualities of a learner and incorporate this in daily teaching and school life. Three way conferences will be used extensively at mid year parent feedback sessions to provide information to parents about the student learning and personal learning goals.



## Strategic Direction 3

### Wellbeing

#### Purpose

Lead whole school practices enabling all students to be highly engaged, emotionally aware and technologically competent.

#### Overall summary of progress

Data is an important tool to not only track student achievement, but to also inform future planning to ensure quality, focused learning opportunities. 'I can statements', 'Cluster Chart' and 'Bump it up walls' are extensively utilised to give the students voice and ownership in and of their learning.

Technology continues to be used extensively to support learning across the school. Additional iPads and laptops were purchased to ensure equity in all grades.

#### The Whole Child

Student welfare is a primary concern for Farmborough Road Public School. A range of programs were implemented in 2016 to support the social and emotional needs of our students. The Whole School Fitness Program SISA has been continued throughout the year, with students reaping the benefits of the targeted motor skills being taught. Students also enjoyed the 'Mindfulness' lunchtime program. Students got to learn how to rest and relax while also strengthening their bodies. Supporting students at school, the behaviour system continued in 2016. This program recognises positive student behaviours and rewards students who demonstrate positive behaviours through the year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A wide range of communication processes digital and non-digital exist and are used by the school and its stakeholders to communicate and respond to student feedback as evidenced by school practice.	Target achieved.  Use of the school App have increased with in the school community.  Class Dojo, Facebook and Seasaw Apps are utilised to more fully engage and feedback parents.	Global budget.  Literacy and Numeracy Funding.
A significant decrease in the number of absences, late arrivals and early leavers.	Target achieved.  We continue to monitor and communicate with parents.	Global Funds
Level of technology in each room increased and a broader range of App's available for targeted students.	100% of classrooms have enough technology to ensure participation of all class member.	Global budget.  Literacy and Numeracy Funding.
Targeted students are reflected in ILP's and all Aboriginal students have current PLP's.	100% of students are tracked and monitored across the school.  ILP are written and monitored for all students requiring it.	Global budget.  Literacy and Numeracy Funding.  Aboriginal Funding
We are WH&S compliant in all areas.	Target Achieved.	Global Funds

#### Next Steps

#### Partnerships with Parents

In the third year of our school plan we shall work with the Schools As Community Centre (SACC) officer to implement a range of programs and initiatives to encourage and develop community involvement in the school and extend our Orientation program.

#### The Whole Child

In 2017, the focus of the school will be the roll out of gymnastics skills programs. Some selected / targeted students will participate in a 'Rock and Water' program designed to understand the messages your body feels when you get angry and what you can do about it. We will also be running a 'Brotherhood Program' to target some students with positive role models.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Funds have provided additional Reading Recovery time and additional time to run MiniLit and Multi Lit and Word Extension programs, increasing the number of students able to access these programs. All funds have been used to purchase additional Learning Support teacher time.	Additional Learning Support teacher time  Aboriginal Background
<b>English language proficiency</b>	All staff continue to participate in data rounds, analysing data before using it to design the next teaching and learning cycles. and provide differentiated instruction for all students. Additional School Learning Support Officer time continues to help students in need. Some funds supported the acquisition of additional Learning Support Teacher time.	Data rounds Staff and stage meetings.  Learning Support teachertime.  SLSO time.  Low Level Adjustment for Disability
<b>Low level adjustment for disability</b>	Stage groups were well received.	QTSS staffing supplement.  Executive Release staffing supplement.
<b>Quality Teaching, Successful Students (QTSS)</b>	Instructional Leader and Interventionist teacher available to all classes K–6	QTSS staffing supplement.  Executive Release staffingsupplement.
<b>Socio–economic background</b>	Student and parent feedback in regards to In2Uni program was overwhelmingly positive. Students see university as an option beyond school years.  Staff share in strategy acquisition as a result of collaboration with Instructional Leaders.  Students in need are fully supported across all school activities.	Equity Funds Access To In2Uni program, Sport inSchools and other school activities.  Access to teacher training in Reading Recovery.  Low Socio Economic background
<b>Support for beginning teachers</b>	Highly successful. Beginning teachers say the most valuable strategy is the opportunity to observe others at work in the classroom as this brings it all together and shows them–how.	Beginning teacher/mentor release time  School coaching program
<b>Targeted student support for refugees and new arrivals</b>		

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	93	101	96	89
Girls	102	95	90	90

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	91.4	96.4	93.2
1	91.7	94.3	92	93.1
2	93.3	91.2	92.1	89.5
3	91.2	92.3	94.5	91
4	92	93	95.1	91.4
5	88.6	90.6	94.4	92.7
6	94.1	91.6	94.3	94.3
All Years	92.2	91.9	94.1	92
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Farmborough Road Public School is proactive in managing students of non attendance. Together with the HomeSchool Liaison Officer (HSLO) students are identified whose attendance is of a concern. These students are monitored closely through:

- 
- 
- Weekly attendance report at Learning Support Meetings
- Consistent communication with parents by notification letter, telephone or interview
- 

Stringent adherence to HSLO procedures.

- Meetings between the HSLO, Principal and Parents to discuss areas of concern and ways the school can support improved attendance.
- 

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.68
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration & Support Staff	3.02
Other Positions	0.37

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Farmborough Road Public School continues to invest heavily in the professional development of each and every staff member. School run professional development sessions, continue to operate weekly and are further strengthened by the school's coaching program. In addition the school mentors other schools seeking to introduce the Visible Learning pedagogy. This enhances the professional development of our mentor schools but also strengthens our skills, leadership development and opportunities. We continue to believe it is the quality of the teacher in front of the class that makes the difference and as such willingly invest heavily in professional practice. Accreditation also remains a priority and in 2016 we had 1

permanent, 3 temporary and one casual staff member seek and gain accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>129 600.61</b>
Global funds	145 738.14
Tied funds	296 416.40
School & community sources	27 848.97
Interest	3 280.74
Trust receipts	9 857.41
Canteen	0.00
Total income	612 742.27
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	46 986.69
Excursions	15 007.19
Extracurricular dissections	17 741.31
Library	5 291.69
Training & development	11 147.88
Tied funds	154 392.74
Short term relief	23 838.63
Administration & office	35 099.24
School-operated canteen	0.00
Utilities	33 092.21
Maintenance	14 232.41
Trust accounts	9 914.86
Capital programs	20 000.00
Total expenditure	386 744.85
<b>Balance carried forward</b>	<b>225 997.42</b>

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	249 040.07
(2a) Appropriation	245 567.42
(2b) Sale of Goods and Services	-6 080.83
(2c) Grants and Contributions	9 482.20
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	71.28
<b>Expenses</b>	-123 331.61
Recurrent Expenses	-123 331.61
(3a) Employee Related	-66 893.17
(3b) Operating Expenses	-56 438.44
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	125 708.46
<b>Balance Carried Forward</b>	125 708.46

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 302 786.12
Base Per Capita	9 934.75
Base Location	0.00
Other Base	1 292 851.37
<b>Equity Total</b>	273 708.23
Equity Aboriginal	18 510.18
Equity Socio economic	118 957.28
Equity Language	7 464.89
Equity Disability	128 775.88
<b>Targeted Total</b>	169 898.85
<b>Other Total</b>	141 677.06
<b>Grand Total</b>	1 888 070.25

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

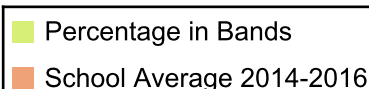
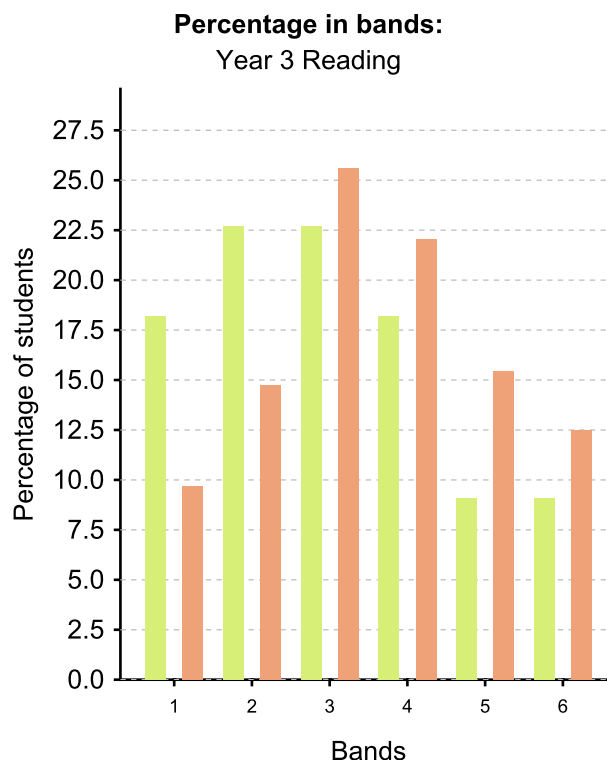
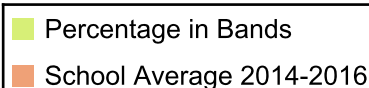
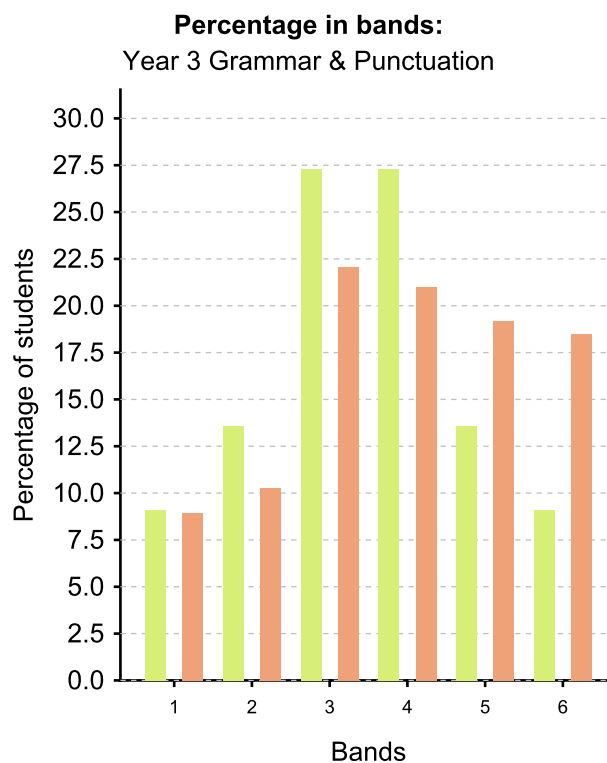
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students in Year 3 and Year 5 continue to demonstrate sound achievement in NAPLAN assessment in Literacy.

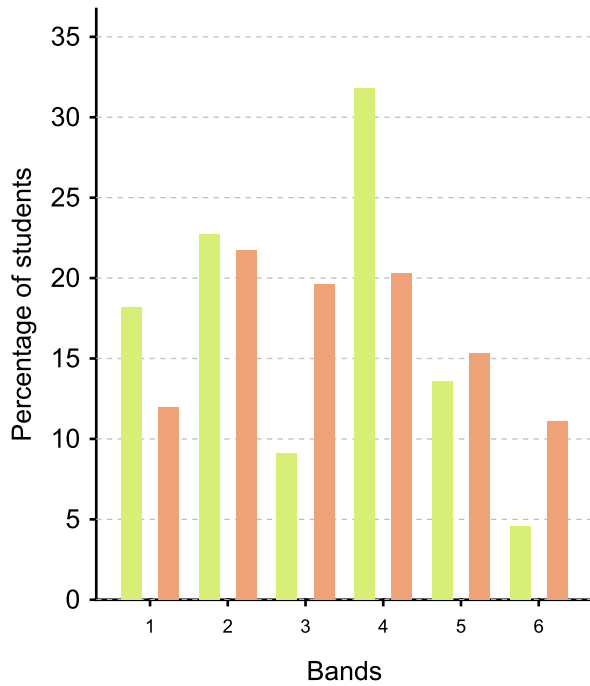
Students in Year 3 this year showed a continued positive trend of increasing performance above National Minimum Standards. Across Reading, Writing, Spelling and Grammar and Punctuation, there have been measurable reductions in the number of students achieving below National Minimum Standards in Year 3. Achievement at proficiency in Year 3 has been stable with comparable results to previous years across the testing areas for Literacy.

There has been growth in Year 5 results, with a doubling of the number of students achieving proficiency between 2015 and 2016 in Reading. There has also been growth for student achievement in Grammar and Punctuation.

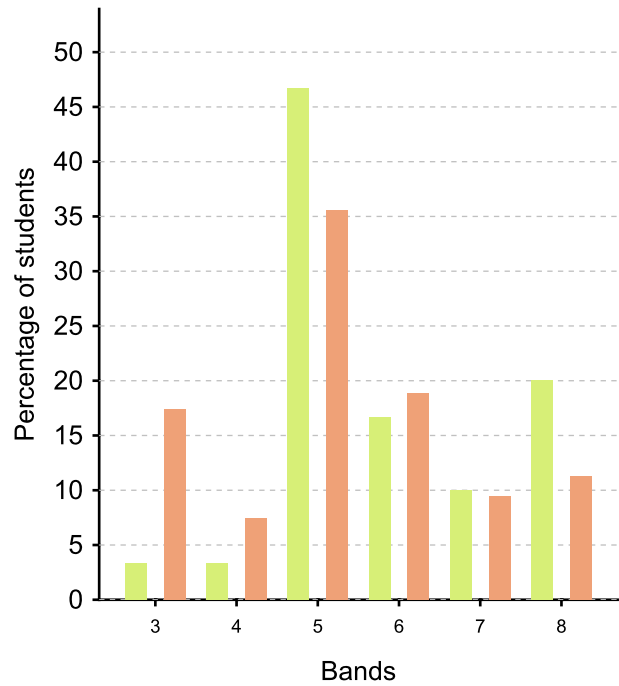
To further develop the capacity of students in Literacy, an Instructional Leaders will be employed during 2017 to target support in classes from Kindergarten to Year 3. Additional Classroom Teachers will be focussing on Reading in Years 3, 4, 5 and 6.



**Percentage in bands:**  
Year 3 Spelling



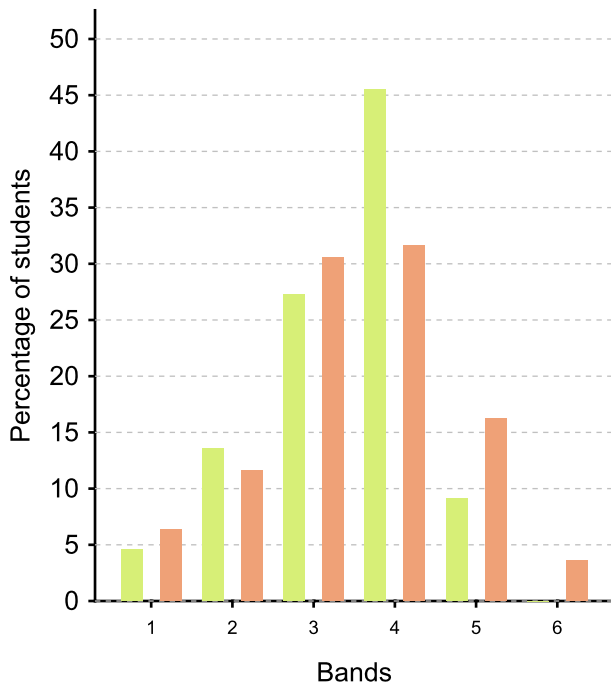
**Percentage in bands:**  
Year 5 Grammar & Punctuation



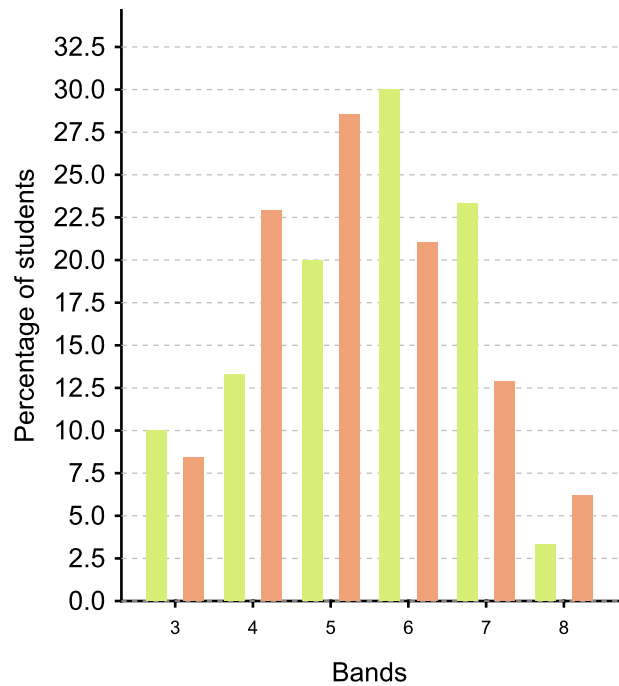
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



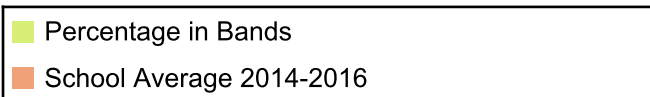
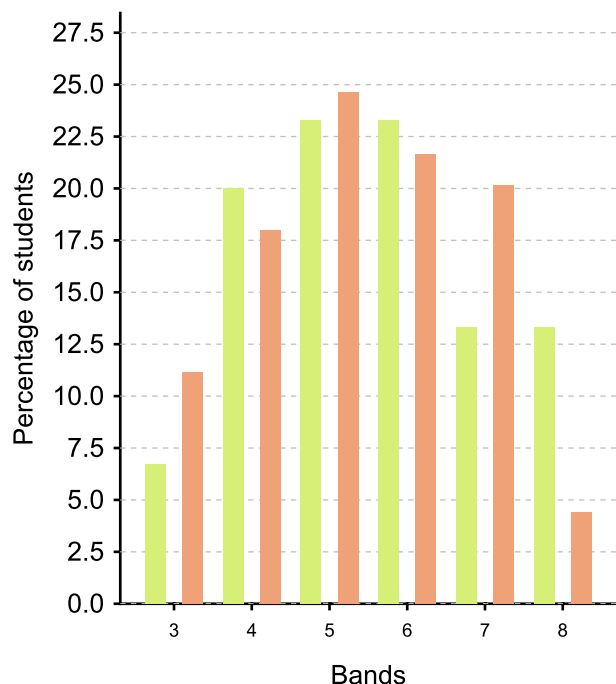
**Percentage in bands:**  
Year 5 Reading



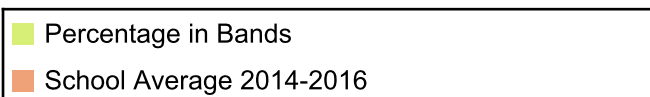
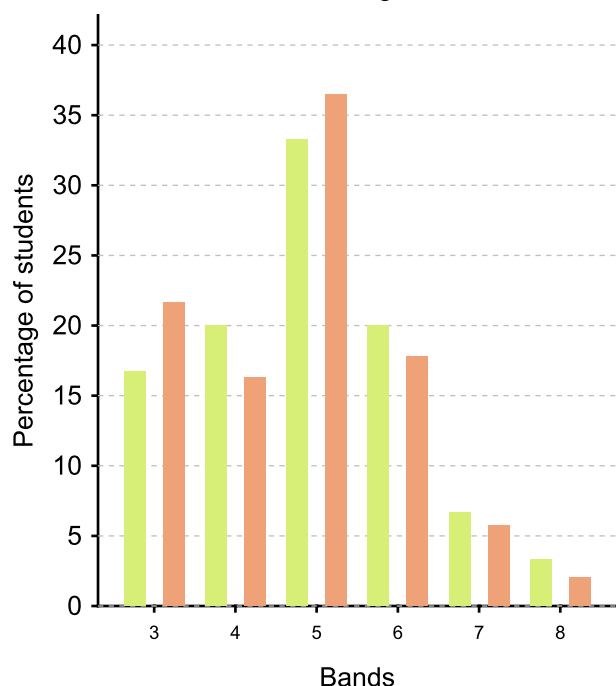
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



<Use this text box to comment on numeracy NAPLAN data>

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<You may choose to use this text box and statement to

refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below:

### Parents

Parents and caregivers of students were invited to provide feedback to the school based on four domains, 'around the school', 'communication', 'my child' and 'the future'.

More than 20% of families provided responses to the survey.

The key findings from the survey include:

- 96% of parents state they feel Farmborough Road Public School is a welcoming place
- 88% of parents think that Farmborough Road Public School encourages students to do their best
- 92% of parents read the school newsletter each week and use the school App
- 92% of parents agree with the statement 'I am proud to be associated with Farmborough Road Public School'.

### Students

Students from Year 4, 5 and 6 completed the online 'Tell Them from Me' survey in Term 2 and again in Term 4.

Key findings from the survey:

- 86% of students have a high sense of belonging
- 96% of students feel that their learning

is important

events.

- 92% of students feel that they are trying hard to succeed in their learning. Teachers  
The key findings from the survey include:
- 77.6% of teachers agree with the statement that school leaders are leading improvement and change.
- 75.5% of teachers indicated that they were confident developing a quality unit of work using the new English syllabus.
- 79.2% of teachers agree that they are confident when implementing the NSW Mathematics Syllabus
- 79.2% of teachers agree that they are confident when implementing the NSW History and Geography Syllabus

#### Findings

Overall, there has been a measured increase in student and parent engagement and wellbeing.

The findings from these surveys are used by the school to determine future action for student, staff and community development. They are also used as a measure of the effectiveness of school policies, procedures and initiatives.

## Policy requirements

### Aboriginal education

Farmborough Road Public School is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

In 2016, twenty six students identified as being of Aboriginal and/or Torres Strait Islander descent.

Farmborough Road Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and an Acknowledgement of Country plaque displayed in the school.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.
- A staff member filling a role as an Aboriginal Education Liaison Officer to oversee Aboriginal Education policies, programs, initiatives and

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### Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help to support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony.

There were no reported incidents of racism in 2016.