

Faulconbridge Public School

Annual Report



2016



4354

Introduction

The Annual Report for 2016 is provided to the community of **Faulconbridge 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.

Peter Earl

Relieving Principal

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Message from the Principal

It is with great pleasure that I present the Faulconbridge Public School 2016 Annual Report. The report gives a general overview of the school and provides parents and the wider community with information about the school's educational performance, development and the extra-curricular activities which extend the students' opportunities beyond the classroom. The achievements and progress against the school determined strategic directions are also outlined along with a summary of the financial system.

The learning environment at Faulconbridge is rich and stimulating and the students are given every opportunity and encouragement to grow and develop academically, personally, socially, creatively and physically. It is a great joy for me to be able to share this journey with the students and to actively support and encourage them in their interesting and varied endeavours. I am constantly amazed by the wonderful spirit, vitality and enthusiasm of the students and impressed by the passion of the staff and by their strong ongoing commitment to provide the very best education for the students.

The Parents' Association has been a great support during 2016. Supremely organised and with an abundance of ideas, the P&C have worked tirelessly and cheerfully to raise money for the school this year. The school community is very grateful for their practical service and generous hospitality at many social occasions. School staff and students thank the many supportive parents who work with staff in the interest, and to meet the needs of all the students of School. The P&C is a wonderful asset and part of the reason for the success of so many school endeavours.

I would like to acknowledge the true heart of the School – our students. I remain ever mindful of our duty as custodians of the School to ensure current, and future, generations of students may experience the diverse range of academic and co-curricular opportunities, lifelong friendships and inimitable School spirit that Faulconbridge Public School offers. The students' achievements, big and small, continue to make us proud and inspire in us a shared sense of spirit and motivation, best summed up by the School motto – Learn to Live.

School background

School vision statement

At Faulconbridge Public School we believe in 'Educating for Excellence' within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st century changes to build our community for today and tomorrow.

School context

Faulconbridge Public School was established in 1965 and celebrated 50 years of operation in 2015. Our school prides itself in being a Federation school. Sir Henry Parkes named Faulconbridge after his mother Martha Faulconbridge. Faulconbridge is also home of the corridor of Oaks – a place where past and present prime ministers of Australia plant a tree to commemorate their term of office. A monument of Sir Henry Parkes remains in Faulconbridge to this very day.

Faulconbridge Public School has a highly dedicated staff that consistently focuses on providing quality educational programs. Staff work in four Stage Teams to develop teaching and learning programs led by teaching Assistant Principals. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students.

The school is committed to continuous improvement in teaching and learning and accordingly has identified several strategic priority areas for the basis of the 2015–2017 school plan. The school's parent community is highly involved and there is an active P&C association which meets on a regular basis.

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.

Teachers explored the 14 elements of the School Excellence Framework and discussed the descriptions for each domain. They then mapped their current practices against the Framework to further inform our School Plan and 2017 priorities.

Our highest achievement levels were recorded in the areas of Wellbeing, Classroom Practice, Learning and Development, Professional Standards, School Planning, Implementation and Reporting, School Resource Management, and Collaborative Practice.

Areas for further development were identified in the areas of Student Performance Measures, Data Skills and Use, and supporting gifted and talented students.

Learning

Student performance data is analysed at a whole-school and stage level. There is rigorous collation and interrogation of evidence-based data to improve student learning across all year levels. All staff are using data, especially PLAN to track and monitor individual student achievement. This year, our efforts were around a consistent approach to the teaching of literacy and numeracy skills. Extensive professional learning has been undertaken to enable staff to implement focused, key programs – such as Accelerated Literacy – to further improve student outcomes. Students with greater learning needs are being identified early and the Learning and Support Team undertake a supportive, multi-faceted approach involving a home-school partnerships and regular reviews of student performance.

The school is managing curriculum change successfully. It is implementing the Australian Curriculum through NESA requirements according to the timeline and guidelines.

There is evidence throughout of an excellent whole-school approach towards student learning and wellbeing. The school

is well organised and highly structured with everyone being accountable for supporting the plan and improving student outcomes.

The commitment to the care and success of every student is reflected in Faulconbridge Public School's diverse suite of opportunities and programs, covering the performing arts and sporting disciplines, to suit student interests and learning styles.

The school continues to identify areas for further improvements, particularly in Writing, Spelling and Working Mathematically, to further increase the number of students meeting and/or exceeding National Minimum Standards. Student results will continue to be the drivers for our literacy and numeracy programs.

Teaching

Our main focuses were around the consistent implementation the new NSW Syllabuses, including the addition of History in 2015 and Geography in 2016, the teaching and learning of the new science syllabus with a focus on inquiry-based learning, and continued knowledge, skills and understanding around the Accelerated Literacy pedagogy. Professional learning is included in all staff Performance and Development Plans and these are aligned to the School Strategic Plan. All teaching staff work in professional learning teams with a commitment to collaborative planning and consistent practice across all year levels. All teachers and executive engage with colleagues in lesson observations in order to partake in professional reflection and educational dialogue towards improving practice.

Teacher development, performance and succession planning are critical in providing a positive and stimulating learning environment at Faulconbridge Public School. School leadership will continue to provide formative feedback and guidance to teachers about the quality of planning, teaching, and adjustment of practice.

Leadership

At Faulconbridge Public School leadership is a shared understanding and is flexibly delivered. Leadership distribution is achieved by enabling all teachers to take on or share leadership roles. Milestone goals are set for all curriculum teams and it is evident that these are reviewed continuously. A reflective approach is manifest towards future planning with clear structures in place to ensure involvement of all staff in this process and an effective means of collating this information to target whole-school improvement.

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.

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

Community

Purpose

Enhance organisational effectiveness and strengthen community partnerships through the implementation of effective communication frameworks and school planning. Planning that is in partnership with an informed school community.

Overall summary of progress

In 2016 the community team identified three processes to investigate the engagement of all stakeholders. The primary goal was to build and maintain strong and meaningful community partnerships.

Staff implemented a range of strategies such as a Parent/Teacher information evening barbeque, monitoring community attendance at school assemblies, collating data from Facebook and eNews interaction and whole school surveys.

A focus on increasing parent and community engagement in whole school events, modifying and developing current school programs to ensure there is improved community involvement and sustaining high levels of student engagement and learning all contribute towards this strategic direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All stakeholders to have a greater involvement in the school community, measured through consultation surveys of students and parents	<ul style="list-style-type: none">• Tell Them From Me Survey indicates that 85% of girls and 88% of boys at Faulconbridge Public School are interested and motivated. The NSW Govt norm for girls is 85% and for boys is 76%.• Tell Them From Me Survey indicates that the percentage of students socially engaged at Faulconbridge Public school is 12% greater than the NSW Govt norm.• Tell Them From Me Survey indicates that in all 3 areas of intellectual engagement including interest and motivation, effort and quality instruction, students at Faulconbridge Public school are all above the NSW Govt norm.	\$550.00
Increased interaction with local community education facilities to create a learning hub.	<ul style="list-style-type: none">• Mid–Mountains Community of Schools meets every 5 weeks.• Continued partnership with early childhood facilities to support the transition to school program.• Continued partnership with local high schools to support the transition to high school.• Maintaining positive relationships with Aboriginal Elders and supporting Indigenous initiatives within the school.	\$3,500.00
School Satisfaction surveys indicate that both staff and parents feel that there is a positive tone throughout the school and its community.	<ul style="list-style-type: none">• School Satisfaction survey indicates that 93% of parents agree or strongly agree that their child likes going to school each day.• School Satisfaction survey indicates that 90% of parents agree or strongly agree that their child is experiencing a range of positive opportunities at Faulconbridge Public School.• School Satisfaction survey indicates that 96% of parents agree or strongly agree that the school environment feels safe and secure.• School Satisfaction survey indicates that 95% of	\$1,900.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School Satisfaction surveys indicate that both staff and parents feel that there is a positive tone throughout the school and its community.	parents agree or strongly agree that the teaching staff at Faulconbridge Public School are approachable and helpful. <ul style="list-style-type: none">• School Satisfaction survey indicates that 91% of parents would agree or strongly agree to recommend Faulconbridge Public School to others.	

Next Steps

- Whole school survey based on strengthening family and community engagement in student learning is currently being developed. The survey will identify areas of engagement that can be improved upon at Faulconbridge Public School.
- Attend AECG meeting to establish new relationships and maintain current partnerships with our local Indigenous community.
- Review the success of interest groups taking place in 2016 at Faulconbridge Public School with an anticipated goal to provide opportunities for local schools to participate.
- P&C initiative to allocate funds raised from whole school events to remove and replace existing fixed playground equipment.



Strategic Direction 2

Learning for All

Purpose

All school community members have the opportunity to engage in curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised team and shared professional learning for the 21st century. The capacity to develop learning within our wider school community.

Overall summary of progress

Faulconbridge Public School staff utilised a range of school based and external data to explicitly monitor students' achievements in literacy and numeracy. The range of data sources included NAPLAN, PLAN, stage-based assessments and individual evaluations. The data gathered supported the explicit and differentiated learning experiences taught in classrooms today.

A focus on improving the teaching and learning of Accelerated Literacy, updating current assessment opportunities and focusing on inquiry-based learning also supported achievement towards this strategic direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To meet or exceed stage average NAPLAN results in writing and spelling in bands 4 to 6 for year 3 and bands 6 to 8 for year 5.	<ul style="list-style-type: none">• NAPLAN results indicate year 3 students are achieving improved writing results in bands 4 and 6.• NAPLAN results indicate year 3 students are achieving improved spelling results in band 5.• NAPLAN results indicate year 5 students are achieving improved writing and spelling results in band 6.	\$19,365.00
PLAN data indicates one year's growth for one year's learning for each student in numeracy.	<ul style="list-style-type: none">• PLAN results indicate 82% of kindergarten students achieved improvement measure.• PLAN results indicate 77% of year one students achieved improvement measure for Aspects 1,2, 4 and 6.• PLAN results indicate 74% of year 2 students achieved improvement measure.	\$3,100.00
Increase the percentage of students in the top two NAPLAN bands for reading and numeracy by 8%.	<ul style="list-style-type: none">• NAPLAN results indicate year 3 improved reading results in band 6 by 3.4%• NAPLAN results indicate year 3 improved numeracy results in band 6 by 3.8%• NAPLAN results indicate year 5 improved reading results in band 7 by 9.1%• NAPLAN results indicate year 5 improved numeracy results in band 7 by 3.1% and band 8 by 7.1%.	\$8,500.00

Next Steps

- To continue implementing Accelerated Literacy as a preferred way of teaching writing.
- The Numeracy Committee will review and refine the whole school Mathematics scope and sequence to ensure teaching and learning experiences are up to date and relevant.
- The Learning Team will continue the initiative of updating and the whole-school Assessment and Reporting Schedule to include a more comprehensive and targeted array of assessment activities that will inform teaching and improve how we report to parents.
- To implement MiniLit, MacLit and CatchUp Numeracy programs to support continual growth in NAPLAN bands.

Strategic Direction 3

Fostering Success and Wellbeing

Purpose

At Faulconbridge Public School learning will take place in environments that are welcoming, caring, respectful and rich in opportunity.

To achieve this, we aim to:

- work across the school community to foster a positive culture based on the expectations of being safe, respectful and effective learners.
- implement PBL (Positive Behaviour for Learning) strategies to support student behaviour throughout the school with minimal disruption.

Overall summary of progress

Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative currently in use at a number of schools. It employs a whole school systems approach to address problem behaviour and reduce its effects on student outcomes and on the school community as a whole. PBL encourages positive behaviour from students, which has been shown to improve their self-concept and motivation to learn.

With the plan to launch as a 'PBL School' in 2017, the wellbeing committee met regularly throughout the year to develop school-wide systems and practices that support all staff and develop a culture focused on problem solving and preventative solutions. In particular, the team used behaviour referral data and information from self-assessment surveys to create three school-wide expectations, a tangible rewards and awards system and a bank of lessons that explicitly teach expected behaviours across all settings. With all key deployment milestones being completed in a timely manner we will be in a position to launch as a PBL school early next year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Classrooms focused on learning with a 20% decrease in behavioural interruptions as seen in data collected through STARS.	The following milestones were completed in a timely manner and will contribute significantly to the reduction in behaviour referrals when we launch as a PBL school in 2017. As a wellbeing committee, we: <ul style="list-style-type: none">• developed a school-wide expectation teaching matrix• designed signage, tangible rewards and awards that relate to the school's expectations• developed procedures for encouraging expected behaviours• developed procedures for discouraging problem behaviours• created a series of lessons that explicitly teach expected behaviours across all settings	PBL Training: \$3,600 PBL Signage: \$2,575 Lesson development days: \$1,900
All staff use consistent processes for behaviour support (as evidence by our PBL data) indicating that systems are in place or partially in place and trending upwards.	100% of teachers have engaged with the school's behaviour tracking system (STARS). That data has driven the PBL team's decision making processes throughout 2016. Results from PBL team's <i>Benchmarks of Quality</i> assessment indicate that 40 of the 53 benchmarks across all 10 critical elements are in place in preparation for the launch in 2017.	STARS annual subscription: \$1,395.00
PBL lessons and practices are embedded into all classrooms	N/A	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
and school-wide settings as evidenced in teachers' programs.	N/A	

Next Steps

- Update the school's Student Welfare Policy to reflect PBL practices and systems in the school.
- Create a staff information booklet to support all teaching staff (itinerant, casual and permanent) with the essential features of PBL.
- Develop formal strategies for informing families about expected student behaviours at school
- Ensure that the status of student behaviour and management practices are evaluated quarterly (from data)
- Implement a range of specific supports for students who engage in chronic problem behaviours



Key Initiatives	Impact achieved this year	Resources (annual)
Socio–economic background	All students received equitable education opportunities including access to learning materials, out of school educational experiences and additional extracurricular activities.	The RAM funding for Socio–economic background was \$13,801.93
Support for beginning teachers	<p>Our beginning teacher was supported each week through meetings with the mentor and participating in a range of activities to support the development of their skills.</p> <p>These activities included mentoring and coaching sessions with an Assistant Principal, lesson observations and professional learning opportunities. This resulted in our beginning teacher reporting that they felt supported and had the opportunity to enhance and develop their skills in a harmonious environment.</p>	The RAM funding for our beginning teacher was \$13,377.89
Aboriginal background loading	<p>In 2016 our school had 13 enrolled students identifying as Indigenous. Through the allocated funding each student received a Personalised Learning Plan (PLP) that support their literacy, numeracy and social development. The PLPs were developed in consultation with parents and provided additional human resources to implement goals leading to increased student engagement.</p> <p>Funds were also used to pay for cultural awareness programs that included engaging with a local Aboriginal artist to lead a group of Aboriginal students in the designing and painting of totem poles. These five poles represent the different environments that own the Aboriginal people and explores how every aspect of their lives connect to them.</p>	The RAM funding for Aboriginal Students was \$7,983.46
Low level adjustment for disability	<p>All students requiring adjustments and learning support are catered for within the class programs and whole–school strategies (see <i>Strategic Direction 2</i>).</p> <p>An additional staff member (STLA) was employed to implement support programs in phonemic awareness, writing and Rainbow Reading resulting in greater engagement and stronger literacy and numeracy skills for identified students.</p>	The RAM funding for low level adjustments for disability students was \$93,339.00



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	160	146	154	158
Girls	159	152	162	160

Faulconbridge Public School is recognised within the wider community for a diverse range of outstanding programs that are supported by professional and extraordinarily dedicated staff members. This has been a factor in increased student enrolments from 2014.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	95.1	96.1	95.5
1	95.5	94.6	94.8	93.7
2	95.7	95.8	94.1	94.4
3	96.5	94.8	95.5	94.4
4	96.3	96.4	94.4	94.6
5	94.9	96	95.5	94.4
6	94.2	93.9	95.4	95
All Years	95.8	95.3	95.1	94.6
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

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents and caregivers, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.

Class rolls are marked daily and monitored regularly by the class teachers for patterns of students' partial or non-attendance. The Learning Support Team monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance.

Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Office is sought if required.

School staff:

- provide a caring teaching and learning environment which fosters students' sense of belonging to the school community
- recognise excellent and improved student attendance
- maintain accurate records of student attendance
- implement programs and practices to address attendance issues when they arise
- provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	1.11

*Full Time Equivalent

The Australian Education Regulation, 2014 requires school to report on Aboriginal composition on their workforce. Faulconbridge Public School has two Indigenous staff members.

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

In 2016, professional learning at Faulconbridge Public School was given a high priority. All professional learning, where possible, was research-based to ensure quality and currency. Evaluation of learning was used to determine the impact on student achievement.

The majority of this year's Professional Learning allocation was spent on the implementation of Accelerated Literacy, K–6. Results from the analysis of standardised tested revealed an average effect size of 0.963 across all grades over a 9-month period. This combined with an overall positive response from teachers in the learning team's AL Satisfaction Survey resulted in the decision to commit to the pedagogy and accompanying training in 2017.

The Positive Behaviour for Learning team used school funds to complete the Tier 1, Universal Prevention course. This enabled them to establish strong systems of prevention to reduce the number of students who require additional behavioural support.

During the year, staff also had other opportunities to engage in professional development. These included:

- Understanding Dyslexia and Significant Difficulties in Reading
- e–Emergency Care (APTSS)
- Child Protection
- Best Start Kindergarten Assessment
- Processes and Strategies to Support Students with Challenging Behaviours
- Anaphylaxis e-learning

Executive staff completed the School Communities Working Together e-learning modules developed by the NSW School Education sector to raise awareness about anti-social and extremist behaviour in our schools. The module consists of four sessions and looks at the importance of building resilient, inclusive schools, how to support students who are at risk and additional considerations for managing anti-social and extremist behaviour in our schools. The fourth session shows some example case studies and where to find further information.

The introduction of Learning Management and Business Reform (LMBR) in Term 3 required the upskilling of administration and executive staff with new procedures related to operating system and strategic financial management software.

The total number of beginning teachers working towards accreditation at Proficient Standard in 2016 was four. The total number of beginning teachers maintaining accreditation at Proficient was one.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting 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's Annual Financial Statement.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	398 146.11
(2a) Appropriation	339 084.32
(2b) Sale of Goods and Services	641.07
(2c) Grants and Contributions	57 903.76
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	516.96
Expenses	-227 664.41
Recurrent Expenses	-227 664.41
(3a) Employee Related	-167 540.28
(3b) Operating Expenses	-60 124.13
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	170 481.70
Balance Carried Forward	170 481.70

Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and for ground, building and equipment maintenance. The school plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 150 044.24
Base Per Capita	17 008.56
Base Location	0.00
Other Base	2 133 035.67
Equity Total	115 124.01
Equity Aboriginal	7 983.46
Equity Socio economic	13 801.93
Equity Language	0.00
Equity Disability	93 338.62
Targeted Total	75 160.01
Other Total	180 857.00
Grand Total	2 521 185.26

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.

NAPLAN data from 2016 indicated that:

- student growth exceeded State growth in Reading, Grammar and Punctuation, and Numeracy.
- Year 3 showed upward trends in all areas.
- Year 5 showed upward trends in all areas.

Literacy

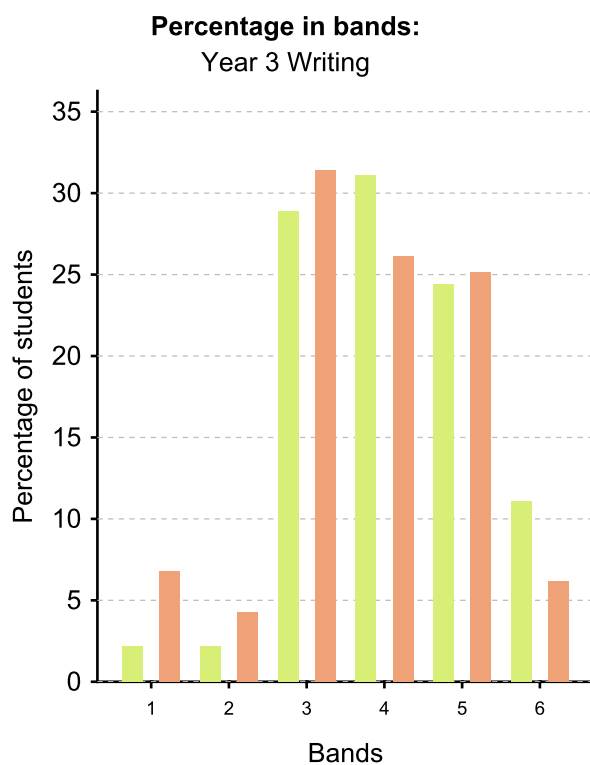
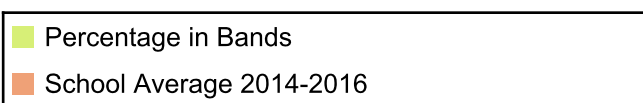
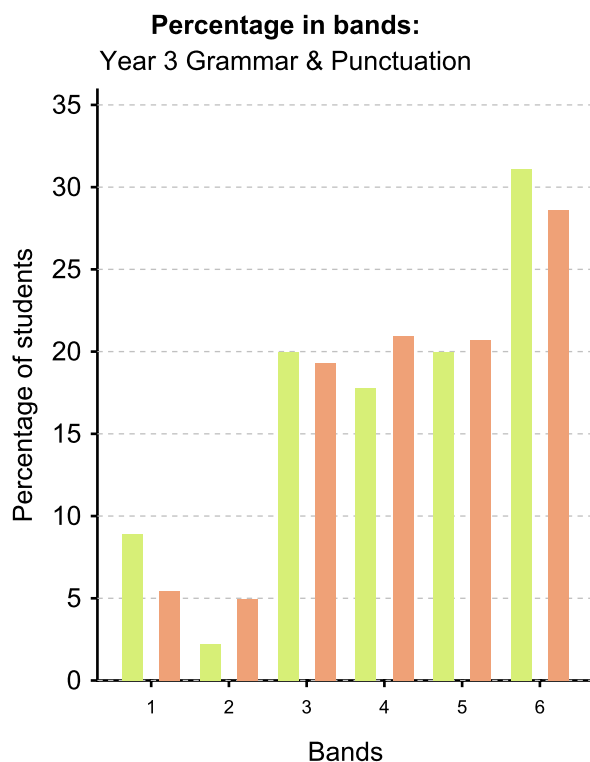
There were many positive results in Literacy last year. The trends for all strands in Literacy for the Year 3 cohort improved. Some of the more positive results from the data analysis include:

Year 3:

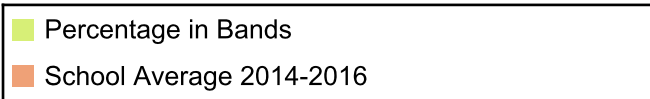
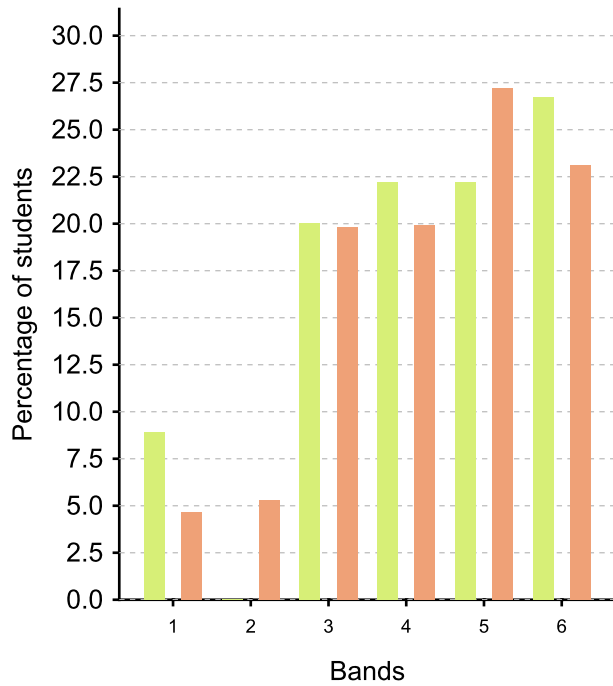
- 89% of students achieved Band 3 or better in Grammar and Punctuation
- 96% of students achieved Band 3 or better in Writing
- 91% of students achieved Band 3 or better in Reading

Year 5:

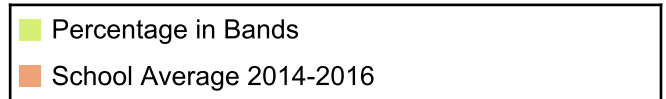
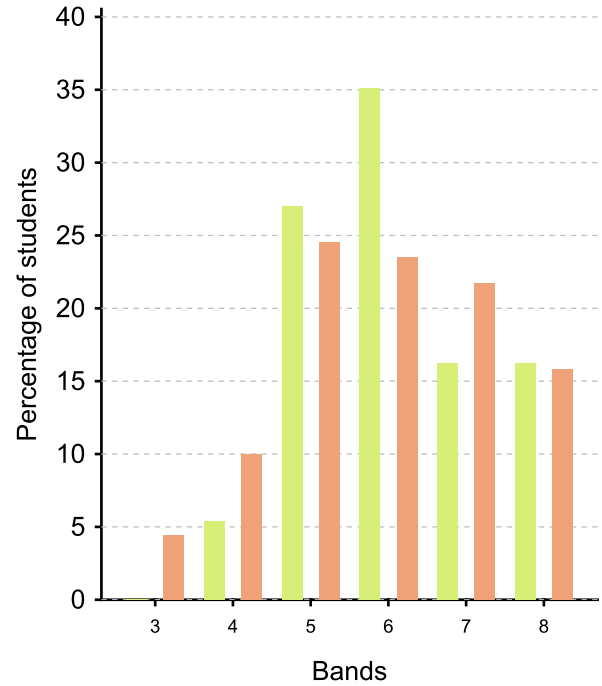
- A scaled score in reading that was well above the state average
- A scaled score in Grammar and Punctuation that was above state average
- 95% of year 5 students demonstrated a positive growth in Spelling



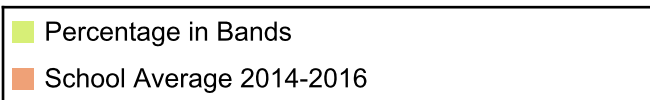
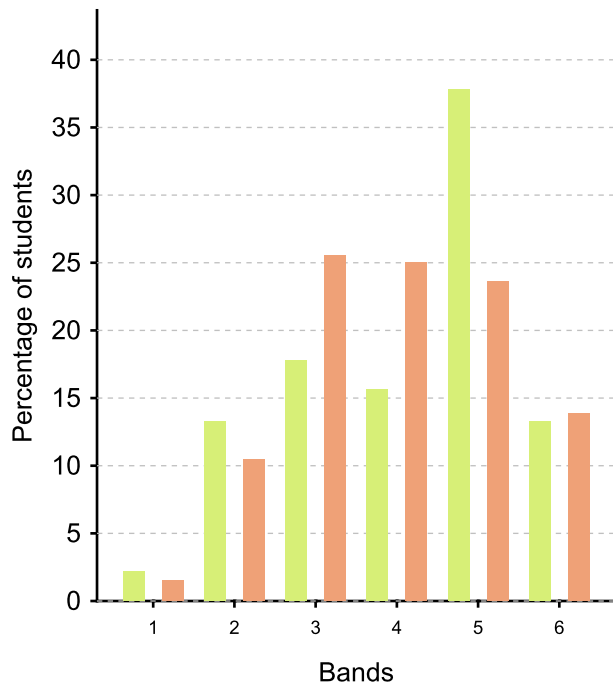
Percentage in bands:
Year 3 Reading



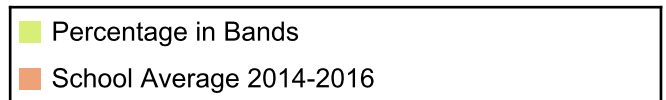
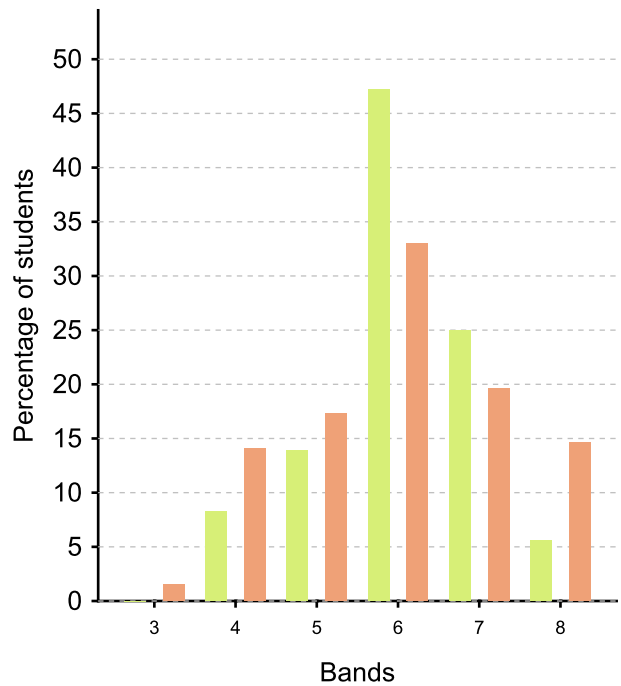
Percentage in bands:
Year 5 Grammar & Punctuation



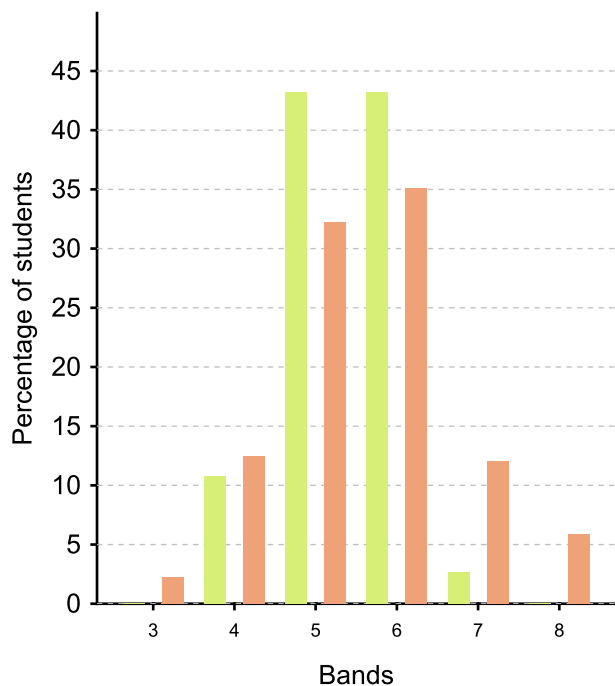
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Reading

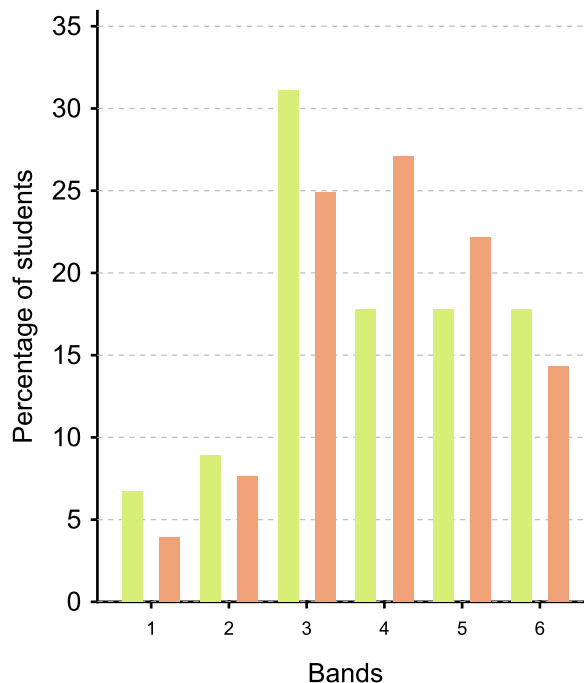


Percentage in bands:
Year 5 Spelling

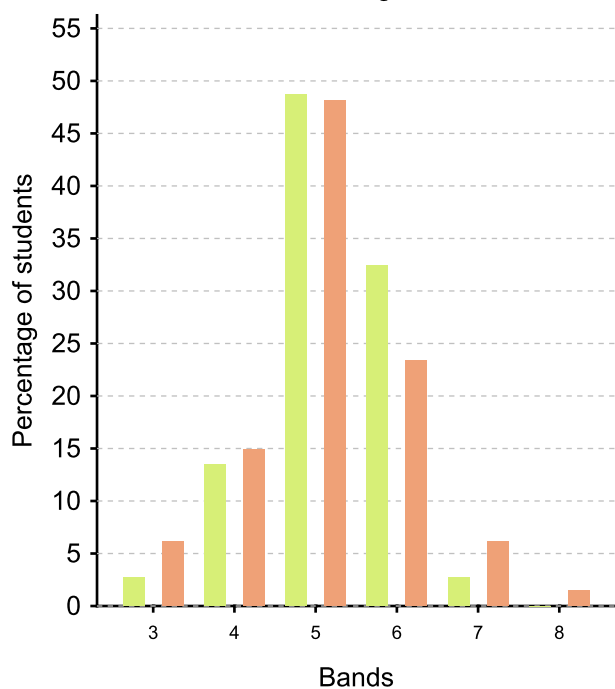


- There was 10% increase in the number of year 5 students scoring in the top two bands for Numeracy
- 97% of students in Year 5 demonstrated positive growth in Numeracy from Year 3 to Year 5
- 98% of students in Year 7 demonstrated positive growth in Numeracy from Year 5 to Year 7

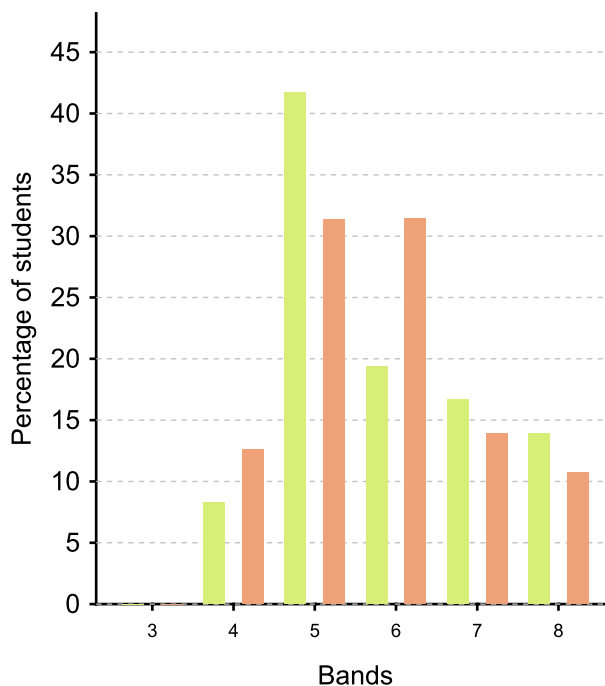
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Numeracy

There were many positive results in Numeracy in 2016. The trends for all strands in Numeracy for the Year 5 cohort improved. Some of the more positive results from the data analysis include:

- 0% of year 5 students scored below the National Minimum Standards (NMS) in Numeracy

Further information regarding school results can be found on the My School Website at www.myschool.edu.au

Analysis of the data from Reading in 2016, as per the Premier's Priorities, showed that 49% of students in Year 3 were in the proficient bands, an increase of 2% from 2015. In Year 5, 31% of students were proficient, a decrease of 5%.

Analysis of the data from Numeracy in 2016, as per the Premier's Priorities, showed that 36% of students in Year 3 were in the proficient bands, an increase of 1% from 2015. In Year 5, 31% of students were proficient, an increase of 21% from 2015.

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.

Teachers

The staff of Faulconbridge are dynamic and diverse. They diligently apply themselves to develop and present engaging challenging learning experiences in the courses they deliver and frequently involve themselves in a range of extracurricular activities to extend the learning and life opportunities of their students. They enjoy rich and productive professional relationships. Students often comment that teachers are approachable, encouraging and dedicated and that there is a strong and positive relationship between students and staff. They acknowledge the range of opportunities available to them and speak proudly of their school.

Within the pressures of a demanding role, staff satisfaction is high. Faulconbridge staff believe in the worth of their work and the quality of the effect they have on the students and each other.

Students

Student satisfaction can be inferred from the attitude of friendliness that is characteristic of Faulconbridge students. Classrooms and playgrounds are places of positive interaction and happy engagement with each other and with staff. Results from this year's *Tell Them From Me Survey* indicate that students feel their teachers are responsive to their needs, and encourage independence with a democratic approach. Other results from the survey worth mentioning, include:

- 93% of students try hard to succeed (*NSW Govt. norm, 87%*)
- Students find the classroom instruction to be well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn (*Rigour rating, 8.4 out of 10*).
- Students feel they have someone at school who consistently provides encouragement and can be

turned to for advice (*Advocacy at School rating, 8 out of 10*).

Parents

Each year a *School Satisfaction Survey* is issued to parents and caregivers. Questions on the survey ask parents about a wide variety of topics including their curriculum patterns, extra-curricular involvement, and learning experiences in primary school as well as their feelings of self-efficacy related to their academic and social abilities. Faulconbridge staff use the survey results as a tool for the planning for and evaluation of school improvement efforts.

The school is commended on the extensive range of quality specialist programs offered. A very strong school ethos is apparent at all levels of the school. 99% of parents perceive the school to be a happy and caring place. 100% of parents feel that teacher/student interaction is friendly and that their children enjoy going to school.

'I highly recommend this school and its teachers. The environment created by the staff is one where my children have developed into caring, clever and enthusiastic. The teachers and staff always have the best interests of the student at heart. We are very lucky to be going to this school.' (*taken from Parent Satisfaction Survey, 2016*).

Faulconbridge Public School places a high priority on the relationship between the School and its parent body. An emphasis is placed on the partnership that parents and the School play in the education process. Regular involvement and participation in the community events and in the processes of supporting and reporting student learning is typical of Faulconbridge parents.

Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated in a meaningful way as part of the Learning Across the Curriculum content in all syllabus to enable children to gain a greater knowledge and understanding of Aboriginal history, culture and issues.

The students also start important assemblies and school parliament sittings with an acknowledgement of country to pay respect to the Aboriginal people as being custodians of the land.

During 2016 RAM equity funding for Aboriginal background was utilised for the development of Personalised Learning Plans (PLP's) for students of Aboriginal background. These individual learning plans developed and sustained a positive and inclusive school culture as well as concentrating on improving students' literacy and numeracy achievements.

We have continued to give our students firsthand experience and knowledge of both traditional and

contemporary Aboriginal history and culture through regular contact with our local Aboriginal elder, Mr Graeme Cooper.



Multicultural and anti-racism education

Cultural diversity is acknowledged and celebrated at our school and is embedded into teaching and learning programs from Kindergarten to Year 6. Class teachers are aware of students in their classes who are from LBOTE and in collaboration with English Second Language teachers (EAL), plan learning experiences that meet the specific learning needs of their students.

Harmony Day was celebrated in term 1 and many students wore something orange to acknowledge their understanding and acceptance of cultural diversity. Teachers conducted lessons and activities in the classroom to emphasise the message behind Harmony Day. The message of acceptance and tolerance is reinforced throughout the school at assemblies and in classrooms.

The study of other cultures also forms a significant part of the school's History and Geography curriculum. Students are encouraged to value the range of cultural backgrounds represented in our society.