

Farmborough Road Public School

Annual Report



2017



3976

Introduction

The Annual Report for **2017** 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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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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 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)	Funds Expended (Resources)	Progress achieved this year
100% of staff compose stage, class and individual profiles based on data collected and use them to design and modify teaching programs.	<p>As a result of implementation of evidence-based pedagogy, transition to visible learning strategies and development of individualised teacher professional development processes, progress achieved this year has included:</p> <ul style="list-style-type: none">– a 14% increase in Year 1 students reading at expected reading levels or higher (from Semester 1 to Semester 2);– a 17% increase in Year 2 students reading at expected reading levels or higher (from Semester 1 to Semester 2);	<p>Maintain and monitor SLSO teacher with 'Hot spot' group and target activity.</p> <p>Focus: Explicit & Systematic – Modelled, guided & Independent</p> <p>Instructional Leader to lead professional development in teaching and assessment</p> <p>L3 professional development for teachers (Early Stage 1 & Stage 1)</p> <p>BNL professional development for teachers K–6</p> <p>Collaborative short cycle assessment and planning for Literacy and Numeracy</p> <p>Funding– (LowSES funding) All funds expended</p>
100% of staff use formative and summative assessment strategies to inform practice and will indicate improvement in focus areas of writing, reading and numeracy.	<p>Instructional Leader position was extended to deliver teacher professional development and support in implementing evidence-based teaching and assessment practice in classrooms. As a result, classroom walk throughs and documented teaching/assessment programs show that progress achieved this year has included:</p>	<p>Instructional Leader to lead professional development in teaching and assessment</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff use formative and summative assessment strategies to inform practice and will indicate improvement in focus areas of writing, reading and numeracy.	– L3 and BNL pedagogies are being implemented in all K–6 classrooms to improve student literacy and numeracy skills;	Instructional Leader to lead professional development in teaching and assessment
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.	Visible Learning elements such as explicit learning intentions, success criteria, formative assessment and student feedback strategies are becoming embedded in all lessons in all classrooms.	Instructional Leader to lead professional development in teaching and assessment

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)	Funds Expended (Resources)	Progress achieved this year
All staff will provide evidence of improvement to teaching and learning through: <ul style="list-style-type: none">• Program reviews• Class Observations• Personal Goal setting referenced to the teaching standards and school plan• Logging of Professional hours on BOSTES• Feedback• Classroom displays• Data wall progress is evident	Walk Throughs Treasure Hunt Classroom Standards List Formative feedback Classroom observations & Feedback EAfS – TEN / TOWN – BNL sessions Staff Meetings scheduled Program & Planning – Program Reviews and feedback Cooperative learning – Input sessions at staff meetings – Tools distributed Embedded Formative assessment	Professional Reading – Staff Meetings Great Leaders, Great Teams, Great Results Instructional leader – Deputy EAfS Additional Classroom teacher – Equity Funding All Funds expended

Next Steps

The school will continue to build upon and develop its 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 2018 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 2017 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 2017. 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)	Funds Expended (Resources)	Progress achieved this year
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.	he school utilized the Farmborough Road App, Website and facebook to more readily communicate with our parents and community.	
A significant decrease in the number of absences, late arrivals and early leavers.	Rigorous adherence to the attendance procedures and a personalised approach with Parents and constant newsletter input had a significant impact on early leavers and late arrivers this year.	Every 5 weeks attendance was reviewed and a letter sent home to parents. This is an ongoing issue for our school.
Level of technology in each room increased and a broader range of App's available for targeted students.	Additional training will be offered to staff to keep them current with all technology.	T4L allocation and computer cocordinator funds were all expended.
Targeted students are reflected in ILP's and all Aboriginal students have current PLP's.	An Interventionist teacher ensures that all target students needs are addressed in a five week period.	Additional specialist SLSO provides a Tier 3 daily intervention for target students.
We are WH&S compliant in all areas.	Updated annually as per requirements.	

Next Steps

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 2018, the focus of the school will be the roll out of gymnastics and Dance 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 'Father hood Program' to target some students with positive role models.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funds have provided additional Reading time and additional time to individual interventions and Word Extension programs, increasing the number of students able to access these programs. All funds have been used to purchase additional Interventionist teacher time.	Additional Interventionist time Aboriginal Background PLP
English language proficiency	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
Low level adjustment for disability	Stage groups were well received.	QTSS staffing supplement. Executive Release staffing supplement.
Quality Teaching, Successful Students (QTSS)	Instructional Leader and Interventionist teacher available to all classes K–6	QTSS staffing supplement. Executive Release staffing supplement.
Socio–economic background	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 in Schools and other school activities. Access to teacher training in Reading Recovery. Low Socio Economic background
Support for beginning teachers	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
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	101	96	89	106
Girls	95	90	90	88

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.4	96.4	93.2	91.6
1	94.3	92	93.1	92.3
2	91.2	92.1	89.5	94
3	92.3	94.5	91	90.1
4	93	95.1	91.4	90.3
5	90.6	94.4	92.7	90.2
6	91.6	94.3	94.3	93.1
All Years	91.9	94.1	92	91.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Farmborough Road Public School is proactive in managing students of non attendance. Together with the Home School 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
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.33
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.02
Other Positions	0

*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	0

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 2017 we had

1 temporary staff member seek and gain accreditation.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	125,708
Revenue	2,719,668
Appropriation	2,673,517
Sale of Goods and Services	749
Grants and Contributions	44,429
Gain and Loss	0
Other Revenue	0
Investment Income	974
Expenses	-2,681,785
Recurrent Expenses	-2,681,785
Employee Related	-2,498,308
Operating Expenses	-183,477
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	37,883
Balance Carried Forward	163,592

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,351,614
Base Per Capita	28,276
Base Location	0
Other Base	1,323,338
Equity Total	356,483
Equity Aboriginal	25,006
Equity Socio economic	185,903
Equity Language	11,378
Equity Disability	134,196
Targeted Total	542,788
Other Total	273,614
Grand Total	2,524,499

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

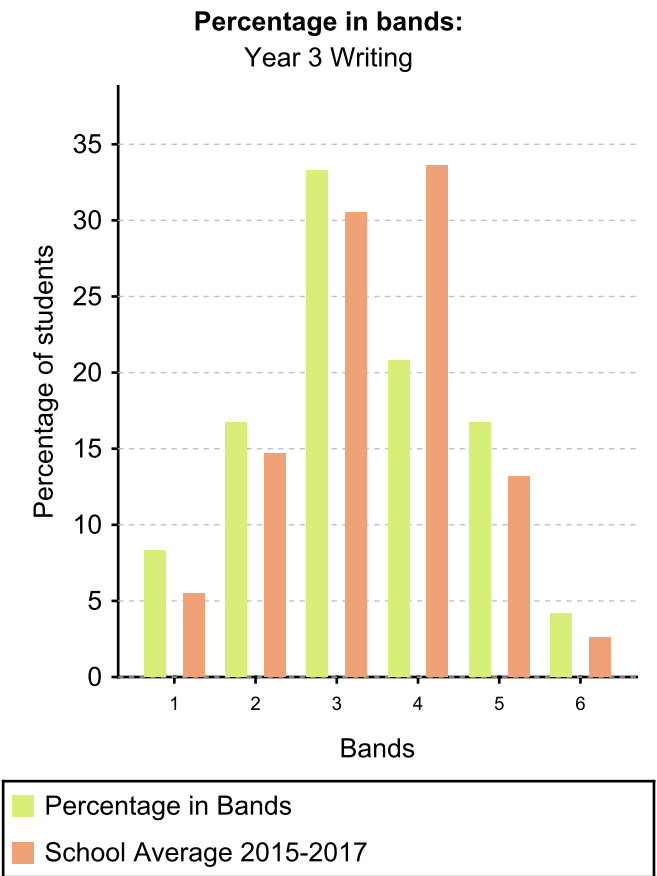
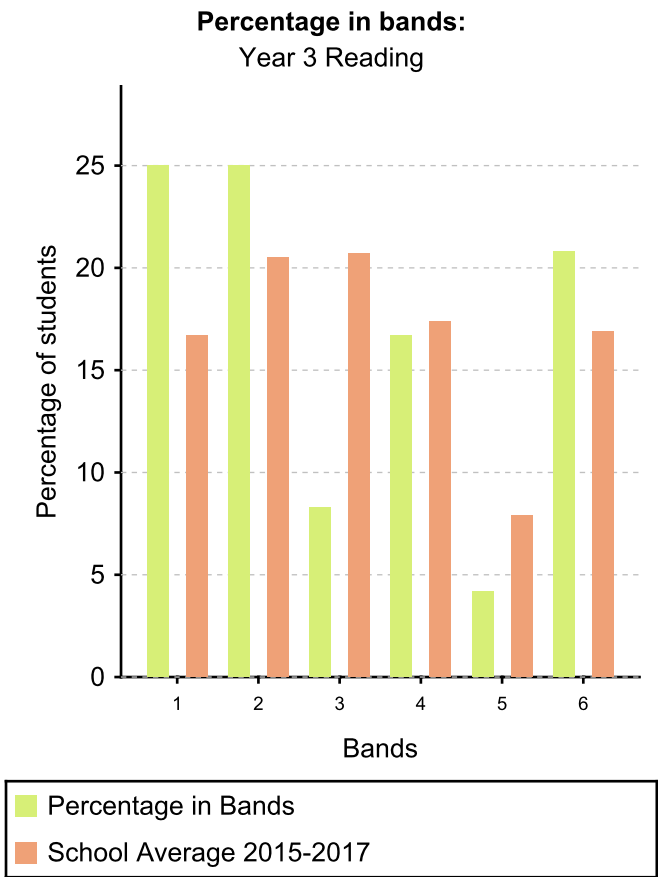
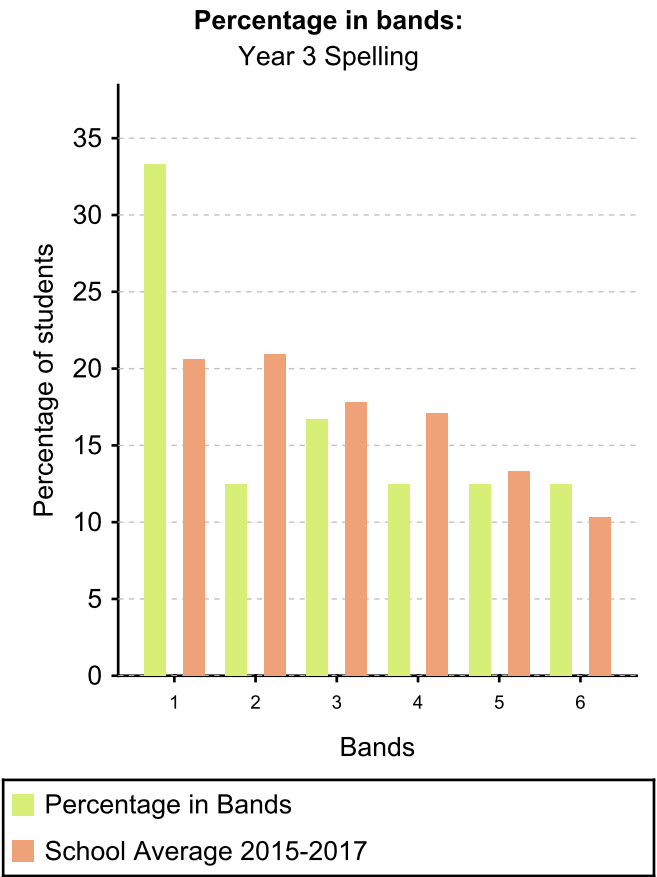
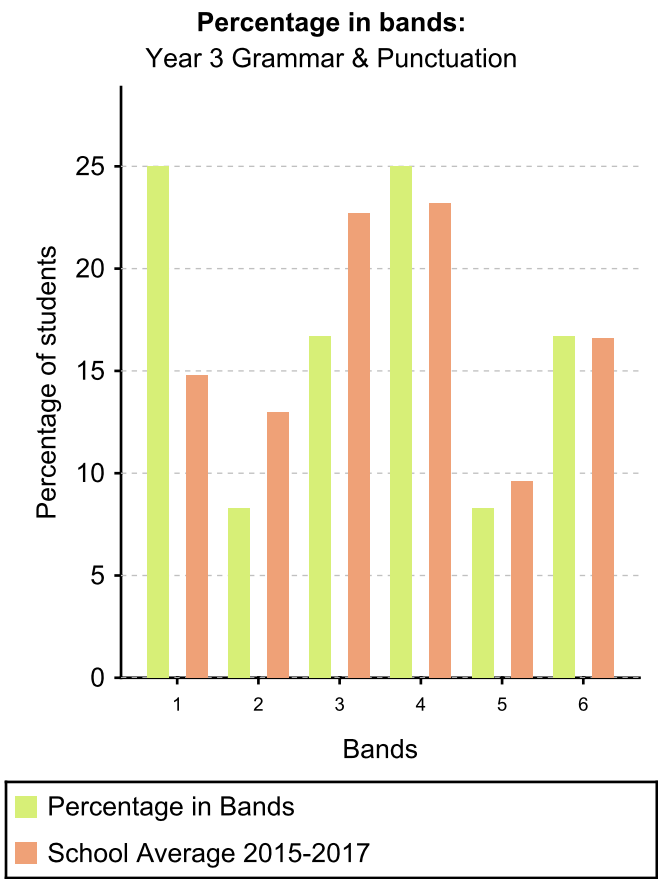
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

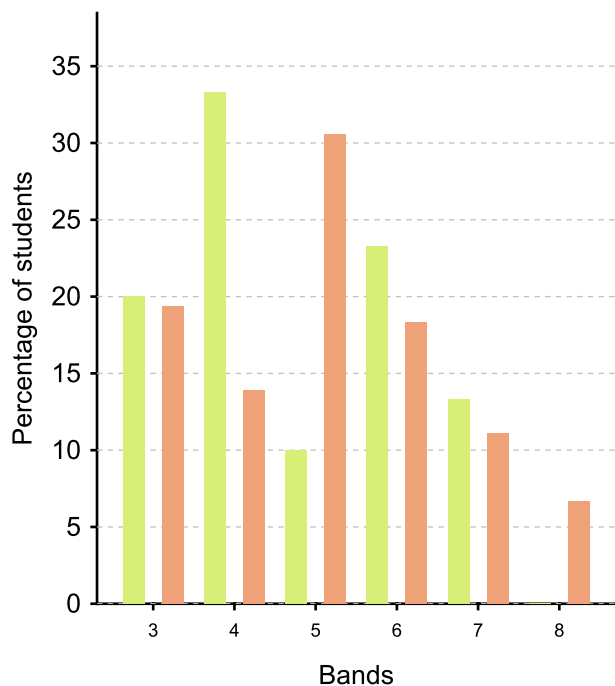
Students in Year 3 this year showed a continued positive trend of increasing performance above National Minimum Standards. Across Reading, Writing, Spelling and Grammar and Punctuation, there have been measurable reductions in the number of students achieving below National Minimum Standards in Year 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 2016 and 2017 in Reading. There has also been growth for student achievement in Grammar and Punctuation.

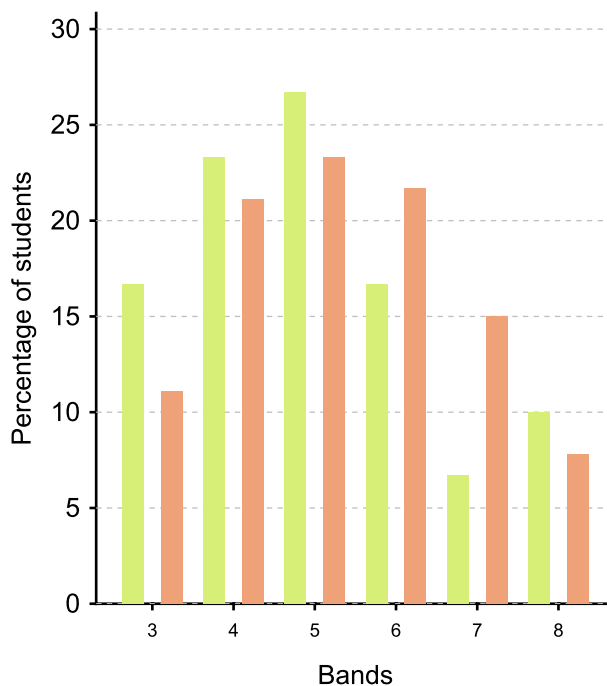
To further develop the capacity of students in Literacy,



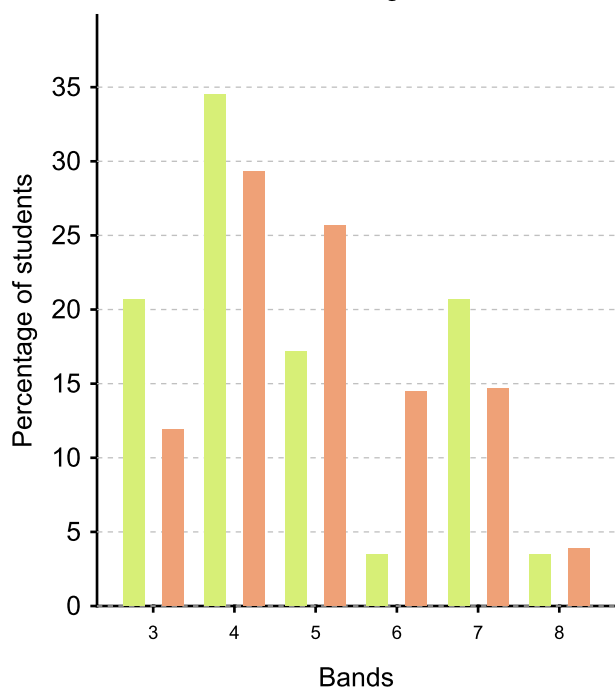
Percentage in bands:
Year 5 Grammar & Punctuation



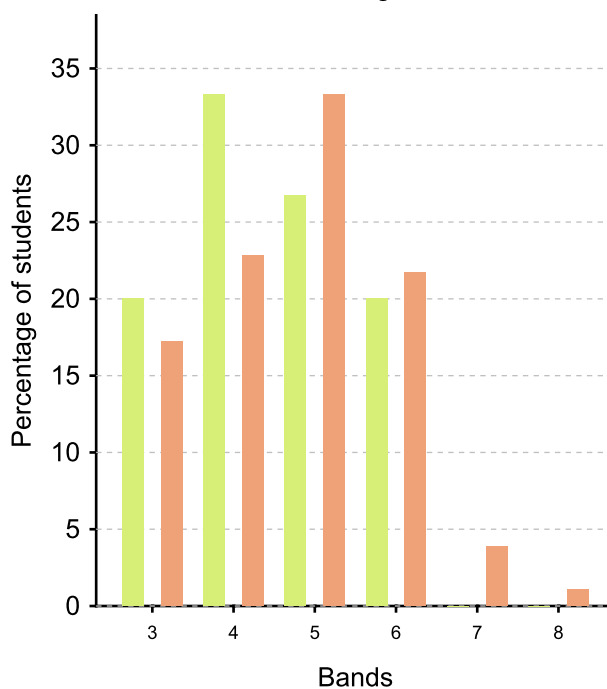
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

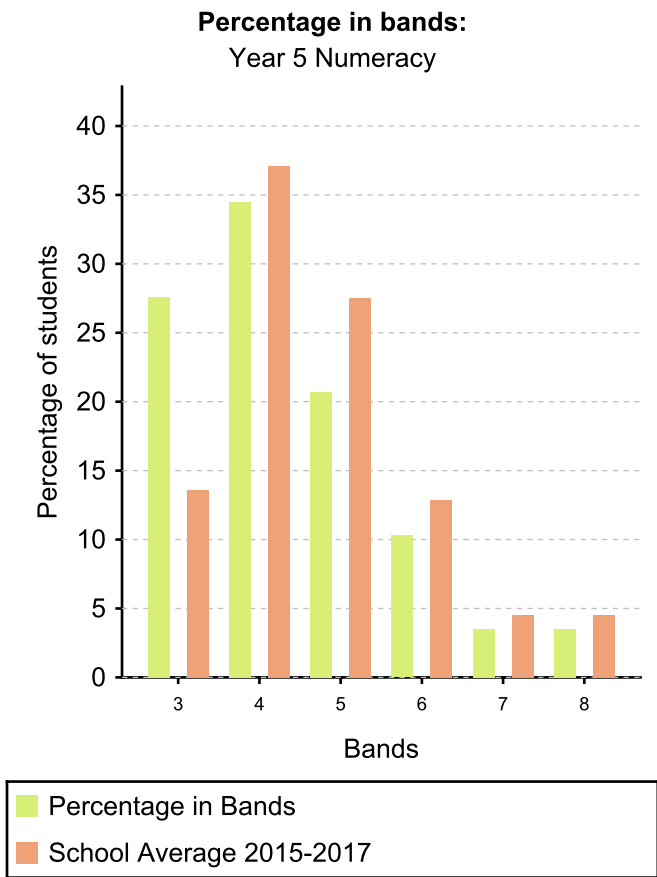
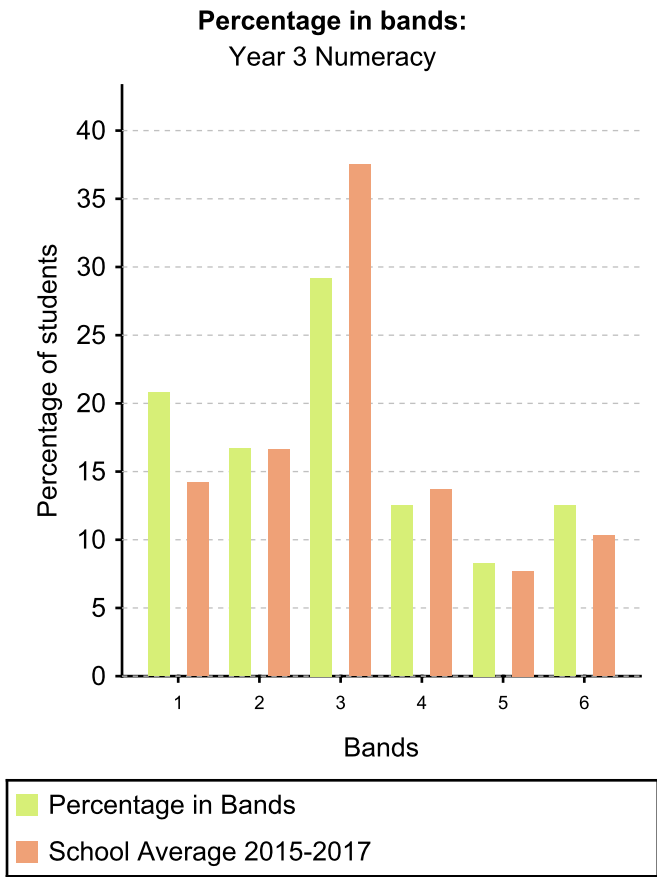


Percentage in bands:
Year 5 Writing



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

Delete text not required.



<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. Go to <http://www.myschool.edu.au> 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 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'.

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 2017, 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 events.

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 values of showing respect, responsibility and excellence. 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 2017.