

# Farmborough Road Public School

## Annual Report



2018



3976

## Introduction

The Annual Report for **2018** 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.

Pamela Grosse

Principal

## School contact details

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## School background

### School vision statement

*Relentless focus and trust in purposeful change to sustain our impact.*

### School context

Farmborough Road Public School has 180 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 used 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

#### Learning

As a result of the External Validation process, an on-balance judgement places the school at **"Sustaining and Growing"** within the **Learning** Domain.

Within the **Learning** Domain the school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations that create a positive teaching and learning environment. Our programs, such as Kindness on Purpose, and procedures, such as behaviour monitoring and growth mindset mantras, help create this strong learning culture in which all students can thrive. The procedures embedded in our practice enhance the Learning Framework along with an updated Student Welfare and Fair Discipline policy to create a culture of learning and wellbeing. Our school's Learning Support Team (LST) works collaboratively with classroom teachers to build the capacity of staff in identifying and supporting students with learning needs. Our plethora of whole school processes/strategies, such as data rounds, professional readings and reflective teaching practices, embeds professional understanding at all levels. As reflected in the Leading Domain, strategic financial management is used to maximise resources available to implement the school plan. Equity funding and flexibility within the global staff allocation has enabled members of the team to fulfil the roles of Instructional Leader and Interventionist supervising professional learning of SLSOs and teachers in driving and monitoring student progress supporting staff by a shoulder-to-shoulder approach to mentoring and supervision. Everything that we do is planned, connected, visible and purposeful in order to drive learning.

#### Teaching

As a result of the External Validation process, an on-balance judgement places the school at **"Sustaining and Growing"** within the **Teaching** domain.

The introduction of school funding reforms has enabled greater opportunities for a more effective and strategic whole school approach to the professional learning to be implemented. All staff members actively reflect on practice. They seek and achieve improvement in order to sustain quality practice over time. All teacher professional learning is aligned with the school plan, as are teacher identified professional learning goals, with a high priority to evidence-based teaching strategies. Aspirational staff have purposeful leadership roles based on professional expertise and leadership development at all levels. This is central to our school's commitment to the capacity building of all staff including support and ancillary staff. Collaborative practices, such as data rounds, classroom observations and program reviews, led by

these leaders have propelled cumulative professional growth. Succession planning and leadership development are designed to drive whole-school improvement.

Following an evaluation of professional learning activities, teacher feedback indicated that whole school practices, and collaboration within and across stages and schools, had the greatest impact on changing practice. Teachers see the daily positive impacts of our whole school wellbeing programs, the student-led assessment practices, community engagement in the learning process on their practice and on student achievement. In the domain of Teaching, collaborative practice allows staff to evaluate and reflect on their teaching practice, whilst analysing data to ensure best possible outcomes for students. Staff engage in regular professional conferences with executive staff and mentors to develop and plan their learning pathways in their Performance and Development Plans, which are aligned with the school's strategic directions. Lesson observations and feedback sessions are embedded in processes, with plans being systematically monitored, reviewed and updated. Teachers are comfortable and secure in their understanding of the teacher process and how to objective review and change practice as required. This ensures quality practice is delivered everyday and in every classroom.

Use of professional learning and equity funding has enabled the implementation of a school-wide and interschool-mentoring program, with a focus on improving teaching practice in reading, writing, maths and Visible Learning. Explicit systems are in place for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

## Leading

As a result of the External Validation process, an on-balance judgement places the school at **"Sustaining and Growing"** within the **Leading** domain.

Within the **Leading domain** the effectiveness of professional learning initiatives are regularly reviewed. In order to meet the range of needs for teacher learning and the needs of student learning, processes are strategically planned for resource allocation, whole school professional learning plans are developed, and teacher performance is regularly monitored and reviewed. Our professional learning strategy demonstrates a commitment to the development of leadership skills in all staff. Expert teachers aspiring to develop their leadership capacity within and across stages and schools, including across primary and secondary settings, undertake mentoring. Succession planning and leadership development is aligned to the school plan and designed to drive whole school improvement. An open approach to meetings at all levels allows for all to have a voice in the refining of thinking and implementation of the school plan.

Our self-assessment and the external validation 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

To enable teachers and students to acquire the skills, knowledge and understandings essential to adapt to all new learning in a rapidly changing world. To collaboratively build skills through innovative practices and data driven teaching and learning practices, empowering teachers and students to be self-directed learners.

#### Overall summary of progress

In 2018 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.

#### 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.	Funds expended (resources) to support the improvement measure related to evidence-based teaching practice and teacher professional learning (below) can also be associated with this improvement measure.	<p>As a result of implementation of evidence-based practices supported by professional learning aligned with Early Action for Success and Visible Learning strategies, progress achieved this year has included:</p> <ul style="list-style-type: none"><li>– 88% of Kindergarten, 91% of Year 1 and 89% of Year 2 students on track or above expected reading level benchmarks by the end of 2018</li><li>– 96% of Kindergarten, 91% of Year 1 and 83% of Year 2 students on track or above expected text reading benchmarks by the end of 2018</li><li>– 80% of Kindergarten, 51% of Year 1 and 83% of Year 2 students on track or above expected comprehension benchmarks by the end of 2018</li><li>– 80% of Kindergarten, 55% of Year 1 and 69% of Year 2 students on track or above expected reading level benchmarks by the end of 2018</li></ul>
100% of staff use formative and summative assessment strategies to inform practice and show evidence of improvement in focus areas of the literacy and numeracy progressions.	<p>Early action for Success funds – \$95, 563 to support Instructional leadership model.</p> <p>Additional Equity socio economic funds utilised – \$31, 234</p>	<p>Early Action for Success (EaFS) project initiatives and outcomes including:</p> <p>the appointment of a Deputy Principal Instructional Leader (DPIL) K–6 to facilitate quality professional development and best-practice teaching in literacy and numeracy;</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% of staff use formative and summative assessment strategies to inform practice and show evidence of improvement in focus areas of the literacy and numeracy progressions.</p>		<p>– demonstrable improvements for all students in targeted literacy/numeracy aspects (see continuum data above)</p> <p>– the DPIL working directly with K–6 teachers to identify and provide professional learning such as Language, Learning and Literacy (L3)/ Targeted Early Numeracy (BNL) as well as classroom–based coaching to gain shift for students K–6, with a particular focus on effectively supporting early career teachers, ensuring the classroom environment reflects pedagogy obtained during training sessions.</p> <p>– identifying which students are 'at risk' and effectively supporting them with 2nd and/or 3rd tier interventions and specific personalised learning.</p> <p>– the establishment of an Interventionist position using equity funds to support students at risk whilst individual learning plans were developed by the Learning and Support Teacher in consultation with class teachers and parents.</p> <p>– K–6 student performance data collected and analysed at 5 &amp; 10 weekly intervals (State designated collection points) to inform teaching and reported on to the Principal, Executive and teaching staff with successes celebrated.</p> <p>– "Data Rounds" established for K–6 team weekly in order to further drive differentiated teaching and personalised learning.</p>
<p>By the end of 2020, all classes will be using Visible Learning intentions and Success Criteria in all lessons related to the literacy and numeracy focus.</p>	<p>As above</p>	
<p>100% of staff embed technology rich curriculum within their Teaching &amp; Learning programs.</p>	<p>Technology purchases funded by P&amp;C</p>	
<p>2020 – 90% of the students are at or above stage expectations according to in school data supported by NAPLAN results.</p> <p>2019 – 85% of the students are at or above stage expectations according to in school data supported by NAPLAN results.</p>		<p>The Interventionist and two School Learning Support Officers (SLSOs) provided direct support to students with a range of needs including, learning, speech/language, fine motor, social, emotional and behaviour. They worked collaboratively with classroom teachers to implement and monitor adjustments and personalised learning support plans. Learning and support timetables were established and reviewed regularly according to the</p>

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2018 – 80% of the students are at or above stage expectations according to in school data supported by NAPLAN results.		needs of students.

### Next Steps

Student learning will remain a strategic direction in the 2018–20 school plan as students need to be engaged in personalised, rich learning experiences in a safe and productive learning environment to develop vital skills for now and to become responsive and productive citizens in the future.



## Strategic Direction 2

### Professional Learning

#### Purpose

Build whole-school capacity through a targeted focus on increased engagement in professional learning and development, related to literacy and numeracy.

To foster a culture where every staff member is responsible for ongoing, relevant and evidence-based learning practices.

#### Overall summary of progress

Developing high quality teaching where teachers individually and collaboratively evaluated the effectiveness of their teaching, whilst engaging in professional development to continually improve their skills, have been the key focus points for this strategic direction. Professional learning and collegial practice has been aligned with evidence-based formative assessment strategies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students set their learning goals based on the literacy/numeracy progressions.  100% of teachers log a minimum of 30 professional hours per year on NESA –MyPL site.  100% teachers utilise Literacy and Numeracy progressions and PLAN 2.  The language of literacy and numeracy progressions is evident in programmes and in visual displays in classrooms.	Professional learning funds – \$17,299  QTSS funds – \$38,314	Visible Learning project initiatives and outcomes including:  – short-term teaching/assessment cycle programming by all teachers incorporating learning intentions, success criteria and formative assessment strategies for reading, writing and numeracy; and  – structured professional learning on the most effective levels of teacher/student feedback and practical methods of embedding into classroom practice.

#### Next Steps

Quality Teaching" will remain as a key strategic direction. Accordingly, Farmborough Road Public School will continue to take active part in professional development and evidence-based pedagogy supported by the NSW Department of Education as part of the EAfS project. Therefore, maintenance of the Deputy Principal Instructional Leader and Interventionist K–6 positions are imperative. The continuation of a school-based Instructional Leader (SBIL) position in 2019 is also a priority to support implementation and achievement of school plan milestones as well as meet identified staff professional development needs with an emphasis in supporting Years K–6 teachers. A key role of the SBIL will be to assist the Principal in expanding, consolidating and embedding a planning, teaching, assessment and reporting cycle that is consistent with a framework of best practice elements developed within the school through participation in EAfS and Visible Learning/formative assessment projects over recent years.

Not only will professional learning focus on improving products and practices aligned with the school plan and excellence framework, teacher identified professional development needs to be informed through self-reflection against the Australian Teaching Standards. This will be crucial in supporting the personalised needs of a staff with a wide range of experience levels. Peer and leadership growth coaching will be maintained as the most effective way to provide personalised, collegial and effective support to staff at all career stages.



## Strategic Direction 3

### Student Wellbeing

#### Purpose

To ensure a safe and inclusive environment, enabling students to feel secure and become confident learners. All students are treated fairly and respectfully, enabling them to achieve success by being highly engaged, emotionally aware and technologically competent. Successful learners are creative and productive users of technology, who can think deeply and logically. Our school supports the cognitive, emotional, social, and physical wellbeing of students. Allow teachers, parents, students and the wider community to have a voice in whole school practises and procedures.

#### Overall summary of progress

Comprehensive and inclusive systems and programs to support and improve individual and collective behaviour and learning have been developed and are continually being refined based on evidence of "what works" in improving student outcomes. The implementation of the Kindness on Purpose project has contributed to improved positive student behaviour over the past year. Referrals from teachers regarding negative classroom behaviour fell by 37.5%, whilst referrals for negative playground behaviour fell by 18.5%. The data collection and review system established in the school provides the teachers with short and long term areas to further investigate and address with coordinated strategies. Teachers will require ongoing professional development from the KOP leadership team into the future to ensure both universal and classroom behaviour/wellbeing interventions are understood and implemented consistently across the school to maintain positive movement in students' behaviour and welfare data.

#### 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 tools are used by the school and its stakeholders to communicate.	Nil funds	A new school website was introduced this year to supplement our No Paper model as well as a New App.
A significant reduction in the number of absences.	Sentral online attendance module to track and monitor attendance across the school– \$2000	<p>This year the overall attendance rate for Semester 1 at FRPS was 92.3%. This compares to the state average of 91.2%. Over the last 3 years, the attendance of FRPS students was on average 1.1% higher whilst it was 1.55% higher than schools with a similar school size and demographic.</p> <p>The attendance rate for Aboriginal students for 2018 was 5.24% higher than the state average and 1.82% higher than schools with a similar school size and demographic.</p> <p>Attendance monitoring procedures continue to track student attendance on an ongoing basis, but promote ongoing communication with parents where attendance is causing concern. Reward systems recognising good attendance at school also appear to have a positive impact on encouraging good attendance for the majority of students.</p>
Level of technology in the school is increased and a broader range of management tool utilised by staff.	T4L technology and P&C funds	P&C purchased several robotics kits for the school this year including Sphero and BeeBots.
Targetted students have ILP and		All ATSI students had a Personalised Learning

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
all Aboriginal students have current PLPs.		Pathway (PLP) developed in consultation with the class teachers and their families. PLP goals were set, monitored and assessed throughout the year by the class teacher.
We are fully compliant with WH&S.	Principal support funds were used to employ a SAO x 2 days.	We are fully compliant with the Dept of Education processes and procedures.
50% reduction in the number of reflections and suspensions.		<p>Negative behaviour referrals from teachers for inappropriate student behaviour have been maintained at the same levels as those attained in 2016 in all school settings, with an average of 4.1 referrals per student/year.</p> <p>A slight decrease in the rate of negative behaviour referrals from teachers for inappropriate student behaviour in the playground setting (when compared to that of 2017).</p> <p>A maintenance of the rate of negative behaviour referrals from teachers for inappropriate student behaviour in the classroom setting (when compared to that of 2017).</p>

## Next Steps

Student learning, engagement and wellbeing will remain a strategic direction in the 2018–20 school plan as students need to be engaged in personalised, rich learning experiences in a safe and productive learning environment to develop vital skills for now and to become responsive and productive citizens in the future.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$27,764	Highly impactful, data evidence of student growth.  A SLSO was engaged for the year (5 days x 2 hours per week) providing all students with "Fast and Frequent," intervention opportunities.
<b>English language proficiency</b>	\$4,135	Highly impactful, data evidence of student growth.
<b>Low level adjustment for disability</b>	Learning and Support Flexible funding – \$42,064 Staffing – \$104,113	Highly impactful, data evidence of student growth.  Collaboration between the Interventionist, classroom teachers and parents/carers took place to identify students with disability or additional learning needs. Students were identified from across the school. Personalised Learning Support Plans were written for 43% of these students. Classroom adjustments were documented and implemented to meet the needs of the remaining students.
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS – \$38,314	Highly impactful, data evidence of student growth.
<b>Socio-economic background</b>	Flexible funds – \$178, 589 (predominantly used to purchase support staff) Staffing – \$31,234	Highly impactful, data evidence of student growth.  The impact achieved this year from the implementation of initiatives funded through socio-economic background has been summarised in the evaluations of Strategic Directions 1, 2 and 3 of this report.
<b>Support for beginning teachers</b>	First year Beginning teacher funds	Teaching Standards Accreditation PDP.  Highly impactful, data evidence of student growth.  Funding through this initiative allowed a Beginning Teacher in her first year of teaching an additional two hours of release from face to face teaching each week to plan and develop lessons, implement efficient assessment strategies and participate in additional professional learning, including induction activities. Funding also allowed the beginning teacher access to a mentor for one hour a week to support professional development and progress toward accreditation at Proficient Teacher level.
<b>Targeted student support for refugees and new arrivals</b>	Nil funds	

<b>Early Action for Success</b>	\$95,563	Funds used have supported an Instructional Leadership model to build the capacity of teachers to support data driven classroom practice.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	96	89	106	99
Girls	90	90	88	81

Student attendance is monitored rigorously during the year, utilising the school's digitally recorded attendance data. Attendance is monitored and recorded daily by each classroom teacher. Numerous incentives such as "Merit" awards, the Attendance Letters direct to parents with a screen shot of SENTRAL attendance regularly reward students for consistent to outstanding attendance.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.4	93.2	91.6	95.1
1	92	93.1	92.3	89.9
2	92.1	89.5	94	94.3
3	94.5	91	90.1	94
4	95.1	91.4	90.3	91.1
5	94.4	92.7	90.2	90.1
6	94.3	94.3	93.1	89.5
All Years	94.1	92	91.7	92.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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.
- Term letters to parents

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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.56
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	5.02

\*Full Time Equivalent

No staff identify as being of Aboriginal heritage.

### 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

Professional learning experiences for teaching staff in 2018 focused primarily on developing quality classroom practice in literacy and numeracy teaching to improve student learning needs identified through rigorous analysis of student performance data. Training and development activities involved all teaching staff participating in staff development days as well as a multitude of professional learning sessions both in and

out of school hours. These sessions were facilitated by staff with expertise or specialist trainers from within the local school network. Our school utilised designated teacher professional learning funds, RAM equity funds and unassigned funds to allow teachers to engage in quality training opportunities to better meet the learning needs of their students.

During the year, a temporary teacher engaged at the school successfully maintained their accreditation at proficient whilst one permanent and three other temporary teachers were successfully accredited at proficient. From 2018, all pre-2004 service teachers were accredited at the Proficient Teacher level and will be required to maintain their accreditation through participation and completion of 100 hours of professional learning every five years.

Professional learning areas for staff in 2018 included training in Language, Learning and Literacy (L3) pedagogy, leadership capacity, developing number sense and coding in Science and Technology. Overall, teachers at Farmborough Road undertook over 430 hours of registered training, along with a further 369 hours of non-registered training.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	163,592
<b>Revenue</b>	2,923,904
Appropriation	2,870,845
Sale of Goods and Services	1,017
Grants and Contributions	51,311
Gain and Loss	0
Other Revenue	0
Investment Income	730
<b>Expenses</b>	-2,852,249
Recurrent Expenses	-2,852,249
Employee Related	-2,634,651
Operating Expenses	-217,598
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	71,655
<b>Balance Carried Forward</b>	235,246

These figures include all income and expenditure related to staffing and operational costs. Balance carried forward contains unpaid end of year staffing costs.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,428,096
Base Per Capita	40,673
Base Location	0
Other Base	1,387,423
<b>Equity Total</b>	387,899
Equity Aboriginal	27,764
Equity Socio economic	209,823
Equity Language	4,135
Equity Disability	146,177
<b>Targeted Total</b>	565,007
<b>Other Total</b>	387,314
<b>Grand Total</b>	2,768,315

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons

to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

2018 saw significant improvements in many areas of NAPLAN.

Year 5 students achieved above the state average in Grammar & Punctuation and Reading and above the SSSG in Writing.

In 2018, 30% of Year 5 students achieved in the top two bands for Reading compared to 24% in 2017.

In 2018, 56% of Year 3 students achieved in the top two bands for Reading compared to 25% in 2017.

4% achieved in Band 8 in 2018.

In 2018, 43% of Year 3 students achieved in the top two bands for Writing compared to 21% in 2017.

In 2018, 57% of Year 3 students achieved in the top three bands for Numeracy compared to 34% in 2017.

4% achieved in Band 8 in 2018.

Overall, 31.71% of Year 3 and Year 5 students achieved in the top two bands for Reading and Numeracy. This is an increase of 12.48% (up from 18.87% in 2017).

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Farmborough Road PS is an Early Action for Success (EaFS) school. Funds have been allocated directly to support the development of skills in Literacy and Numeracy. Progress has been monitored through the Literacy and Numeracy Progressions K–6.

## Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about the school. Opportunities for feedback included Google and Survey monkey surveys for staff. Feedback from parents through discussion and Ipad surveys was sought

following 3 way conferences and school reports. Suggestions have been included in future planning.

## 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 2018, twenty-seven 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, and
- 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 2018.