

Farmborough Road Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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School background

School vision statement

Inspiring a community of learners who are safe, respectful and responsible.

School context

Farmborough Road Public School has 180 students. Staff are experienced and dedicated professionals 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 have built the reputation of an excellent community oriented school that provides a welcoming, friendly, safe and effective learning environment.

Farmborough Road Public School is an Early Action for Success school and targeted funds allow for additional support for students to further develop in the areas of literacy and numeracy. The school also caters for three support classes within the mainstream school environment.

Farmborough Road Public School has 27 students who identify as Aboriginal or Torres Strait Islander and the school is situated on Dharawal land.

The local community, through the P&C, are proactive partners in providing support so that the best possible outcomes are being targeted for all students. The school offers a wide range of challenging learning activities that provide opportunities for individuals and teams to excel in a variety of areas.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning

Purpose

To empower staff and students to collaboratively build the skills, knowledge and understandings essential to become self-directed learners, using innovative and data driven teaching and learning practices.

Improvement Measures

At least 80% of students will show one year's growth per one year of learning as measured by PAT Reading and Maths.

100% of staff use formative and summative assessment strategies to inform teaching and learning practice.

Students are able to articulate their learning and understand what they need to learn next to achieve their learning goals (Visible learning practices).

Progress towards achieving improvement measures

Process 1: Self-directed learners

- Develop whole school classroom practices where learning is visible, and students are given specific feedback which relates to Learning Intentions and Success Criteria. (Visible learning)
- Students develop frequent, short term learning goals based on weekly classroom progress in areas of literacy and numeracy.
- Teaching and learning programs will include a focus on the development of critical and creative thinking and personal and social capabilities (ACARA capabilities).

Evaluation	Funds Expended (Resources)
Teachers are consistently embedding Learning Intentions and Success Criteria into English and Mathematics lessons to support students with their learning. This practice is being further developed in other areas.	Equity funds have supported time for weekly data rounds discussions.

Process 2: Using data to inform practice

- All students complete PAT Reading and Maths assessments initially and every 12 months. (Summative assessment)
- Teachers analyse initial PAT data in data rounds to inform teaching programs.
- Regular school-wide monitoring of learning progression data (Creating texts and Quantifying Numbers)
- Formal professional learning for all teachers in Visible Learning and Formative assessment.
- Teachers develop dynamic teaching and learning programs that meet the ongoing needs of all students, with high expectations for growth. (Formative assessment)
- Student growth and effect size to be measured for each student (Year 1–6).

Evaluation	Funds Expended (Resources)
Teaching and learning programs consistently reflect planned assessment of learning. We continue to develop our school wide practices of assessment as a tool for learning.	Commonwealth literacy and numeracy funds were utilised to purchase school wide PAT assessments. Beginning teacher and QTSS (Quality teaching successful students) funds have supported teacher professional learning and planning days.

Strategic Direction 2

Professional Learning

Purpose

To build whole-school capacity through a targeted and differentiated focus on professional learning and development, in order to respond to the needs of all learners.

Improvement Measures

100% of teaching and learning programs reflect targeted programming, including capabilities and new syllabus outcomes. These will include evidence of application of new learning.

All staff monitor their own growth and professional learning using a standard based framework to reflect on current practice and engage in further learning and development.

Progression of FRPS towards excelling in the elements of Effective Classroom Practice and Learning and Development as evidenced in the SEF S-AS 2020.

Progress towards achieving improvement measures

Process 1: Reflection of practice

- All staff have professional conversations with supervisors to develop meaningful PDPs.
- Stage teams to plan units of work collaboratively.
- All teachers participate in data rounds to support a culture of using data and effective collaboration to inform teaching.
- Introduction of walk-throughs that all teachers participate in.
- Peer classroom observations that focus on negotiated areas targeted for improvement, with planned feedback and discussions.

Evaluation	Funds Expended (Resources)
All teachers have had opportunities to participate in classroom observations and planned feedback discussions. All teachers reported that these opportunities were valuable in reflecting on and improving classroom practice.	QTSS funds have allowed time to support collaborative reflection of practice for all teachers.

Process 2: Professional learning – syllabus content

- Staff complete learning modules related to Science and Digital Technologies syllabus.
- Professional learning related to PDHPE new syllabus familiarisation.
- Development of scope and sequence documents for Science, HSIE and PDHPE syllabi.
- Jann Farmer-Hailey sessions related to more focused programming, capabilities and English syllabus implementation.
- Participation in the STEMshare program – training of staff in new technology items.

Evaluation	Funds Expended (Resources)
All staff are now ready to fully implement the Science and Digital Technologies and PDHPE syllabus into their classroom programs. Draft scope and sequence documents have been developed and are ready to trial.	Professional learning funds have allowed staff to fully participate in required professional learning.

Strategic Direction 3

Student Wellbeing

Purpose

To enable a safe and inclusive environment, for students to feel a sense of belonging and become confident learners who thrive and succeed.

Improvement Measures

100% of students participate in positive social skills lessons (PBL) by the end of 2020.

Improved social, physical and emotional well-being as measured by student surveys.

50% reduction in the number of negative behaviour incidents.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning (PBL)

- Implementation of a whole school PBL approach to student wellbeing.
- Develop a PBL action plan.
- Review expected behaviours matrix and share with whole community.
- Clearly define major/minor behaviours and review consequence sequence.
- Develop individualised behaviour plans where required.
- Explicitly teach social skills to all students.

Evaluation	Funds Expended (Resources)
A Positive Behaviour for Learning (PBL) approach was developed collaboratively with input from students, staff and parents/carers. PBL has been launched within the school and implementation of lessons will begin in 2020.	Nil funds required

Process 2: Engaging student interest activities.

- Implementation of increased structured playground activities with SLSO support.
- Purchase of colourful playground markings.
- Introduction of whole school CAPA groups.
- Explore a variety of lunchtime club activities (eg chess, choir, genius hour etc.)
- Introduction of STEM and Digital technologies activities within the curriculum to develop problem solving skills.
- Attendance incentives.

Evaluation	Funds Expended (Resources)
Some new opportunities were provided to our students, including staff-student challenges, playground markings and robotics club. More activities will be developed next year.	Nil funds required for challenges and clubs. The School P&C paid for the playground markings. Equity funds were utilised to provide additional SLSO playground support.

Process 3: Review of Student Welfare practices.

- Review Learning Support Team structures.
- Ensure IEPs, IBPs and PLPs are current, effective and collaboratively developed.
- Professional learning for all staff in learning support practices.

Evaluation	Funds Expended (Resources)
A review of our school's Learning Support practices has begun. Further	QTSS and equity funds provided time

Progress towards achieving improvement measures

developments are needed in this area to ensure effective and consistent practice across the school.

for staff to engage with families.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$26 215	These funds allowed for the implementation of two student targeted programs. The first program provided targeted SLSO classroom support for Indigenous students to assist with literacy and numeracy programs. The second program provided targeted SLSO support in the playground to enable students to gain social skills and increase positive behaviour interactions.
English language proficiency	\$2 114	These funds were utilised to purchase literacy and numeracy resources to support our EALD students.
Low level adjustment for disability	\$150 994 total funds (This included FTE 1.0 staffing of \$106 716 and \$44 278 flexible funds)	These funds provided a full time learning and support teacher within our school. This teacher provided hands on support in classrooms, for students with a variety of learning needs. Flexible funds allowed for SLSO time in the classroom to support various literacy and numeracy small group learning programs with students.
Quality Teaching, Successful Students (QTSS)	\$38 524 (0.361 FTE staffing)	Funds provided each teacher with 45 minutes additional time each week to participate in data rounds. These data rounds have supported increased collaborative and reflective practices among teachers..
Socio-economic background	\$190 640 total funds (This included FTE 0.3 staffing of \$32 015 and flexible funds of \$158 625)	These funds, combined with additional school funds, allowed for two additional classroom teacher positions. These positions meant that class sizes were considerably smaller for this year, assisting with increased on task learning time in classrooms.
Support for beginning teachers	\$4 269	These funds allowed for an additional 1 hour per week release from face to face time for one Beginning Teacher. This provided time for the teacher to participate in additional mentoring activities.
Early Action for Success	\$97 953	These funds enabled our school to utilise the expertise of an Instructional Leader 3 days per week. This Instructional leader worked closely with staff to develop high quality teaching and learning practices across the school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	89	106	99	100
Girls	90	88	81	77

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	91.6	95.1	94
1	93.1	92.3	89.9	93.5
2	89.5	94	94.3	89
3	91	90.1	94	91.1
4	91.4	90.3	91.1	93.3
5	92.7	90.2	90.1	87.2
6	94.3	93.1	89.5	88
All Years	92	91.7	92.1	91.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.55
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

This year a number of Farmborough Road PS staff participated in a variety of professional learning activities. These included Visible Learning, Jann-Farmer Hayley workshops to support English programs, specific workshops related to the new Science and PDHPE syllabuses, robotics and 3D printing. Additionally, all staff participated in mandatory training in child protection, anaphylaxis, code of conduct, CPR and corruption prevention. All staff completed initial training in Positive Behaviour for Learning prior to implementing this program across the school.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	235,246
Revenue	3,022,833
Appropriation	2,940,158
Sale of Goods and Services	661
Grants and contributions	81,799
Investment income	216
Expenses	-3,076,693
Employee related	-2,821,698
Operating expenses	-254,995
Surplus / deficit for the year	-53,860

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	564,805
Equity Total	369,963
Equity - Aboriginal	26,215
Equity - Socio-economic	190,640
Equity - Language	2,114
Equity - Disability	150,994
Base Total	1,444,749
Base - Per Capita	46,472
Base - Location	0
Base - Other	1,398,276
Other Total	468,501
Grand Total	2,848,018

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In **2019**, staff, students and parents were invited to provide feedback to the school through the "**Tell them from me,**" surveys.

Some of the results from the **staff survey** include:–

- Teachers value their opportunities to collaborate with other teachers, especially when planning strategies that increase student engagement.
- Teachers believe we have a strong learning culture within our school.
- Overall, most teachers reported that students do not have enough opportunities to use technology to support learning. This is an area that was highlighted as an area for improvement throughout the survey.
- Improvements are needed in how we use feedback in learning more effectively.
- Teachers would like to create further opportunities for parents to be involved in their child's learning.

Students in years 4–6 were surveyed. Some of the results from the **student survey** include:–

- 91% reported having friends at school that they trust and who encourage them to make positive choices.
- Only 48% believed they had a high rate of participation in extra-curricular school activities.
- Only 33% stated that they did homework with a positive attitude.
- 81% said that they do not get into trouble at school for inappropriate behaviour.
- Only 59% were interested and motivated in their learning.
- 46% of students expect to go to University when they finish school.
- 63% of students like challenging goals.
- 97% of students stated that their teachers tell them what is expected by setting clear goals.

Fifty two of our families participated in the **parent survey**. Thank you for your input. We scored higher than the State average in all areas surveyed.

The areas that parents scored highest include:–

- I can easily speak with my child's teachers.
- Teachers show an interest in my child's learning.
- Teachers expect my child to pay attention in class.
- My child is clear about the rules for school behaviour.
- My child feels safe going to and from school.
- My child feels safe at school.
- My child is encouraged to do his or her best work.
- I feel welcome when I visit the school.
- Written information from the school is in clear, plain language.
- The school's administrative staff are helpful when I have a question or problem.
- School staff take an active role in making sure all students are included in school activities.

The areas that parents scored as needing improvement include:–

- Parent activities are scheduled at times when I can attend.
- I am informed about my child's social and emotional development.

Since completing these surveys in October 2019, the school has already begun to address the areas for further improvement. These continue to form part of future school planning priorities.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.