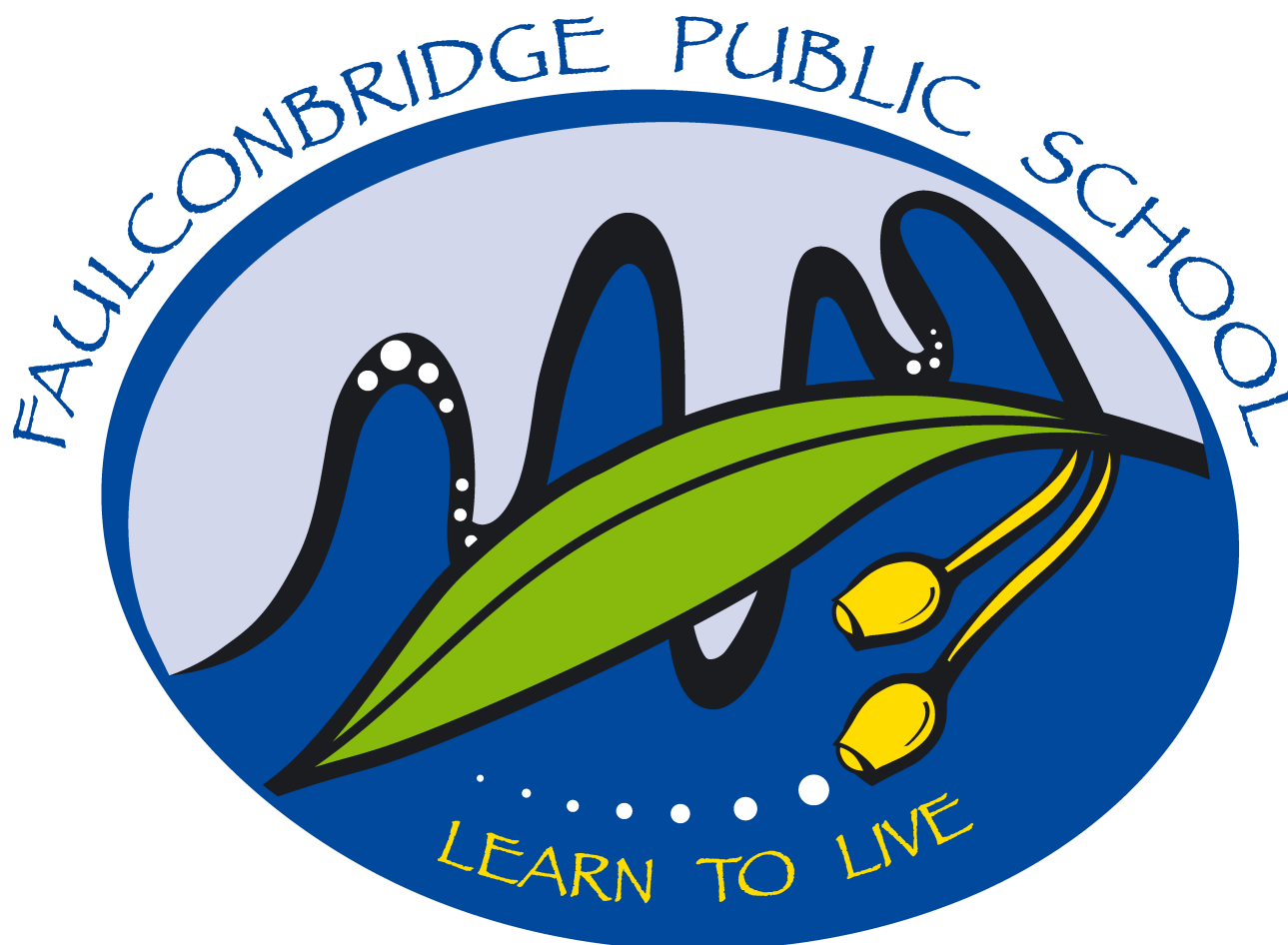


2020 Annual Report

Faulconbridge Public School



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Introduction

The Annual Report for 2020 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.

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School vision

Learning to live in a safe engaging environment, inspiring innovative learners and positive growth for all.

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 current enrolment of 333 students, across 13 stage based classes. We have 5% of students from language backgrounds other than English and 4% of students identify as Aboriginal or Torres Strait Islander.

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 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. Our strategic directions for the 2018-2020 school plan continue the journey for our community, our learning and our wellbeing. 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

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

Our Community

Purpose

Improve communication systems to better engage the school community.

Improvement Measures

Increased authentic Aboriginal education engagement for all compared to early 2018 baseline data.

Increased effectiveness of school communication compared to 2018 baseline data.

Increased community engagement.

Progress towards achieving improvement measures

Process 1: Restructure and refine the school-wide methods of communication.

Evaluation	Funds Expended (Resources)
This strategic direction has embedded many of the communication products and practices into our school over the last three years. To ensure continuity there are some actions that need to be added to the staff roles and responsibilities list in 2021 and beyond.	

Process 2: Embed authentic Aboriginal perspectives into the curriculum and link with outside agencies.

Evaluation	Funds Expended (Resources)
We need to continue with our Aboriginal Education journey, with a continuing focus in KLAs and ongoing PL for staff regarding the Aboriginal Education policy. While it is recommended that this Strategic Direction is decommissioned, it is expected that the Aboriginal Education elements will form part of a new direction for the 2021-2024 School plan.	

Process 3: Increase community engagement through community learning and consultation.

Evaluation	Funds Expended (Resources)
COVID-19 impacted many of our interactions with our community this year. The community felt a disconnection with the school due to the restrictions. There was an opportunity to decommission or change the way things have been done. On the whole, this has been embraced by the school community, who appreciated the use of technology such as live-streaming end of year events for parents.	

Strategic Direction 2

Our Learning

Purpose

Every student, every teacher, every leader will improve every year.

Improvement Measures

All students meet or exceed expected growth in literacy and numeracy.

All teachers use evidence informed practices.

School leaders demonstrate improved leadership practices compared to 2018 benchmark

Progress towards achieving improvement measures

Process 1: Student progress is effectively tracked across the school and effectively reported to parents.

Evaluation	Funds Expended (Resources)
A scope and sequence showing the timeline of assessments K-6 is operating. Teachers are confident tracking and monitoring student assessment data through Mark It software. ACER assessment subscriptions have been made based on a whole school decision to track student progress and triangulate with NAPLAN data. These assessments form part of the assessment schedule scope and sequence.	

Process 2: All students will achieve academic progress in literacy and numeracy and all teachers will improve their formative assessment practices.

Evaluation	Funds Expended (Resources)
All teachers have implemented formative assessment practices, learning intentions and success criteria to give effective feedback to students and drive student learning. Student academic progress will continue to be a focus in the next school plan.	

Process 3: Opportunities allow for building the capacity of leaders to drive the priorities of the school.

Evaluation	Funds Expended (Resources)
Many of the opportunities to build leadership capacity across the school were put on hold due to COVID-19 restrictions. It is anticipated that these opportunities will be available in 2021 for not only the leadership team but also classroom teachers.	

Strategic Direction 3

Our Wellbeing

Purpose

We will enable students to be healthy, happy, engaged and successful in a safe, consistent and positive learning environment.

Improvement Measures

Classrooms focussed on learning with a continued decrease in behavioural interruptions compared to 2018 baseline data.

Overall improvement in levels of social, intellectual and institutional engagement, as compared to 2018 baseline data.

All students demonstrate Safe, Respectful, effective Learning behaviours across all school settings.

Progress towards achieving improvement measures

Process 1: Implement a whole-school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
We have implemented a universal approach to support every student's wellbeing through PBL. Tier 2 intervention has occurred through the GOT IT program for K-2 and follow up with stage 2 students. Almost all teachers have participated in PBL training. Staff wellbeing had been addressed through PL and wellbeing week in Week 7 of each term. The data collected does not indicate an improvement regarding student behaviour at universal level but there has been improvement through tier 2 interventions. The team recommends rebranding and relaunching PBL and updating signage. Develop further tier 2 interventions such as Check In-Check Out, and school wide wellbeing groups for students. There will be a need for PBL refresher training.	

Process 2: Lead and initiate the review of school policies to support the engagement and full participation of all students.

Evaluation	Funds Expended (Resources)
The impact of COVID-19, and its accompanying restrictions, altered the focus of this area of the strategic direction. In 2020 much time was spent by staff caring for the wellbeing of students and staff. In particular we saw an increase in anxiety for students and parents. Most of our policy work focused on the implementation of health and safety guidelines, procedures and practices to keep everyone safe at school.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$10 443.00) 	<p>ATSI education is a weekly staff meeting agenda item, and there are range of resources on display in staffroom for staff to access. ATSI Perspectives are visible in Science and Technology and PDHPE school base units of work. Teachers engaged in PL about Aboriginal histories and are ready to engage in further PL to support the Aboriginal Education policy. Koori Club and Yarning Circles have begun and it is intended that they we will continue onto the new school plan. We have close engagement with our local AECG, and regularly consult with them on our plans. We have worked to make the PLP process more authentic over the last two years. There are some key strategies in the new AECG Partnership document that will guide our future directions.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$11 232.00) 	<p>This funding was used to assess the language learning needs of our students. Language learning support was then provided to students identified as Emerging and Developing language learners through the employment of a School Learning Support Officer for in-class support.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$30 374.00) 	<p>This funding was used to employ School Learning Support Officers to work with students in classrooms who have identified learning needs. These needs were identified through our school's Learning Support Team, which meets each week to monitor student needs and progress.</p>
Quality Teaching, Successful Students (QTSS)	<p>Staffing allocation of approx 2.5 days per week, with additional school funding for 7 days per fortnight</p> Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$0.00) 	<p>Teachers met in stage teams each fortnight for two hours to engage in professional dialogue with a focus on student learning. Teachers engaged with latest research through professional reading and online learning. They worked collaboratively, observing each others lessons and providing feedback for further planning and improvement in teaching practice.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$25 620.00) 	<p>Socio-economic funding in 2020 was combined with school funding to create an Instructional Leader position 2 days per week. The Instructional Leader gathered and analysed learning data across the school. She worked with stage teams during QTSS meetings to utilise the data in planning instructional sprints. The instructional Leader worked in classrooms with teachers, providing demonstration lessons, team teaching of new strategies and providing lesson observation feedback. She led the implementation of the Check in Assessment for Year 3 and Year 5.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$0.00) 	<p>We had no beginning teacher funding in 2020.</p>
Community Consultation Project	Funding Sources: <ul style="list-style-type: none"> (\$0.00) 	<p>Community consultation funds were finalised in 2019, with no funding accessed in 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	163	173	186	181
Girls	156	149	146	149

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	94.2	95.2	95.1
1	95.2	91.6	92.6	95.2
2	93.6	92.4	92.3	94.7
3	94	93	91.5	94.4
4	92.9	94.4	92.4	93.2
5	94.5	91.8	92.7	92.2
6	92.9	92.1	93	93.1
All Years	94	92.8	92.8	94
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	11.6
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.82

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	313,982
Revenue	3,286,300
Appropriation	3,108,495
Sale of Goods and Services	2,988
Grants and contributions	173,751
Investment income	1,066
Expenses	-3,446,981
Employee related	-3,032,027
Operating expenses	-414,953
Surplus / deficit for the year	-160,681
Closing Balance	153,301

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.

	2020 Approved SBA (\$)
Targeted Total	137,096
Equity Total	154,238
Equity - Aboriginal	10,443
Equity - Socio-economic	25,620
Equity - Language	11,232
Equity - Disability	106,943
Base Total	2,385,954
Base - Per Capita	79,847
Base - Location	0
Base - Other	2,306,107
Other Total	304,405
Grand Total	2,981,693

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Students report a continued trend in positive relationships at 92% (well above the state norm), while sense of belonging (55%) and interest and motivation (49%) continue to decrease and are exceptionally low compared to the state norms. 61% of students can identify 2 adults to speak to if they have a problem and an additional 23% can identify 1 adult, while advocacy at school ranks at a mean of 6.6 (state norm 7.7).

Parents trend data declined in all measures except for their support of learning at home. Particularly parents feel less welcome and informed, and there is decrease in the perception that school is a safe place. However 74% of parents would recommend the school.

Teachers report increasing collaboration 8.4 (state norm 7.8). 93% of teachers agree or strongly agree that there is a sense of belonging for students. 86% of teachers agree or strongly agree that school leaders lead improvement and change, and communicate the strategic vision of the school.

There are some anomalies in the data collected that have been impacted by the COVID-19 restrictions where parents have not had the usual level engagement with the school on the school site, students have been restricted to playing with their year/stage groups and not expanded their friendship groups, and teacher workload has massively increased over the year.

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.