

2021 Annual Report

Farmborough Road Public School



3976

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

At Farmborough Road Public School we are committed to fostering a school wide culture of high expectations and continual growth. Our vision is to be effective partners in learning with a shared sense of responsibility for student engagement, innovative learning and the pursuit of excellence. Every student, family and staff member will be known, valued and cared for in an inclusive environment that nurtures respectful, responsible and resilient individuals.

School context

Farmborough Road Public School currently has 204 students. Staff are experienced and dedicated professionals who set high standards where all learning is expected, achieved and celebrated. Productive dialogue 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 students with specific disabilities through four 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 school has strong alliances with the local AECG.

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.

Farmborough Road Public School hosts a Schools as Community Centre (SaCC) which forms part of a child-focused, family-centred model supporting families with young children in the local community. With the support of local volunteers and our School Chaplain, we offer daily breakfast club for approximately 60 children every day. Before and after school care is available on site to meet the needs of our working families.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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

Purpose

To ensure strong foundations in literacy and numeracy are built for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Targeted reading growth
- Targeted numeracy growth

Resources allocated to this strategic direction

Low level adjustment for disability: \$153,367.00

Socio-economic background: \$91,812.00

English language proficiency: \$6,414.00

Aboriginal background: \$14,524.00

Early Action for Success (EAfS): \$102,908.00

Literacy and numeracy intervention: \$35,317.00

Literacy and numeracy: \$5,900.00

Summary of progress

In 2021 our school had a focus on literacy and numeracy development K-6. Stage based professional learning modules and sessions for teachers were implemented to support effective literacy and numeracy instruction. These included a variety of online and face to face sessions that were differentiated to suit the specific needs of each teacher and their class. Sessions included modules in Effective reading phonological awareness, Effective reading phonics, Components of reading - 3-8, Teaching strategies, building number sense, Additive strategies, Mathematics building blocks for numeracy and Multiplicative strategies. Feedback from teachers indicates that they have a more thorough understanding of evidence based reading and numeracy practices, which will prepare them for implementation of the new K-2 English and Mathematics syllabuses.

Department of Education Reading and numeracy hub resources were explored and trialled in classrooms, and a number of literacy and numeracy assessment tools completed with students to gain insight into student growth and achievement. These assessments provided information for teachers to guide ongoing learning cycles and to identify students requiring additional support in specific areas. Ongoing targeted learning and support team interventions were provided throughout the year for identified students from low socio-economic and EALD backgrounds, and students performing below the expected level for their stage. Additional teaching and SLSO staff were employed to provide these intensive small group reading and numeracy intervention programs. Our results at the end of the year have shown that a large number of students will require ongoing interventions in 2022.

Engagement of an instructional leader to lead this *Targeted reading and numeracy growth* initiative, provided support for teachers to develop their skills in using evidence based effective classroom strategies. This role involved working closely with teachers to regularly analyse their student data and assist with next steps in teaching and learning cycles. All teaching staff participated in Stage based collaborative data planning days with the Instructional Leader twice each term, with the purpose of developing consistent teacher judgement and ensuring student data drives new learning. While feedback from teachers was positive, focus group discussions suggested improved organisational practices for next year, including weekly data meetings with our new Assistant Principals, Curriculum and Instruction (APC&I) who will lead literacy and numeracy learning in 2022.

In 2021, Farmborough Road PS introduced a Phonological Awareness and Synthetic Phonics program for K-2 students, which aimed to provide a consistent explicit and systematic process for all classes. To ensure the effectiveness of these new teaching reading philosophies, a significant number of decodable texts and other resources were purchased and created for each K-2 classroom to support learning. K-2 staff were able to continue this program during Learning from Home by recording their sessions for students and sharing on their Class Dojo for students to participate at home.

In response to the success of the Synthetic Phonics program, two new programs, InitialLit (whole-class literacy program K-2) and MiniLit Sage (Intervention program) are being purchased to provide a consistent approach with both classroom and intervention programs that will be utilised in 2022. Staff will be provided training in these new programs early in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
* Increase percentage of students in the Top 2 bands (or equivalent) NAPLAN reading by at least 2.5 % from baseline.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 29.63%, indicating progress is yet to be seen toward the system negotiated lower bound target.
* Increase percentage of students in the Top 2 bands (or equivalent) NAPLAN numeracy by at least 3.5 % from Baseline data.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 20.37% exceeding the system negotiated lower bound target.
Increased percentage of students achieving expected growth in reading NAPLAN by at least 2% from Baseline data.	The percentage of students achieving expected growth in Reading is 75% exceeding the system negotiated lower bound target.
Increased percentage of students achieving expected growth in numeracy NAPLAN by at least 5% from Baseline data.	The percentage of students achieving expected growth in Numeracy is 42.86% indicating progress is yet to be seen toward the system negotiated lower bound target.
School targets: An increase by 2.5% from Baseline data of the number of students who achieved expected growth (0.4 effect size) as measured by PAT data in Reading in Years 1-6.	Growth for students in Years 2-6 was measured by PAT data in Reading at the end of 2021, compared to the end of 2020. 77.5% of students showed growth in Reading.
School targets: An increase by 2.5% from Baseline data of the number of students who achieved expected growth (0.4 effect size) as measured by PAT data in Maths in Years 1-6.	Growth for students in Years 2-6 was measured by PAT data in Maths at the end of 2021, compared to the end of 2020. 76.8% of students showed growth in Maths.
School Targets: 100% of students completing Kindergarten will have been assessed against the <i>Understanding Texts</i> element of the Literacy Progressions .	100% of students in Kindergarten were assessed against the Understanding Text element of the Literacy Progressions. This included all students in mainstream and support classrooms.
School Targets: 100% of students completing Kindergarten will have been assessed against the <i>Quantifying Numbers</i> element of the Numeracy Progressions .	100% of students in Kindergarten were assessed against the Quantifying Numbers element of the Numeracy Progressions. This included all students in mainstream and support classrooms.
School targets: <i>Improvement as measured by the School Excellence Framework:</i> <ul style="list-style-type: none"> • Data Skills and Use - Self assessed at excelling in the theme of <i>Data Literacy</i> • Effective Classroom Practice - Self assessed at excelling in the theme of 	Self-assessment against the School Excellence Framework shows the school is still working towards "excelling" in the areas of Data Literacy and Explicit Teaching.

Strategic Direction 2: Innovative learning

Purpose

To empower students, families and staff to value high expectations and challenge, and to collaboratively build the skills, knowledge and understandings essential to become effective self-directed learners,

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Challenging learning at every level
- Effective use of technology to support growth of all learners

Resources allocated to this strategic direction

QTSS release: \$45,968.00

Professional learning: \$16,922.00

Summary of progress

In 2021, we continued our focus on Challenging Learning. Professional learning for all staff to support Challenging Learning processes included whole school staff participation in School Development Day on "dialogue" in Term 1. The Feedback session planned for Term 3 was postponed and is rescheduled for 2022. Our Challenging Learning leaders and coaches attended professional learning days each term both in face to face and online formats. All teachers attended at least one demonstration lesson that was delivered by the Challenging Learning team. Coaches completed classroom observations and walk-throughs within our school. QTSS funds were used to support coaching and mentoring by Stage leaders for all teachers. This included a variety of sessions aimed at improving teaching and learning in the school. These included PDP meetings, modelled lessons, classroom observations and collaborative consistent teacher judgement. As a result, students were exposed to a number of new and effective Challenging learning classroom practices, especially in the area of increased effective classroom dialogue. The school has begun to develop a consistent school-wide language relating to challenge and how this helps us to learn and improve. Implementation of classroom strategies such as less teacher talk, more wait time, "Turn and talk," and "No hands up," has increased the incidence of dialogue between students, which has in turn increased engagement and reasoning skills. Teachers have had the opportunity to visit each other's classrooms (walkthroughs) and developed processes of collaborative sharing of ideas in stage meetings.

Farmborough Road PS introduced a Digital Technologies RFF program for all students in 2021. A dedicated room was set up for digital technologies lessons. The Department of Education stem.T4L project was utilised, which provided kits of STEM equipment for our school to trial for one term at a time. The kits used included Tablet Robotics, 3D Printing, Handheld Virtual Reality, Filming and Coding. We allocated a dedicated staff member to coordinate the digital technologies lessons and school wide digital technology resources. Every student has accessed digital technologies in dedicated lessons with this RFF teacher. While some other teachers integrated digital technologies into their other Key Learning Areas, this is not yet schoolwide. We will continue to explore new options to build capacity of staff in embedding digital technologies and ICT in 2022. During home learning, our school used this time to begin upgrading classroom technology to improve access for students. New replacement interactive whiteboards were purchased and installed in every classroom and the library. Professional learning for staff in effectively utilising the new interactive whiteboards was completed by all teachers. An inventory of resources and reallocation of devices was done to ensure effective classroom resourcing.

An explicit ICT scope and sequence was developed for every stage in learning. This was designed to ensure explicit and systematic teaching of required skills for all students. Teachers collaboratively planned these learning opportunities in stage teams, in conjunction with the RFF and library programs. Access for teachers to team teaching with RFF teacher was provided to build capacity of staff in both the areas of digital technologies and Information Communication Technology. However this was not utilised by teachers as much as expected and Home Learning restricted the ability to have this time. Closer monitoring of learning in this area will be completed by Executive staff to ensure students are achieving expected outcomes and staff gaining confidence and competence.

The use of some technology in learning was fast-tracked during extended periods of Learning from Home. Teachers and SLSOs very quickly learned how to set in place online learning through a number of platforms, including Google Classroom, Class Dojo and Zoom. Students and parents/carers were provided digital devices if they did not have access to these at home and staff readily provided support via phone calls or at school face to face. The Class Dojo Portfolio was used successfully throughout remote learning as a means of sharing student work samples and providing teacher feedback. As a result, many of our students are now able to independently use Class Dojo. Next year,

teachers will seek to build student independence in using Class Dojo Portfolios for sharing work samples that build the home-school connection, as part of their regular classroom practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>School target:</p> <p>Staff will have developed a common understanding and language around high expectations and challenge as measured through surveys/focus groups</p>	<p>Through focus group discussion and survey responses, it is evident that staff continue to develop a common understanding of challenge. 89.5% of staff use this language and understanding regularly in their classroom.</p>
<p>School target:</p> <p>Increased percentage in the number of students with positive Values schools outcomes, Interest and Motivation, Skills Challenge, Growth orientation and Explicit Teaching Practices and Feedback, as evidenced in Tell them from me (Years 4-6) and school based surveys (Years 1-3) by 3%</p>	<p>Students were surveyed using Tell them from me (Term 1) and an abridged school based version of Tell them from me (Terms 1 and 4). There was an increase in the percentage of students who always or sometimes agreed with the statements in these areas. The most significant progress was an increase by 13% of students who feel challenged at school, either regularly or sometimes.</p>
<p>School target:</p> <p>All teachers will have a consistent understanding of how to integrate technology into Key Learning Areas.</p>	<p>Through analysis of classroom programs it is evident that a number of teachers expertly integrate technology across Key Learning Areas. There is still work to be done in this area.</p>
<p>School target:</p> <p>Productive student dialogue will be evident in every classroom as measured by observations from learning walks and classroom observations each semester.</p>	<p>All teachers have trialled lessons that include strategies to promote productive student dialogue. Learning walks have shown this to be evident in some classrooms in some lessons. Further work will need to be done to embed this practice.</p>
<p>School targets:</p> <p><i>Improvement as measured by the School Excellence Framework:</i></p> <ul style="list-style-type: none"> • Effective classroom practice - Validation at excelling in the theme of Feedback. 	<p>Self-assessment against the School Excellence Framework shows the school is still working towards "excelling" in the area of Feedback. Delay in implementing initiatives has required this work to be postponed to 2022.</p>

Strategic Direction 3: Wellbeing for all

Purpose

To build capacity of our staff and families to deliver a planned, inclusive approach that supports our diverse whole-school wellbeing needs and enables every student to connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A planned approach to wellbeing.
- Social emotional skills development for students

Resources allocated to this strategic direction

Socio-economic background: \$68,605.00

Aboriginal background: \$11,211.00

Professional learning: \$3,719.00

Summary of progress

In 2021 a number of activities were implemented that supported the wellbeing of our students, staff and our families. The GOT It intervention program was implemented for targeted students and their families, with the aim of increasing positive behaviours. This package of \$7000, which was funded and facilitated through the Child and Adolescent Youth Mental Health Service (CAMHS) also partially funded the introduction of a K-6 social skills program (Second Step). All teachers and SLSOs participated in face to face and online training in use of the Second Step program. This was planned by staff to link in with PDHPE syllabus and lessons. Implementation of lessons K-6 (including a weekly lesson, daily focus activities and information to send home to families) was begun, although this has only been implemented for part of the year when learning was onsite. Feedback from teachers showed that this program will be an invaluable ongoing program in teaching students positive social emotional skills in future years.

During Learning from Home, staff utilised time for extensive professional learning to support a consistent and effective approach to behaviour. A number of e-learning modules were completed by staff. These included Introduction to PBL (all staff), Understanding Behaviour (SLSOs), PBL Tier 1 School wide support (all staff), PBL Tier 1 Classroom support (all staff), Introduction to Functional behaviour assessment (Learning support team), and Classroom management fundamentals (a number of teachers). This professional learning has built the capacity of staff to ensure a consistent and positive approach to behaviour management, with increased confidence and competence. PBL classroom support was a main focus for the year, with staff developing action plans based on their learning. In 2022 this plan will be embedded as practice and staff will engage in PBL Tier 2 targeted support training.

Our School Chaplain facilitated two targeted programs across terms 1 and 2 for students in need of support. 25 students participated in SPARC. SPARC is an eight-week social and emotional student small group program that focuses on five key areas. (Social skills, purpose, awareness, resilience and confidence) Seasons for Growth offers children and young people a safe space to come together, and share their experiences of change and loss. 33 students participated in this program. Students and their parents highly regarded these programs. In the second half of 2021, the focus for our School Chaplain changed to informally supporting students and their families during Learning from Home. This included making regular contact with families through Zoom and phone calls. Families were very grateful for this support. In 2022 the School Chaplain will begin implementation of the JUMP program which is a strengths-based individual program designed to develop necessary skills, resilience and a positive sense of identity.

Early in 2021 a new focus on providing engaging and supportive lunchtime activities which met the needs of each child was implemented. Additional staff were engaged and rostered to provide a variety of structured lunchtime activities at every break - with social skill instruction embedded into activities (eg sharing, turn taking, conversations) The introduction of different club activities, daily calm and quiet spaces each day aimed to support the different needs of students. SLSOs were engaged to shadow and support social skill learning for targeted Tier 3/at risk students. Use of 'community service' as a replacement for detention/reflection was introduced. Engaging in community service provides students with the opportunity to become active positive members of their community. These initiatives had begun to have a significant impact in reducing behaviour incidents in the playground. In the second half of the year these initiatives had to be suspended. We look forward to being able to reintroduce these positive activities in 2022.

The Engagement of a Deputy Principal (2 days per week) and Learning Support teacher -Aboriginal support (1 day per week) to support positive welfare practices for our students. These roles focused on monitoring student behaviour and attendance, assisting staff to develop appropriate interventions and working with families on specific attendance

strategies to improve attendance. While we are yet to see sustained improvements in overall attendance, we will continue to implement these strategies next year.

Introduction of a new mentoring program initiative has proved very successful. All students K-6 identified one or two trusted adults to be their mentor. Students have been able to talk with this person if they need support and their mentor has begun regular "check ins" with their students. During term 4, aspiring student leaders were provided mentoring during the process of student leadership applications. This ensured all students had the opportunity to be able to be the best they could be. The mentor program will be expanded in 2022 with increased opportunities for students to have time with their mentor.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increased percentage in the number of students with positive Social engagement (Sense of belonging and Positive relationships), Advocacy at school, Positive Teacher-Student Relations and Expectations for academic success , as evidenced in Tell them from me (Years 4-6) survey and school based surveys (Years 1-3) by 3%	Students were surveyed using Tell them from me (Term 1) and an abridged school based version of Tell them from me (Term 1 and 4). There was an increase in percentage of students who always or sometimes agreed with the statements in these areas. The most significant progress was an increase to 97.5% of students who feel a sense of belonging at school, who feel they have positive relationships, and feel supported by their teacher.
School target: Decrease by 5% from baseline of number of major and minor behaviour incidents as evidenced in Sentral welfare data.	There was a 20% decrease in the number of recorded minor and major incidents from 2020 to 2021. It is important to note that most students were not in attendance for a considerable period of Learning from Home time. On return to face to face learning, we were also unable to implement the many strategies we had planned to minimise playground behaviour incidents due to cohorting.
Increased percentage of students attending school 90% of the time or more by 2% from baseline.	The number of students attending greater than 90% or more of the time is 59.36% indicating progress yet to be seen toward the system negotiated lower bound target.
School targets: <i>Improvement as measured by the School Excellence Framework:</i> • Wellbeing - Validation at excelling in the theme of <i>Caring for students</i>	Self-assessment against the School Excellence Framework shows the school is still working towards "excelling" in the area of Caring for students.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$163,417.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Farmborough Road Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted reading growth • A planned approach to wellbeing. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engagement of a Deputy Principal (0.4) to support positive welfare practices • Targeted literacy and numeracy programs for identified students- SLSO • Release of staff to participate in stage based collaborative data planning days <p>The allocation of this funding has resulted in: Targeted time has been spent on maintaining positive wellbeing practices which have decreased the number of major and minor inappropriate behaviours. All teachers have developed competency and confidence in analysing student data to improve teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued DP welfare in 2022. Collaborative planning days will be streamlined with weekly data round sessions.</p>
<p>Aboriginal background</p> <p>\$25,735.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Farmborough Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted reading growth • A planned approach to wellbeing. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students. • Staffing release to support the development and implementation of Personalised Learning Pathways. • Review and adjustment of Personalised Learning Pathways in consultation with students and families. <p>The allocation of this funding has resulted in: Attendance plans are formulated to track targeted students. Aboriginal art club for Aboriginal students to immerse students in culture. Developed specific relevant meaningful activities for all students to appreciate Aboriginal culture eg Indigenous garden sessions. Staff have participated in cultural professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to allocate a staff member to oversee Aboriginal Education, maintaining the Aboriginal education team and encouraging members to take on more roles to lead activities throughout the year.</p>

<p>English language proficiency</p> <p>\$6,414.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Farmborough Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted reading growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Specific strategies to support language development of EALD students • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: All teachers of EALD students have placed their students on the EALD continuum. Learning Support Team has used the EALD continuum to assess needs and provide support to teachers and their students.</p> <p>After evaluation, the next steps to support our students with this funding will be: LST to continue to provide support to students as needed.</p>
<p>Low level adjustment for disability</p> <p>\$153,367.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Farmborough Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted reading growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging additional teaching and SLSO staff to provide intensive small group reading intervention programs. Implementation of small group interventions - including MacqLit. <p>The allocation of this funding has resulted in: Focus groups included: phonics stage 1, fine motor k-6, spelling stage 3, reading stage 2, maths stage 2 and 3, grammar stage 3, SAGE Year 2. A number of targeted students showed considerable growth in these areas. In term 3, staff were available to support literacy, numeracy and wellbeing during Learning from Home.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued targeted interventions utilising Learning Support teacher and SLSOs.</p>
<p>Professional learning</p> <p>\$20,641.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Farmborough Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Challenging learning at every level • A planned approach to wellbeing. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff participation in the Flourish program. • Challenging Learning program costs.

<p>Professional learning</p> <p>\$20,641.00</p>	<ul style="list-style-type: none"> • Release of teachers to participate in Challenging Learning coaches and leaders days and demonstration lessons. <p>The allocation of this funding has resulted in: All teachers developing confidence in implementing and trialling Challenging Learning strategies in their classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued embedding of these practices, with further professional learning in the area of feedback.</p>
<p>Literacy and numeracy</p> <p>\$5,900.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Farmborough Road Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted reading growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchase of resources and online subscriptions to support literacy and numeracy. <p>The allocation of this funding has resulted in: Students in K-6 have had access to suitable literacy and numeracy resources to support teaching and learning programs. The online resources were invaluable during the periods of Learning from Home.</p> <p>After evaluation, the next steps to support our students with this funding will be: Literacy and numeracy funds will no longer be available in 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Farmborough Road Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted reading growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leader (3 days per weeks) to support literacy and numeracy programs. • Instructional leader delivered stage team and data day to support data analysis in literacy and numeracy. • Instructional leader delivered professional learning to whole staff, team and individual teachers. This included team teaching and demonstration lessons. <p>The allocation of this funding has resulted in: Increased confidence and competence in teachers to deliver quality teaching and learning in literacy and numeracy. Opportunities for all teachers to be mentored in data analysis.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will not be available in 2022. It will be replaced by a new position - Assistant Principal Curriculum and Instruction. (APC&I)</p>
<p>QTSS release</p> <p>\$45,968.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Farmborough Road Public School.</p>

<p>QTSS release</p> <p>\$45,968.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Challenging learning at every level <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time to allow for coaching and mentoring by Stage leaders for all teachers • Casual teacher release for coaches and leaders days/ classroom visits <p>The allocation of this funding has resulted in: Executive staff and challenging learning coaches have been provided the opportunity to complete classroom observations, modelled lessons and monitor progress of performance and development.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide this important time for our school leaders to support ongoing differentiated professional development for all teachers.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Farmborough Road Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted reading growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Stage based collaborative data planning days for teachers to build consistent teacher judgement and planning next steps in learning. <p>The allocation of this funding has resulted in: teachers building competency and confidence in using literacy and numeracy data to inform effective student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Structures will be improved to provide more regular (weekly) data analysis sessions for all classroom teachers.</p>
<p>COVID ILSP</p> <p>\$127,782.99</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: 86 students participating in small group instruction addressing specific</p>

<p>COVID ILSP</p> <p>\$127,782.99</p>	<p>literacy and/or numeracy goals, using 139 available places. Therefore, some students were in more than one group and/or more than one cycle. Our scope was 50% of the total mainstream population of the school.</p> <p>- 91% of the 86 places from the numeracy cycles in 2021 achieved their goals. -83% of the 53 places from the literacy cycles in 2021 achieved their goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To recommence interventions with the groups that were planned for the final cycle in 2021. These groups did not receive the benefit of quality 3 x 30 minute weekly instructions, due to interruptions related to Learning from Home.</p> <p>Additionally, systems to be implemented to enable the transference of skills from small group instruction to independent application. This would require some COVID ILSP time to be in the form of the COVID ILSP teacher being in the classroom during whole class instruction to monitor and support the target groups transference of skills</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	99	100	101	108
Girls	81	77	83	96

Enrolments at Farmborough Road PS are growing steadily. This year we established an 8th mainstream class.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	94	92.7	93.4
1	89.9	93.5	92	91.3
2	94.3	89	90.1	87.7
3	94	91.1	87.9	92.8
4	91.1	93.3	81.9	86.5
5	90.1	87.2	87.8	83.7
6	89.5	88	81.2	87.7
All Years	92.1	91.2	88.4	89.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day

absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	10.72
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	6.42

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	207,587
Revenue	3,601,518
Appropriation	3,559,312
Sale of Goods and Services	356
Grants and contributions	41,401
Investment income	49
Other revenue	400
Expenses	-3,625,311
Employee related	-3,189,093
Operating expenses	-436,218
Surplus / deficit for the year	-23,793
Closing Balance	183,794

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	348,933
Equity - Aboriginal	25,735
Equity - Socio-economic	163,417
Equity - Language	6,414
Equity - Disability	153,367
Base Total	2,448,027
Base - Per Capita	51,295
Base - Location	0
Base - Other	2,396,732
Other Total	511,717
Grand Total	3,308,676

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.

Parent/caregiver, student, teacher satisfaction

In 2021, all students in Years 1-6 participated in a school based student survey. It was completed at the beginning of the year and again at the end of the year. This survey addressed areas of wellbeing, challenge, school relationships and learning. Students in both mainstream and support classes participated. Questions were read to students to ensure a clear understanding and to provide the ability for students to accurately and effectively give valid responses.

Some of the results of the student survey included:-

- 97% of students indicated a Positive Sense of Belonging - either always or sometimes.
- 97% of students indicated that they have someone who advocates for them at school - either always or sometimes.
- 90% of students indicated that they always feel that their teacher cares about them.
- 80% of students indicated that they always feel that what they are taught at school is important.
- 55% of students indicated that they always get along with others at school, while 98% do at least sometimes.
- 88% of students believed that their teacher expects them to work hard, while 92% believed their teacher always expect them to do their best work.
- 53% of students felt challenged all the time, while 97% felt challenged at least some of the time.
- 78% of students indicated that their teacher tells them what is expected of them all of the time (eg Learning Intentions and Success Criteria) and 73% indicated their teacher always asks them to explain how they got their answers.

Analysis of these results will be embedded into initiatives designed to improve learning and wellbeing for our students.

In 2021, parents/carers were invited to provide feedback on school initiatives and activities informally. During term 3, regular phone calls and ClassDojo messages were made to families individually. Feedback from these calls/messages was used to make ongoing changes to Learning From Home experiences.

Facebook was also used to share information, with overwhelming positive comments from parents/carers and the community. In 2021 there were 27947 "page reaches". This was an increase of 303%. There were 6449 page visits (an increase of 87%) and 118 new page likes. (increase of 18%) Some of the comments provided on Facebook included:-

- OMG Just love how Farmborough Rd can keep all our spirits up, All the teachers are champions. Thank you for all your hard work.
- The best school with the best teachers!
- What a great job our students, parents and teachers are doing.
- Well done Farmborough Road
- That is just beautiful.. thankyou for reminding parents that they don't have to do the same job as the amazing teachers they have ..xx

Over 50 families engaged online in each of our weekly whole school zoom sessions. These sessions included making playdough, cooking, art, science experiments and assemblies. Feedback from these sessions was overwhelmingly positive for those who participated.

Two online zoom parent sessions were offered for families to discuss concerns, issues or offer feedback. Only a handful of parents attended these meetings. Suggestions made by these parents were addressed.

In 2021, staff were invited to provide feedback informally, through surveys and focus groups. Staff had the opportunity to provide feedback specifically around the structure and function of the Learning Support team. Suggestions included:-

- Reintroduction of a focus on individual students' behaviour /needs in communication meetings.
- Improved continuity of information from year to year.
- Increased clarity of roles and responsibilities of the team.
- More streamlined and clear processes.

Improvements to the structure and processes of the Learning Support team will be a focus in 2022.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.