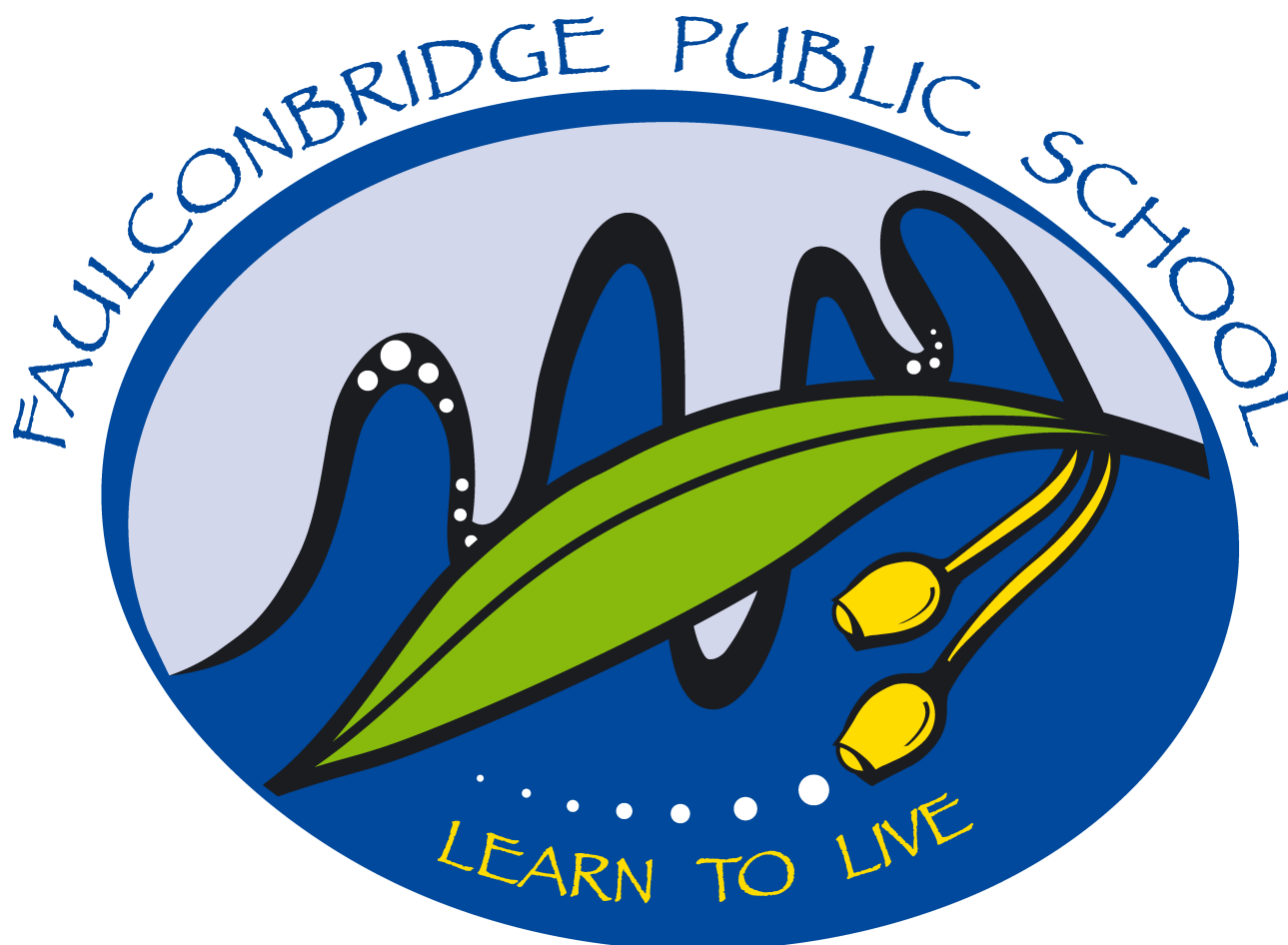# 2021 Annual Report

Faulconbridge Public School

4354

Introduction

The Annual Report for 2021 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 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.

School contact details

Faulconbridge Public School
Grose Rd
Faulconbridge, 2776
www.faulconbri-p.schools.nsw.edu.au
faulconbri-p.school@det.nsw.edu.au
4751 2208

School vision

The high-level expertise of staff, their strong collaborative relationships and collective efficacy, impact quality teaching and learning for every student. This leads to improved student attendance and engagement with each student exceeding their potential academically and socially in an inclusive school environment that recognises that we are all lifelong learners and responsible citizens.

School context

Built on the land of the Darug and Gundungurra people, our school draws students from families living in the Faulconbridge and Linden villages in the beautiful Blue Mountains. 332 students are enrolled for 2021, with 18 students recognising and celebrating their Aboriginal or Torres Strait Islander heritage. 10% of students have language backgrounds other than English.

All students are motivated to succeed, with quality, evidence-based teaching and learning practices visible in every classroom. In the most recent NAPLAN Assessment, the school's average growth score for both Year 3 and Year 5 in Reading and Numeracy was above state average, with Year 5 above statistically similar schools. In K-2 there is a strong and consistent focus on synthetic phonics to improve reading skills.

All teachers understand the need to build student schema, reduce cognitive load and free working memory for higher order tasks. The school has a professional, dedicated and supportive teaching staff, who are committed to leading our students to thrive. Collaborative practices drive continual improvements in student learning. The use of educational research, observation and reflection on teaching practice, and professional dialogue are highly valued within the school. We value collaborative decision making across the school and invest in the professional learning our staff.

We strive to embed Aboriginal culture into our classrooms and programs to develop authentic engagement in Aboriginal languages, histories and cultures. Our school belongs to the Mid Mountains Learning Community and is working with other schools to improve numeracy results. Technology is integral to the teaching and learning experiences with all classrooms having access to chromebooks and laptops and updated interactive whiteboards in 2020.

The school is situated in expansive grounds, including a patch of remnant bushland, containing an outdoor learning area. The school community is serviced by an OOSH and a hub for the OOSH service will be installed in 2021. Several programs within the school are highly valued by the school community including the school band, kitchen garden and kindergarten transition. The school has an active P&C that contributes positively to the school culture. Parents are regularly invited to participate in workshops and to provide feedback on school initiatives.

Our school has conducted a thorough and authentic Situational Analysis, including consulting with our community and local AECG. We have identified these high level areas for focus and improvement: Student growth and attainment (Growth Culture), Learning Culture and School Culture.

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	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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To build and maintain a strong focus on student learning at Faulconbridge Public School through ensuring all students achieve high levels of learning growth, with equity groups achieving at or above the achievement of 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.

- Data informs practice
- Mathematical comprehension

Resources allocated to this strategic direction

Literacy and numeracy: $11,273.00
6100 Part time staffing allocation: $22,400.00
Low level adjustment for disability: $16,000.00
English language proficiency: $17,684.00
Socio-economic background: $13,676.00
Literacy and numeracy intervention: $11,535.00
Professional learning: $2,500.00

Summary of progress

Baseline data was collected by the Instructional Leader in collaboration with Stage team supervisors. All teachers participated in professional learning to upskill their use of data to inform their teaching and learning programs. Numeracy Data identified Multiplicative strategies as an area for improvement that would impact performance in other numeracy strands. K-6 data was collected for student use of multplicative strategies and plotted against the Learning Progressions. Over the three terms targeted teaching sprints occurred to improve student outcomes. Data suggests that changes to teaching practice correlate with students in the lower grades who have had more exposure to explicit teaching. This indicates that initiatives are having a positive impact on student learning outcomes.

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
The proportion of students in Year 3 and Year 5 achieve in the top two bands in NAPLAN Reading increases to 48%.	The proportion of students in Year 3 and Year 5 achieve in the top two bands in NAPLAN Reading increased to 50.55%, exceeding our lower bound target for 2021.
Students in Year 5 achieving expected growth in the top two bands in NAPLAN increases to 63.3%	Students in Year 5 achieving expected growth in the top two bands in NAPLAN was 56.4%. While this target was not met, there were many students in the upper middle band on the cusp of the top two bands.
The proportion of students in Year 3 and Year 5 achieve in the top two bands in NAPLAN Numeracy increases to 35%.	The proportion of students in Year 3 and Year 5 achieving in the top two bands in NAPLAN Numeracy almost met our overall target of 35%, with 34.07% of students in Year 3 and Year 5 achieving this. Year 3 students has 44% of the cohort in the top two bands.
Students in Year 5 achieving expected growth in the top two bands in NAPLAN increases to 55.3%	Students in Year 5 achieving expected growth in the top two bands in NAPLAN reached 46.2%. There will be an increased focus on achieving this target in 2022.
An uplift of 5% of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.	Individual student progress is being monitored, shared and celebrated through the Personalised Learning Pathway (PLP) processes. Student numeracy development is being monitored against the learning progressions for multiplicative strategies.

Strategic Direction 2: Learning Culture

Purpose

For staff to actively engage in collaborative practices, sharing expertise and strengthening their collective efficacy across the school to improve outcomes for 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.

- Explicit Teaching
- Whole School Collaboration

Resources allocated to this strategic direction

Socio-economic background: $5,333.04
Professional learning: $19,454.56
QTSS release: $61,440.00

Summary of progress

Engagement in professional learning for all teachers occurred through 'Quality Teaching, Successful Students' (QTSS) staffing allocation in partnership with Training 24/7 each term. A professional learning plan included visits each term by a consultant to deliver focused PL to stage teams including demonstration lessons of explicit teaching techniques and subsequent discussion. COVID-19 restrictions impacted the delivery of this professional learning plan, with a deliberate decision to extend with the Semester 1 professional learning schedule in Semester 2. This was to ensure all staff members were upskilled in key focus areas of morning routine and the quality modelled lesson structure. Each term teachers also participated in online learning modules to support whole staff knowledge and understanding of cognitive load theory and the implementation of comprehension strategies. Socio-economic background funding supported the additional teacher each fortnight to engage in this professional learning strategy.

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
Classroom teachers implement Morning Routine and Quality Modelled Lessons.	Explicit modeled instruction takes place in classrooms through Morning Routine and Quality Modelled lessons. This evidenced in the teaching and learning programs of every class. A K-2 scope and sequence for Morning Routine has been developed and it is intended for full implementation in 2022. The scope and sequence for Morning Routine in Year 3- 6 will be developed in 2022. Quality modeled lesson scaffold has been trialed across stages for numeracy. K-6 evaluation and consultation will occur in 2022 along with a review of the Mathematics scope and sequence.
Collaborative Practice and Feedback is a feature of Stage Team QTSS sessions and whole staff Professional Learning.	Through QTSS each fortnight, teachers engage in professional discussion and collaborate to improve teaching and learning as a stage group. This includes negotiated observations of classroom teaching practice and collaborative feedback to improve professional knowledge and consistency of practice about intentional talk strategies in numeracy and comprehension strategies in reading.

Strategic Direction 3: School Culture

Purpose

For all stakeholders to engage respectfully and responsibly with all programs, procedures and practices to build a positive and inclusive school culture.

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.

- Visible consistency
- Attendance

Resources allocated to this strategic direction

Aboriginal background: $9,800.00

Summary of progress

Data from the Leading Evaluation, Evidence and Data (LEED) survey (Term 2) evidence consistently high ratings (4.7 and above on a 5.0 rating scale) by teachers for Wellbeing, Classroom management, Evidence Informed practice and Evaluative Practices.

Data was collected on students sense of belonging in Term 2 to identify students who were at risk of not feeling a sense of belonging at school. Weekly targeted conversations with those identified students was implemented to improve student sense of belonging. and the 'at risk' students surveyed again to ascertain the effectiveness of the intervention.

Results:

After the intervention, 94% of targeted students showed an increase in sense of belonging at the school and the overall sense of belonging of students in years 4-6 increased. This also saw a rise in friendships created at the school of 67%.

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
Improvement in Tell Them From Me data for students, parents and teachers.	Tell them from me data demonstrated improvement in measures for both students and teachers. Significantly, there was 12% uplift in students sense of belonging with an additional increase in interest and motivation. This is a very good result given such a long period of learning from home mid year. Teacher measures indicate improvement in school inclusiveness (0.3 above NSW Government norm) and improvement in parent involvement due to COVID-19 restrictions. Teachers also indicate improvement in learning culture at the school. parent data is an identified area for improvement for the school will address in 2022.
71.7% of students attending school 90% of the time or more.	We have exceeded our attendance target in 2021 with 76.21% of students attending 90% of the time or more.

Funding sources	Impact achieved this year
Integration funding support $129,391.44	Integration funding support (IFS) allocations support eligible students at Faulconbridge Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in:** Classroom support for funded students to allow them to more effectively engage with the curriculum in line with their IEPs. **After evaluation, the next steps to support our students with this funding will be:** The reviewing process of IEPs with the classroom teacher, the Learning and Support Teacher and the parents allows for growth in targeted areas of the curriculum. These meetings would continue as an important measure to monitor student individual progress through the IEP process.
Socio-economic background $19,009.04	Socio-economic background equity loading is used to meet the additional learning needs of students at Faulconbridge Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Mathematical comprehension • Explicit Teaching **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff to support student learning • employment of additional staff to support 24/7 Training and Mid Mountains Mathematical Comprehension (MMMC) implementation. **The allocation of this funding has resulted in:** A deeper understanding of the students through the analysis of student formative and summative assessment data. It has allowed planning in stage groups and consistency of delivery and evaluation of learning outcomes. **After evaluation, the next steps to support our students with this funding will be:** Maintaining staff focus on student data analysis and teacher reflection on student work to figure out ways to best accommodate and differentiate learning within the classroom.
Aboriginal background $9,800.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Faulconbridge 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Visible consistency **Overview of activities partially or fully funded with this equity loading**

Aboriginal background $9,800.00	**include:** • creation of school literacy resources embedding local language • employment of specialist additional staff (SLSO) to support Aboriginal students **The allocation of this funding has resulted in:** A deeper sense of connection of our Aboriginal students and their families. It has also exposed all students within the school to the history of local First Nations people. **After evaluation, the next steps to support our students with this funding will be:** Consistently embed the Darug language program implemented Koori Club, which is made up of staff and students ranging from K-6 that meet regularly to drive Aboriginal education initiatives across the school. As a school, we will continue to liaise with the Aboriginal Education Consultative Group (AECG) about new and developing way to educate and engage our First Nations students and families.
English language proficiency $17,684.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Faulconbridge Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Mathematical comprehension **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in:** A deeper understanding of the students learning through the analysis of assessment data as part of the teaching and learning cycle to guide future teaching directions at the classroom level and as a whole school approach. **After evaluation, the next steps to support our students with this funding will be:** Embed pedagogy to continually analyse and interpret student data to guide future lesson direction, differentiate learning effectively for the students to maximize learning outcomes.
Low level adjustment for disability $16,000.00	Low level adjustment for disability equity loading provides support for students at Faulconbridge Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data informs practice **Overview of activities partially or fully funded with this equity loading include:** • employment of LaST and instructional Leader within the school staff. **The allocation of this funding has resulted in:** Teachers and the Instructional Leader were provided with time to collectively analyse specific student assessment data to plan for future instructions. The Instructional Leader was used throughout the year to coordinate home learning platform for Faulconbridge Public School through the COVID restriction period so the school experienced an unfortunate delay on the implementation of this activity. **After evaluation, the next steps to support our students with this funding will be:** The funding will be utilized into 2022 to strategically implement collective efficacy and data analysis opportunities for staff and students.

| Literacy and numeracy

$11,273.00 | The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Faulconbridge Public School from Kindergarten to Year 6.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Data informs practice

Overview of activities partially or fully funded with this initiative funding include:
 • literacy and numeracy programs and resources, to support teaching, learning and assessment

The allocation of this funding has resulted in:
Targeted tracking of students through the analysis of assessment data and the introduction of Learning progressions into teaching.

After evaluation, the next steps to support our students with this funding will be:
Maintaining student data analysis and teacher reflection through the triangulation of data. |
|---|---|
| QTSS release

$61,440.00 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Faulconbridge Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Explicit Teaching

Overview of activities partially or fully funded with this initiative funding include:
 • additional teaching staff to implement quality teaching initiatives
 • additional staffing to support staff collaboration in the implementation of high-quality curriculum

The allocation of this funding has resulted in:
It has allowed planning in stage groups to collect, collate and analyse data during targeted release on a fortnightly basis. This has also provided Professional Learning opportunities with 24/7 Training.

After evaluation, the next steps to support our students with this funding will be:
Continue this planning and data analysis, as part of our 'Data informs Practice' strategic direction. |
| Literacy and numeracy intervention

$11,535.00 | The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Faulconbridge Public School who may be at risk of not meeting minimum standards.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Mathematical comprehension

Overview of activities partially or fully funded with this initiative funding include:
 • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan

The allocation of this funding has resulted in:
The analysis of formative and summative assessment data has been used as part of the teaching and learning cycle to guide future practice. |

Literacy and numeracy intervention $11,535.00	**After evaluation, the next steps to support our students with this funding will be:** Align the teaching and assessment of students in the area of Multiplicative Strategies with the Numeracy Learning Progressions to guide Learning intentions and Success Criteria in 2022.
COVID ILSP $66,000.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in:** Targeted intervention for students whose schooling were largely impacted by the COVID pandemic. The students were strategically grouped and offered targeted intervention in the areas of literacy and mathematics. **After evaluation, the next steps to support our students with this funding will be:** This targeted intervention was invaluable and will continue into 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	173	186	181	178
Girls	149	146	149	155

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	94.2	95.2	95.1	96.3
1	91.6	92.6	95.2	94.6
2	92.4	92.3	94.7	92.2
3	93	91.5	94.4	93
4	94.4	92.4	93.2	92.6
5	91.8	92.7	92.2	89.1
6	92.1	93	93.1	90.7
All Years	92.8	92.8	94	92.8
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)	11.59
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 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	153,301
Revenue	3,536,441
Appropriation	3,307,034
Sale of Goods and Services	391
Grants and contributions	228,693
Investment income	323
Expenses	-3,373,567
Employee related	-3,117,239
Operating expenses	-256,329
Surplus / deficit for the year	162,874
Closing Balance	316,175

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	172,285
Equity Total	160,786
Equity - Aboriginal	9,765
Equity - Socio-economic	21,050
Equity - Language	21,114
Equity - Disability	108,857
Base Total	2,425,972
Base - Per Capita	81,351
Base - Location	0
Base - Other	2,344,622
Other Total	328,738
Grand Total	3,087,782

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

At Faulconbridge Public School, student advocacy at school has remained steady from last year at 76%. Sense of belonging and Expectations of Success are a major focus of 2022. To boost these areas we have surveyed students from stages 2 and 3 on what we can do as a school to boost their sense of belonging and have started to implement suggestions from those surveys. We have put procedures in place at the school for regular student meetings/forums regarding sense of belonging and expectations of success to gauge school progress in this area. .

Teachers at Faulconbridge Public School report an above average School Mean for the Eight Drivers of Student Learning. 61% of teachers agree or strongly agree that school leaders lead improvement and change, and communicate the strategic vision of the school.

Parent data will be an area for development into 2022. Already we have seen a greater involvement, greater connection and stronger link created in 2022. We know and value to crucial role that parents play in their child's learning and have put procedures, policies and events in place to strengthen the connection between the classroom and the home. This strong connection is a key driver of learning in children and provides greater outcomes for the whole school community.

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.