

# 2022 Annual Report

## Farmborough Road Public School



3976

# Introduction

The Annual Report for 2022 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.

## School contact details

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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 receives targeted funds which 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>

## Strategic Direction 1: Student growth and attainment

### 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

**Aboriginal background:** \$17,638.00  
**Socio-economic background:** \$101,272.00  
**English language proficiency:** \$5,767.00  
**Low level adjustment for disability:** \$151,215.00  
**AP Curriculum & Instruction:** \$180,684.00  
**Professional learning:** \$8,000.00

### Summary of progress

The focus for 2022 was on explicit teaching practices in reading K-2 to ensure that learning is differentiated to meet the needs of all students through evidence-informed pedagogy. This involved the school purchasing the phonics program InitialLit and streaming the K-2 students so they completed their appropriate ability based program. The K-2 staff also deeply explored and trialled the new K-2 English syllabus and DoE units.

All teachers, K-6 engaged in rigorous interrogation of reading data to inform teaching practice. High impact professional learning and collaborative structures ensured that explicit teaching practices met the needs of students through an evidence-informed approach to reading.

As a result, 84% of K-2 students successfully completed their appropriate ability based program with 80% accuracy. K-2 teachers used data analysis to closely monitor the success of this program. Coaching and Mentoring by the Assistant Principals (APs) and the newly appointed Assistant Principals Curriculum and Instruction (APC&Is) supported the enhancement of deep and narrow focus and understanding of explicit teaching of reading.

Next year the focus will be for the 3-6 teaching team to gain familiarity and confidence with the new English syllabus which will support further improvement towards reading.

The focus for 2022 was on explicit teaching practices in numeracy K-2 to ensure that learning is differentiated to meet the needs of all students through evidence-informed pedagogy. This involved K-2 staff deeply exploring and trialling the new K-2 Math syllabus and DoE units.

All teachers, K-6 engaged in rigorous interrogation of numeracy data to inform teaching practice. All students K-6 underwent the IFsR assessment. This resulted in many discussions and collaborative structures to ensure that explicit teaching practices met the needs of students through an evidence-informed approach to numeracy.

Next year the focus will be for the 3-6 teaching team to work together to build an understanding of the new Mathematics syllabus which will support further improvement in Mathematics. Our K-2 team will be gaining familiarisation with the new version 3 PLAN tool, and plotting students to determine next steps in student growth.

### 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
<b>Achievement of 2022 system-</b>	The proportion of Year 3 and 5 students achieving in the top two bands in

<p><b>negotiated targets:</b></p> <p>Increase the proportion of students achieving NAPLAN top 2 bands in Reading to be at or above the lower bound system negotiated target of 39.9%.</p>	<p>NAPLAN reading is 28% and progress is yet to be seen toward the lower-bound system negotiated target.</p> <p>Focus on this target has resulted in students in Kindergarten to Year 2 beginning to use a systematic and explicit program in the teaching of phonics and phonemic awareness. In 2022 we nominated to be self selectors for the new English K-2 syllabus. We also implemented the DoE units.</p>
<p><b>Achievement of 2022 system-negotiated targets:</b></p> <p>Increase percentage of students in the <b>Top 2 bands</b> (or equivalent) <b>NAPLAN numeracy</b> by at least 6.9% from Baseline data.</p>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 14.58% and is progressing toward the lower-bound system negotiated target.</p> <p>Focus on this target has resulted in a greater use of researched based numeracy teaching.</p>
<p>Increase the proportion of students achieving expected growth in NAPLAN Reading toward the lower bound system negotiated target of 68.1%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Increase the proportion of students achieving expected growth in NAPLAN Numeracy toward the lower bound system negotiated target of 53.5%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p><b>School targets:</b></p> <p>An increase from baseline data of the number of students who achieved <b>expected growth</b> (0.4 effect size) as measured by <b>PAT data</b> in <b>Reading</b> in Years 1-6.</p>	<p>Growth for all students in Years 2-6 was measured by PAT data in Reading at the end of 2022, compared to the end of 2021. 83.9% of students showed growth in Reading.</p>
<p><b>School targets:</b></p> <p>An increase from baseline data of the number of students who achieved <b>expected growth</b> (0.4 effect size) as measured by <b>PAT data</b> in <b>Maths</b> in Years 1-6.</p>	<p>Growth for all students in Years 2-6 was measured by PAT data in Mathematics at the end of 2022, compared to the end of 2021. 78% of students showed growth in Numeracy.</p>
<p><b>School Targets:</b></p> <p>An increase of students completing Kindergarten will have achieved within Level 4 of the <i>Understanding Texts</i> element of the <b>Literacy Progressions</b>.</p>	<p>Student achievement data in PLAN 2 (version 2) is unavailable for this progress measure in 2022 due to implementation of new syllabus K-2 and awaiting version 3 progressions.</p>
<p><b>School Targets:</b></p> <p>An increase of students completing Kindergarten will have achieved within Level 6 of the <i>Quantifying Numbers</i> element of the <b>Numeracy Progressions</b>.</p>	<p>Student achievement data in PLAN 2 (version 2) is unavailable for this progress measure in 2022 due to implementation of new syllabus K-2 and awaiting version 3 progressions.</p>
<p><b>School targets:</b></p> <p><i>Improvement as measured by the School Excellence Framework:</i></p> <ul style="list-style-type: none"> <li>• <b>Data Skills and Use</b> - Self assessed at <b>excelling</b> in the themes of <i>Data Analysis and Data Use in Teaching</i></li> <li>• <b>Curriculum</b> - Self assessed at <b>excelling</b> in the themes of <i>Teaching and Learning Programs</i></li> </ul>	<p>Self-assessment against the School Excellence Framework in the themes Data Analysis and Data Use in Teaching shows the school currently performing at <b>Sustaining and Growing</b>.</p> <p>Self-assessment against the School Excellence Framework in the theme of Teaching and Learning Programs shows the school currently performing at <b>Sustaining and Growing</b>.</p>

## 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: \$50,220.00

Professional learning: \$14,071.00

### Summary of progress

The focus for 2022 was on empowering 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.

This involved High impact Professional learning for all staff. Our school coaches then led the enhancement of staff knowledge. Student engagement in new strategies was measured through surveys.

As a result, more teachers were able to effectively use the language of high expectations within their classrooms. More staff and students are seeing 'challenge' as a positive outcome of this professional learning. When surveyed, 89% of students Years K-3 felt challenged and 79% of students Years 4-6 felt challenged. The focus next year is to increase the percentage of students that are feeling challenged regularly.

Next year the focus will be increasing the number of students becoming more self-directed learners by ensuring that all staff provide effective and timely feedback. This will ultimately support further improvement towards challenging at all levels. 2023 will also focus on empowering our families to value high expectations and challenge.

### 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
<b>School target:</b>  Staff and students will have developed a common understanding and language around high expectations and challenge as measured through surveys/focus groups	Staff continue to develop a common understanding of high expectations and challenge with 80% of staff regularly using this language in the classroom.
<b>School target:</b>  Increased percentage in the number of students with positive <b>Values schools outcomes, Interest and Motivation, Skills Challenge, Growth orientation and Explicit Teaching Practices and Feedback</b> , as evidenced in <b>Tell them from me</b> (Years 4-6) and school based surveys (Years 1-3).	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). The scores for each measure included: Values schools outcomes an increase 2022 by 4%. Interest and Motivation decrease by 4% from 2021. Skills Challenge increase in 2022 by 3%. Explicit Teaching Practices and Feedback a decrease from 2021 by 4%.
<b>School target:</b>	Internal data indicates an increase of students achieving technology skills at

<p>An increase of students have achieved technology skills at stage level as measured by the school scope and sequence checklist.</p>	<p>stage level with all students K-6 participating in regular digital technology skills lessons.</p>
<p><b>School target:</b></p> <p>Productive and effective feedback that is linked to success criteria will be evident in every classroom as measured by observations from learning walks and classroom observations each semester..</p>	<p>Internal data indicates student feedback is linked to success criteria with teachers confidently using learning intentions and success criteria in literacy and numeracy lessons.</p>
<p><b>School targets:</b></p> <p><i>Improvement as measured by the School Excellence Framework:</i></p> <ul style="list-style-type: none"> <li>• <b>Learning and Development</b> - Validation at <b>excelling</b> in the theme of <i>Collaborative Practice and feedback</i>.</li> <li>• <b>Curriculum</b> - Validation at <b>excelling</b> in the theme of <i>Curriculum Provision</i></li> </ul>	<p>Self-assessment against the School Excellence Framework in the theme of Collaborative Practice and Feedback shows the school currently performing at <b>Sustaining and Growing</b>.</p> <p>Self-assessment against the School Excellence Framework in the theme Curriculum Provision shows the school currently performing at <b>Sustaining and Growing</b>.</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

**Aboriginal background:** \$22,660.00

**Socio-economic background:** \$70,320.00

**Professional learning:** \$2,000.00

### Summary of progress

The focus for 2022 was on building capacity of our staff and families to deliver a planned, inclusive approach to wellbeing that supports our diverse whole-school wellbeing needs and enables every student to connect, succeed, thrive and learn.

This involved the engagement of a Deputy Principal (0.4) to support positive welfare practices for all students. The DP monitored student behaviour and attendance, assisted staff in developing behaviour interventions and working with families on specific attendance strategies.

Continuation of the social skills program Second Step, provided all students K-6 with weekly lessons to develop their social and emotional skills. Alongside this program our staff participated in Berry Street Education model (trauma informed practice) Professional learning, which was delivered by our Support Unit teacher and the school counsellor.

We also streamlined and created more effective school Learning and Support team procedures and structures to ensure consistency across all classes. This has provided a series of clear pathways of support for students and teachers.

As a result we were able to begin implementing a co-ordinated and systematic approach to wellbeing and behaviour across the school. This involved more effectively utilising the team within the school and accessing the team around the school for additional support when required. This has led to a decrease in the number of behaviour incidents across the year.

Next year the focus will be to complete Berry Street professional learning and continue to implement a co-ordinated approach to wellbeing in each classroom, which will support further improvement towards wellbeing needs and will enable all students to connect, succeed, thrive and learn.

### 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 <b><i>Social engagement (Sense of belonging and Positive relationships), Advocacy at school, Positive Teacher-Student Relations and Expectations for academic success</i></b> , as evidenced in <b><i>Tell them from me</i></b> (Years 4-6) survey and school based surveys (Years 1-3). by 5%	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). The scores for each measure included: Social engagement (Sense of belonging and Positive relationships) increase of 2% Advocacy at school remained the same. Expectations for academic success -100% of students K-3 indicated that doing well at school is important for when they grow up, while 95% of students 4-6 believe that schooling is useful in their everyday life.

<p><b>School target:</b></p> <p>Decrease by 10% from baseline of number of major and minor behaviour incidents as evidenced in Sentral welfare data.</p>	<p>Internal data indicates a 11.3% decrease in the number of recorded minor and major incidents from 2021 to 2022.</p>
<p><b>Achievement of 2022 system negotiated target:</b></p> <p>Increased percentage of students attending school 90% of the time or more by 4.5% from baseline.</p>	<p>The number of students attending greater than 90% or more of the time is 38.2% indicating progress yet to be seen toward the lower bound target.</p>
<p><b>School targets:</b></p> <p><i>Improvement as measured by the School Excellence Framework:</i></p> <ul style="list-style-type: none"> <li>• <b>Wellbeing</b>- Validation at excelling in the theme of <i>Behaviour</i>.</li> <li>• <b>Learning culture</b> - Validation at excelling in the theme of <i>Attendance</i>.</li> </ul>	<p>Self-assessment against the School Excellence Framework in the theme of Behaviour shows the school currently performing at <b>Sustaining and Growing</b>.</p> <p>Self-assessment against the School Excellence Framework in the theme of Attendance shows the school currently performing at <b>Sustaining and Growing</b>.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$43,428.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Farmborough Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Three students have been supported to successfully transition from a mainstream class into the support unit.</p> <p><b>After evaluation, the next steps to support our students will be:</b> There are no students currently on Integration Funding Support for 2023.</p>
<p>Socio-economic background</p> <p>\$172,592.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted reading growth</li> <li>• Targeted numeracy growth</li> <li>• A planned approach to wellbeing.</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of a Deputy Principal (0.4) to support positive welfare practices.</li> <li>• Targeted literacy and numeracy programs for identified students- SLSO</li> <li>• Release of staff to participate in stage based collaborative data planning days</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A variety of positive wellbeing practices have been implemented which have decreased the number of inappropriate behaviours in both the classroom and the playground. All teachers have developed competency and confidence in providing explicit and targeted teaching and learning programs that meet the needs of their students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing DP welfare in 2023 to support further improvements in behaviour and wellbeing. Teachers will participate in weekly curriculum implementation professional learning and planning sessions.</p>
<p>English language proficiency</p> <p>\$5,767.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted reading growth</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>English language proficiency</p> <p>\$5,767.00</p>	<ul style="list-style-type: none"> <li>• Specific strategies to support language development of EALD students</li> <li>• Provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• Targeted support for New Arrival students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All EALD students have been placed on the EALD continuum to assess needs of individual students. EALD teacher provided support to teachers and their students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> LST to continue to provide support to students as needed. Employment of a specific EALD trained teacher in a regular capacity to support students.</p>
<p>Low level adjustment for disability</p> <p>\$151,215.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted reading growth</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaging additional teaching and SLSO staff to provide intensive small group reading intervention programs. Implementation of small group interventions including MiniLit Sage and MacqLit.</li> <li>• Purchase of literacy resources for K-2 students including support unit and Professional Learning for K-2 teachers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students progressed in their understanding and application of the basic code and showed significant improvements in cumulative review assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued targeted interventions utilising Learning Support teacher and SLSOs.</p>
<p>Professional learning</p> <p>\$24,071.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted numeracy growth</li> <li>• Challenging learning at every level</li> <li>• A planned approach to wellbeing.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Challenging Learning program costs.</li> </ul> <p>Release of teachers to participate in Challenging Learning coaches and leaders' days, lesson observations and demonstration lessons.</p> <ul style="list-style-type: none"> <li>• All teachers participated in stage based weekly data rounds to build competency in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All teachers developing confidence in effectively implementing Challenging Learning strategies in their classrooms. These have included using dialogue and providing effective feedback.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued embedding of these practices in every classroom, with further</p>

Professional learning \$24,071.00	professional learning and collaboration.
QTSS release \$50,220.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Challenging learning at every level</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Release time to allow collaboration, demonstration and observation of best practice.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Classroom observations and walk-throughs within our school. Workshops led by our coaches. Opportunity to observe and/or coaches to work shoulder-to-shoulder with classroom teachers in their classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Re-calibrate the focus on Challenging Learning, with increased and more effective coaching in classrooms.</p>
COVID ILSP \$140,510.00	<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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p>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> <p><b>The allocation of this funding has resulted in the following impact:</b> More frequent assessment data has influenced programming which allowed more specific explicit teaching to occur at students' point of need. All students showed growth from their pre to post data through IfSR and PLAN2 in numeracy. All students showed growth from their pre to post data through their pre and post assessments and PLAN2 data for reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students through learning support interventions at point of need.</p>
Aboriginal background \$40,298.00	<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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$40,298.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted reading growth</li> <li>• A planned approach to wellbeing.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to deliver personalised support for Aboriginal students.</li> </ul> <p>Staffing release to support the development and implementation of Personalised Learning Pathways.</p> <ul style="list-style-type: none"> <li>• Strategies to engage Aboriginal and Torres Strait Islander students meaningfully in their learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Attendance plans are formulated to track targeted students. Traditional games have been taught by Year 6 leader. Developed specific relevant meaningful activities for all students to appreciate Aboriginal culture eg Indigenous garden sessions. The school community has developed a personalised acknowledgement of country and new sports shirt design.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>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. Aboriginal SLSO has been contracted for 2023.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	100	101	108	104
Girls	77	83	96	100

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	92.7	93.4	85.5
1	93.5	92.0	91.3	86.5
2	89.0	90.1	87.7	88.1
3	91.1	87.9	92.8	83.0
4	93.3	81.9	86.5	82.2
5	87.2	87.8	83.7	79.4
6	88.0	81.2	87.7	77.1
All Years	91.2	88.4	89.2	83.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	4.2
Classroom Teacher(s)	10.75
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	6.42

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	183,794
<b>Revenue</b>	3,847,297
Appropriation	3,758,624
Sale of Goods and Services	3,358
Grants and contributions	84,631
Investment income	583
Other revenue	100
<b>Expenses</b>	-3,825,065
Employee related	-3,438,197
Operating expenses	-386,868
<b>Surplus / deficit for the year</b>	22,232
<b>Closing Balance</b>	206,026

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	369,872
Equity - Aboriginal	40,298
Equity - Socio-economic	172,592
Equity - Language	5,767
Equity - Disability	151,214
<b>Base Total</b>	2,507,401
Base - Per Capita	57,414
Base - Location	0
Base - Other	2,449,987
<b>Other Total</b>	613,282
<b>Grand Total</b>	3,490,555

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

**In 2022, parents/carers were invited to provide feedback through a school designed google survey. Parents were asked to rate their satisfaction of the school:-**

- 100% agreed Farmborough Road Public School is an attractive and well resourced school.
- 100% agreed The school is a friendly school that is tolerant and accepting of all students.
- 90% agreed The teachers know my child and respond to their learning needs
- 100% agreed The school teaches and promotes core values
- 95% either agreed or didn't know Fair discipline exists within the school
- 90% agreed Student school achievement/progress is recognised
- 100% agreed My children are generally happy coming to school
- 58% agreed, but 37% didn't know if The school provides opportunities for challenging student learning
- 90% agreed Farmborough Road Public School has competent teachers who set high standards of achievement
- 95% agreed The school encourages community involvement in school activities
- 95 agreed The school maintains a strong focus on literacy and numeracy
- 100% agreed The school values and promotes school attendance.
- 100% agreed The school has good communication with the school community
- 100% agreed The school newsletter (SWAY) is a useful source of information
- 95% agreed I would recommend Farmborough Road Public School to other families

Analysis of these results and specific comments provided by parents/carers will be embedded into initiatives designed to improve learning and wellbeing for our students. More detailed feedback from the survey has been shared with P&C.

**In 2022 all staff were invited to participate in the Tell them from me Teacher survey.**

- In the area of collaboration, our staff rated highly their opportunities to talk with other teachers about strategies to increase student engagement, discuss assessment strategies with other teachers and discuss learning problems of particular students .
- In the area of Learning Culture, we scored on par with the NSW government norm, with staff rating highly their ability to monitor the progress of individual students and setting high expectations for student learning.
- In the area of Data Informs Practice, staff rated highly that their assessments help them understand where students are having difficulty and they are able to give them opportunities to improve.
- In the area of Inclusive School, we scored higher than the NSW Government Norm with staff rating highly their ability to understand the learning needs of students with special learning needs, and setting clear expectations for classroom behaviour.
- In the area of Leadership, staff rated highly that school leaders have helped them create a safe and orderly school environment.
- 100% of staff agreed that our school is a welcoming place for all students and our school is a culturally safe place for all students.

One area identified for improvement is in the area of Quality feedback. Staff identified that they would like more opportunities to receive feedback from peers and leaders, and that they need to provide students with more feedback on their work. Another area identified for improvement in our school is technology.

Detailed analysis of these results provided by staff will be embedded into initiatives designed to improve learning and wellbeing for our students.

**In 2022, students in Years 4-6 participated in the Tell them from Me student survey. Students K-3 participated in a simplified school version of this survey.**

Some of the results from both of these student surveys included:-

- 97% of students K-3 indicated that their teacher tells them what is expected of them all of the time (eg Learning Intentions and Success Criteria)
- 97% of students indicated that their teacher cares about them.
- 89% of students K-3 indicated that they feel challenged at school, while 79% of students 4-6 indicated that they feel challenged at school.
- 100% of students K-3 indicated that doing well at school is important for when they grow up, while 95% of students 4-6 believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 90% of students have close friends at school that they can trust.
- 92% of students indicated that school is a place where they feel they belong.
- 100% of our Aboriginal students felt good about their culture, while 80% felt their teachers have a good understanding of their culture.

Detailed analysis of these results provided by students will be embedded into initiatives designed to improve learning and wellbeing for our students.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.