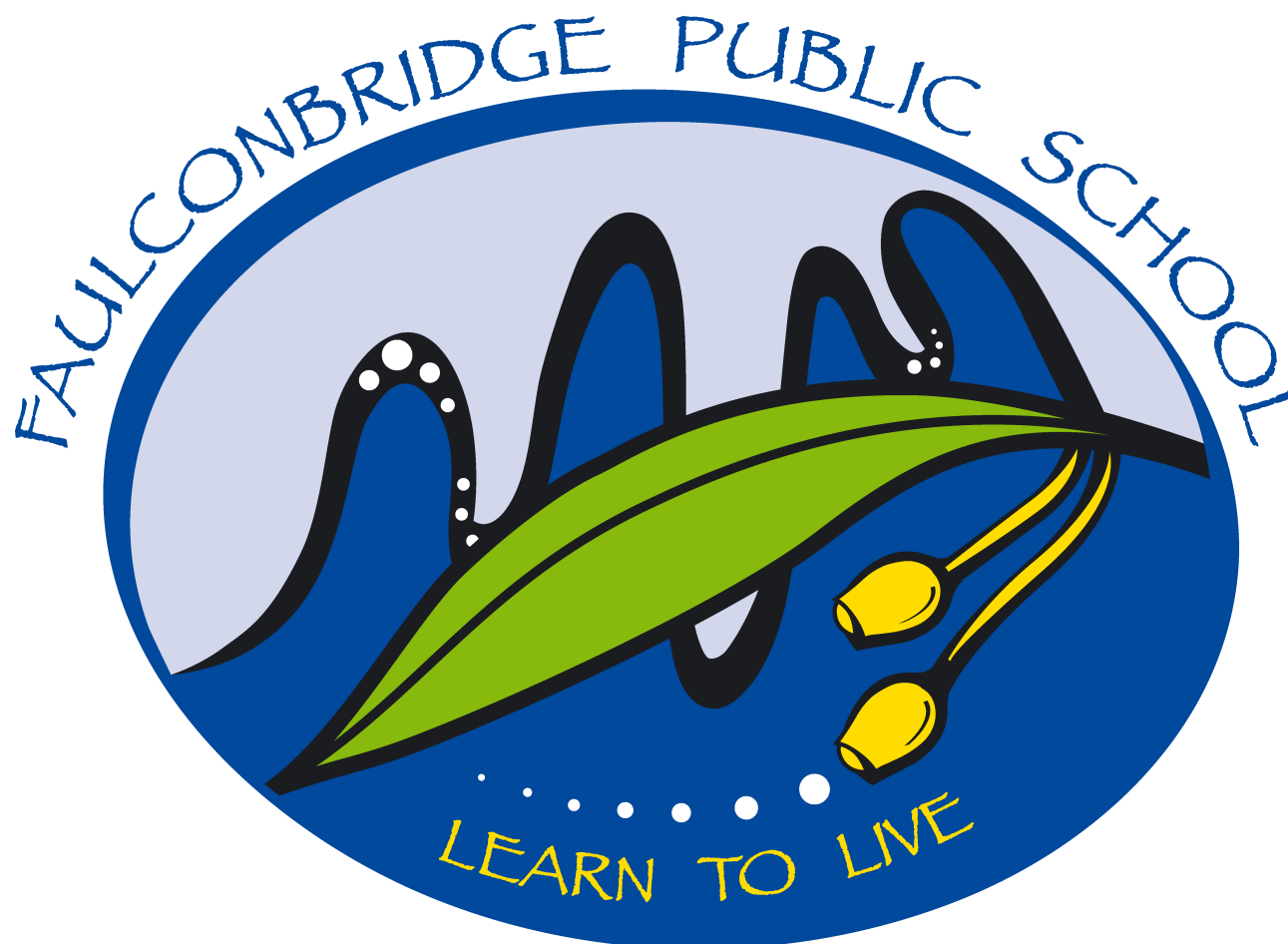


2022 Annual Report

Faulconbridge Public School



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Introduction

The Annual Report for 2022 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

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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. 333 students are enrolled for 2021, with 16 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. 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 collective teacher efficacy are crucial to our school learning culture. We deeply value collaborative decision making across the school and invest in the professional learning of 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 with a targeted focus on mathematical comprehension. Technology is integral to the teaching and learning experiences with all classrooms having chromebooks and laptops in the classrooms and updated interactive whiteboards in 2020.

The school is situated in expansive grounds, including a patch of remnant bushland, containing many outdoor learning areas. The school community is serviced by Fun Kids, our Out of School Hours (OOSH) service which is conveniently located at the front of the school. Extra curricular programs within the school are highly valued by the school community including the school band, kitchen garden and kindergarten transition. The school has a fabulous 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 dedicated to keep striving and working on the three core areas of school 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	2022 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	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: 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

QTSS release: \$63,436.00

Per capita: \$46,500.00

Literacy and numeracy: \$600.00

Summary of progress

The focus for 2022 was around Mathematics and using the data to inform our practice. The data triangulated from NAPLAN, Check-in and the ACER PAT Testing demonstrated a clear need in the area of mathematical problem solving and understanding of mathematical language. We decided to dedicate Teacher Professional Learning time, Quality Teaching, Successful Students (QTSS) time to create learning communities through implementing CTE Sessions (Collective Teacher Efficacy Sessions. This involved whole stages of teachers coming together to look at students assessment data and discuss future teaching and student progress setting goals for students in their class. This allowed for teachers to readily engage in the whole teaching and learning cycle with their colleagues. As a result, our Check in data Numeracy at the end of the year across year 3-6 was 59.8 which was above state average. Our internal ACER PAT end of year data showed 86% of students performing at or above stage expectations. In 2023, due to the success of this strategy for teachers and ultimately students this will be an integral part of our schools strategic plan for not only mathematics but writing and reading comprehension.

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
Students in Year 5 achieving expected growth in the top two bands in NAPLAN increases to 65.3%	The target of students in Year 5 achieving expected growth in the top two bands in NAPLAN has not been met, but our upper middle band was on the cusp of the top two bands. The trend of the lower bands moving toward the upper bands is increased from 2021.
The proportion of students in Year 3 and Year 5 achieve in the top two bands in NAPLAN Reading increases to 52.8% (lower bound system negotiated target).	The proportion of students in Year 3 and Year 5 achieve in the top two bands in NAPLAN Reading decreased to 45.00%, but remains above state average in Year 3 results. As a school, our work on this progress measure throughout 2022 saw term 4 Check-in Results were 54.7%, which is 1% off the state average.
The proportion of students in Year 3 and Year 5 achieve in the top two bands in NAPLAN Numeracy increases to 39.8% (lower bound system negotiated target).	The proportion of students in Year 3 and Year 5 achieving in the top two bands in NAPLAN Numeracy dropped to overall target of 26.25%. Although our students in Year 3 achieved above state average in numeracy. However, across 3-6 our school Check-in Results by the end of the year were 62.3%, which was 8% above the state average.
Students in Year 5 achieving expected growth in the top two bands in NAPLAN increases to 58.3%	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
An uplift of 8% of Aboriginal students	Individual student progress is being monitored, shared and celebrated

achieving top 3 NAPLAN bands in reading and numeracy.	through the Personalised Learning Pathway (PLP) processes. Student numeracy development is being monitored against the learning progressions for multiplicative strategies. In 2022 NAPLAN results, 100% of Aboriginal students achieved the top two bands in Reading, 66% in Numeracy.
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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
- High Expectations Culture

Resources allocated to this strategic direction

Professional learning: \$32,000.00

Per capita: \$10,409.00

Summary of progress

In 2022, the focus for the school was to get consistency of instruction across K-6. This involved upskilling staff during by professional learning through 'Quality Teaching, Successful Students' (QTSS) staffing allocation in partnership with Training 24/7 each term. A targeted professional learning plan included termly visits by a consultant to deliver focused PL to stage teams including demonstration lessons of explicit teaching techniques and collaborative staff discussion about teaching practice. This was to ensure all staff members across K-6 got the same training in 'Morning Routine, Modeled lesson structure in Reading and demonstration lessons in spelling. The school purchased a professional learning platform called 'All Access Pass' which had 180hrs of professional learning online. Through this teachers participated in online learning modules to support whole staff knowledge and understanding of cognitive load theory, pre-loading schema and comprehension strategies. Staff also learnt through peer to peer learning from more experienced staff who had been involved the 24/7 Training since 2019. This professional learning proved powerful because of the deep understanding of context and students that teachers had at the school. In 2023, due to the strong knowledge base existent in the school and the opportunity for peer to peer learning, the scaffold of the "All Access Pass" will remain for teachers to either refresh their knowledge or for new teachers to engage in the online professional learning platform.

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 Modeled Lessons structure is used across all English and Mathematics lessons K-6	<p>During 2022, explicit modeled instruction took place in classrooms through Morning Routine and Quality Modeled lessons. This was evident through teaching and learning program analysis of every class. K-2 provided a benchmark for professional dialogue and learning around Morning Routine as this had been developed and implemented during the year. Morning Routine and Modeled Lesson structure was implemented throughout Year 3- 6 using the K-2 structure as an example. By the end of 2022, all classes had implemented both strategies and staff were upskilled through staff meetings, PL and professional dialogue with staff members.</p> <p>This learning around Quality modeled lesson scaffold was utilised during the teaching of numeracy evidenced by analysis of teaching and learning programs. A new Mathematics scope and sequence was implemented at the start of 2022.</p>
Collective teacher efficacy, collaborative practice and professional feedback is a feature of Stage Team QTSS sessions and whole staff Professional Learning.	Through QTSS in 2022, Collective Teacher Efficacy sessions (CTE Sessions) where teachers bring students assessment, analyse together and collaboratively create a consistent grading platform for which to judge student progress. Throughout these sessions, future teaching directions were decided upon and progress was monitored to create an individualised

Collective teacher efficacy, collaborative practice and professional feedback is a feature of Stage Team QTSS sessions and whole staff Professional Learning.

learning goal for students in the area of Mathematical problem solving and writing. This process allowed for the authentic engagement in the Teaching and Learning Cycle regularly throughout the year.

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

Per capita: \$6,000.00

Summary of progress

This year, we have seen major improvements in all areas of school culture. From the students, the teachers and the parents 'Tell Them From Me' survey data, it demonstrates that the school is strengthening and incorporating the community and stakeholders on a much more authentic, personal and collaborative level. We as a staff are very proud of the culture we are creating at the school and will continue to grow and strive for continuous improvement. In 2023 this collaborative culture created this year will be further built upon between the students, teacher and the community because of the importance put on the role that everyone plays in a child's education.

Attendance was a major push during Semester 2. Due to our whole school attendance data not showing improving results the creation of whole school weekly targets were introduced of over 90% attendance. Of the 20 weeks of schooling during semester 2, only 5 of them fell below the 90% average for the week. This inspired the creation of an Attendance team during semester 2, 2022. This will be a major focus into 2023. The creation of a High Expectations culture at the school has meant that school attendance will continue to be a major focus in 2023.

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. Improvements in the following measures <ul style="list-style-type: none">• 10% uplift in students reporting a strong sense of belonging (TTFM).• 10% uplift in student reporting interest and motivation at school (TTFM).• 5% uplift in parent indicators of school inclusiveness (TTFM).• 10% uplift in parents reporting they feel welcome and informed (TTFM).• 5% uplift in teacher indicators of school inclusiveness (TTFM).• 5% uplift in teacher reporting indicators of parent involvement (TTFM).	Tell them from me data demonstrated improvement in students, teachers and students. Significantly, there was 17% uplift in students sense of belonging. There was a 7% increase throughout the year in students with positive relationships, effort also increased by 6%. Teacher measures indicate improvement in all eight drivers of student learning, with every element being above state norm. Parent data indicates that we are heading in the right direction with four out of the seven elements being at or above state norm.
A minimum of 85.3% of students attend school for more than 90% of the time.	During semester 2, our attendance data saw a stark improvement. The implementation of incentivised targets, more communication between home and school around attendance and the creation of an Attendance Team saw attendance improve to near 90% everyday. Although we have not met our

A minimum of 85.3% of students attend school for more than 90% of the time.

attendance target in 2022, the foundations, structures and processes are there for improvement in this area.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$177,061.80</p>	<p>Integration funding support (IFS) allocations support eligible students at Faulconbridge Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around catering for Neuro-divergent students. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: 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 the hiring of additional staffing to assist students with additional learning needs. This invaluable classroom support for funded students allowed them to more effectively and equitably engage with the curriculum in line with their IEPs.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students 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.</p>
<p>Socio-economic background</p> <p>\$10,000.00</p>	<p>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.</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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teaching and learning program implementation. <p>The allocation of this funding has resulted in the following impact: The funding has resulted in targeted learning of those students who were experiencing learning difficulties but were not funded through IFS to get the support they needed to equitably access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: In 2023, allocate funds to continue to support these students in line with the IEPs.</p>
<p>Aboriginal background</p> <p>\$5,107.00</p>	<p>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.</p>

<p>Aboriginal background</p> <p>\$5,107.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The impact of the funding saw the completion and constant evaluation of the PLPs through intensive support. This allowed for students to feel more connected to their school.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to utilise this funding to further work with students on their PLPs. We will also work on creating individualised 'Acknowledgement of Country' incorporating their own individual Aboriginal heritage teaching all students about the diversity of the Aboriginal culture at Faulconbridge Public School.</p>
<p>English language proficiency</p> <p>\$17,854.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Faulconbridge 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"> • Other funded activities <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: 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. This funding allowed for Collective Teacher Efficacy sessions to occur as part of Strategic Direction 1.</p> <p>After evaluation, the next steps to support our students will be: Embed Collective Teacher Efficacy Sessions as part of best practice at Faulconbridge Public School to continually analyse and interpret student data to guide future lesson direction, differentiate learning effectively for the students to maximise learning outcomes for all students.</p>
<p>Low level adjustment for disability</p> <p>\$29,694.96</p>	<p>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.</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 equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The impact of this funding was to support those students who did not receive direct funding through IFS but required support to equitably access the curriculum. This funding also allowed the school to support those</p>

<p>Low level adjustment for disability</p> <p>\$29,694.96</p>	<p>students who were not achieving stage level outcomes in K-2.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise this funding to support students to engage with the curriculum and support students who are not meeting stage targets in their learning.</p>
<p>Professional learning</p> <p>\$32,000.00</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 Faulconbridge 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"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: A deeper understanding of three key elements of professional classroom practice; Systematic Synthetic Phonics, the Modeled Lesson Structure and morning Morning Routine. These three elements were chosen to develop consistency with all staff and consolidate the professional learning of previous years.</p> <p>After evaluation, the next steps to support our students will be: Now that these are embedded practices clearly evident in teaching and learning programs, the need to for consultants is no more but the school will maintain the Online Platform offered by 24/7 Training as a revision and future professional learning needs.</p>
<p>Literacy and numeracy</p> <p>\$7,305.00</p>	<p>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.</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"> • Mathematical comprehension • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The implementation of the Number/Problem talks into has seen an increase in student confidence in the learning of mathematics. Executive have developed an understanding of the value of number talks and has been implemented across the school in morning routine which s evident in teaching and learning programs. The improvement throughout the year in PAT testing and observational in classrooms is evident.</p> <p>After evaluation, the next steps to support our students will be: Embed pedagogy of Problem/Number Talks. use the data created from PAT, Check in and NAPLAN to guide our future plans to maximise student outcomes in maths.</p>
<p>QTSS release</p> <p>\$63,436.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Faulconbridge Public School.</p>

<p>QTSS release</p> <p>\$63,436.00</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"> • Data informs practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The impact of CTE days has been massive on staff and students. Teachers stated that they knew more about their students because of the sessions. Targeted teaching was a result with the creation of learning sprints specifically targeted around learning needs of students.</p> <p>After evaluation, the next steps to support our students will be: Embed this practice as part of the teaching and learning culture at the school. This will continue into 2023 using the same successful structure.</p>
<p>Literacy and numeracy intervention</p> <p>\$12,424.96</p>	<p>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.</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 initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Through the analysis of formative and summative assessment data as part of the teaching and learning cycle to find students who are performing below stage level and boost results in the area of systematic synthetic phonics.</p> <p>After evaluation, the next steps to support our students will be: Align the teaching and assessment of students in the area of need to determine students at risk of not reaching learning targets.</p>
<p>COVID ILSP</p> <p>\$49,953.00</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 2022.</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - Mathematics and Reading Comprehension (Identified through PAT, Check in and NAPLAN data) • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Due to this funding 85% of the students receiving COVID learning support in 2022. While being impacted by staff absences, the support for the program in term 4 was increased to include SLSO support to maintain consistency of</p>

<p>COVID ILSP</p> <p>\$49,953.00</p>	<p>the learning.</p> <p>After evaluation, the next steps to support our students will be: This COVID ILSP targeted intervention for students was an important program at Faulconbridge PS. It will continue in 2023 based on funding for the program.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	186	181	178	174
Girls	146	149	155	154

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	95.1	96.3	89.2
1	92.6	95.2	94.6	87.4
2	92.3	94.7	92.2	91.6
3	91.5	94.4	93.0	86.3
4	92.4	93.2	92.6	89.1
5	92.7	92.2	89.1	88.2
6	93.0	93.1	90.7	85.5
All Years	92.8	94.0	92.8	88.3
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.6
Literacy and Numeracy Intervent	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

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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	200,455
Revenue	3,664,679
Appropriation	3,434,574
Sale of Goods and Services	2,222
Grants and contributions	224,299
Investment income	3,585
Expenses	-3,326,686
Employee related	-3,033,931
Operating expenses	-292,754
Surplus / deficit for the year	337,993
Closing Balance	538,448

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.

	2022 SBAR Adjustments (\$)
Targeted Total	128,001
Equity Total	166,539
Equity - Aboriginal	14,005
Equity - Socio-economic	24,540
Equity - Language	17,854
Equity - Disability	110,140
Base Total	2,475,721
Base - Per Capita	84,142
Base - Location	0
Base - Other	2,391,578
Other Total	367,054
Grand Total	3,137,315

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 sense of belonging and expectations of Success have increased substantially on the previous year. We will continue in 2023 as a school practice to survey the students from stages 2 and 3 on what we can do as a school to boost their sense of belonging and expectations for success. This is completed internally through a Microsoft Forms to gain separate results that are more context specific to Faulconbridge Public School.

Teachers at Faulconbridge Public School report an above average School Mean for the Eight Drivers of Student Learning. The indicator in the Tell Them From Me 2022 survey that School leaders lead improvement and change has improved from 61% of teachers agreeing or strongly agreeing to 89%. The indicator that leaders Communicate the strategic vision of the school has risen by 28%.

Parent data was a massive area for development in 2022. Figures of the latest Tell Them From Me survey have seen a marked upward trend. Parents at FPS that feel welcome at the school is up from 57% to 74%. Parents who feel informed is up from 53% to 63%. Parents support learning at home is above state average and the School supports learning indicator is up 9%. The School supports positive behaviour indicator is above state average and Safety at school is in line with the state. This is a massive driver of school success and Strategic initiative which we, as a staff have worked hard on in 2022. In 2023, as a school we will always strive to improve this. Together with our fabulous P&C and the wider community we aim to forge stronger connection with students, their parents and their learning through parent forums, information evenings and involving parents in individualised goal setting of students.

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.