

# 2023 Annual Report

## Farmborough Road Public School



3976

## Introduction

The Annual Report for 2023 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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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

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Low level adjustment for disability  
New Arrivals Program  
Socio-economic background  
English language proficiency  
AP Curriculum & Instruction  
Aboriginal background  
Integration funding support  
QTSS release  
Beginning teacher support

### Summary of progress

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The focus for 2023 was on continuing explicit, evidence-based teaching practices in reading K-2, utilising the new K-2 English syllabus, the InitialLit literacy program and the DoE units.

As a result of systematic phonics and structured literacy instruction, 94% of K-2 students successfully completed their appropriate ability-based program, an increase from 84% in 2022.

An additional focus for all staff, was familiarisation with the new 3-6 English syllabus. The 3-6 teaching team completed DoE and NESA professional learning sessions to gain confidence in explicit teaching practices to meet the needs of students through an evidence-informed approach to reading. Strategies were trialed in 3-6 classrooms throughout 2023. Coaching and Mentoring by the Assistant Principals (APs) and the Assistant Principals Curriculum and Instruction (APC&Is) supported the enhancement of deep and narrow focus and understanding of the explicit teaching of reading.

All teachers, K-6 engaged in the rigorous interrogation of reading data to inform teaching practice. For 3-6, this data relied on teacher observation and the use of formative assessments such as Probe.

Next year the focus will be for the 3-6 teaching team to further refine their practice for the effective use of assessment data to inform learning.

The focus for 2023 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

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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
Student cohorts can demonstrate improved reading scores compared to 2021 and 2022 cohorts using PAT as a key data point.	Student achievement data is unavailable for this progress measure in 2023.
Student cohorts can demonstrate improved numeracy scores compared to 2021 and 2022 cohorts using PAT as a key data point.	Student achievement data is unavailable for this progress measure in 2023.
<b>School Targets:</b>  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> .	Due to the nature of the new K-2 syllabus, the school elected to use InitialLit foundation data to measure achievement. Data indicated 90% of Kindergarten students achieved the expected level in reading.
<b>School Targets:</b>  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> .	Due to the nature of the new K-2 syllabus, the school elected to use the Interview for Student Reasoning (IFSR) to assess and measure achievement in numeracy. Data indicated 73% of Kindergarten students achieved the expected 80% accuracy in Section 1 which comprises of a range of Early Stage 1 and Stage 1 content.
<b>School targets:</b>  <i>Improvement as measured by the School Excellence Framework:</i> <ul style="list-style-type: none"> <li>• <b>Data Skills and Use</b> - Self assessed at <b>excelling</b> in the theme of <i>Data use in Planning</i>.</li> <li>• <b>Curriculum</b> - Self assessed at <b>excelling</b> in the theme of <i>Differentiation</i>.</li> </ul>	Self-assessment against the School Excellence Framework in the theme of Data use in planning, shows the school currently performing at <b>Sustaining and Growing</b> .  Self-assessment against the School Excellence Framework in the theme of Differentiation shows the school currently performing at <b>Sustaining and Growing</b> .

## 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

Professional learning  
Beginning teacher support

### Summary of progress

The focus for 2023 continued to be 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 and executive team continued to lead the enhancement of staff knowledge. Student engagement in new strategies was measured through surveys.

As a result, more teachers demonstrated the use of language of high expectations within their classrooms. Staff and students are increasingly seeing 'challenge' as a positive outcome of this professional learning.

Next year the focus will be on embedding high expectations into everything we do. 2024 will also focus on empowering our families to become partners in learning.

### 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> Increased percentage in the number of students with positive <b>Values schools outcomes, Interest and Motivation, Skills Challenge, Growth orientation</b> and <b>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) by 7%	Students in Years 4-6 were surveyed through Tell them from me in November 2023. Data indicates progress yet to be seen.
<b>School target:</b> Parents/carers will share an understanding of high expectations and challenge for their child as measured through surveys/focus groups.	Internal data indicates that parents and carers are gaining an understanding of high expectations and challenge for their child.
<b>School target:</b> Students regularly use technology to support and enhance their learning across Key Learning Areas	Internal data indicates that all students regularly use technology to support and enhance their learning across Key Learning Areas.

<p><b>School target:</b></p> <p>Students will use a variety of learning strategies to set and achieve learning goals as measured by observations from learning walks and classroom observations each semester.</p>	<p>Internal data indicates that students use a variety of strategies to set and achieve learning goals.</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 Culture</b> - Validation at <b>excelling</b> in the theme of <i>High expectations</i></li> <li>• <b>School resources</b> - Validation at <b>excelling</b> in the theme of <i>Technology</i>.</li> </ul>	<p>Self-assessment against the School Excellence Framework in the theme of High Expectations shows the school currently performing at <b>Excelling</b>.</p> <p>Self-assessment against the School Excellence Framework in the theme Technology 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  
Socio-economic background

### Summary of progress

The focus for 2023 continued to be to build the capacity of our staff and families to deliver a planned, inclusive approach to well-being that supports our diverse whole-school wellbeing needs and enables every student to connect, succeed, thrive and learn.

Again, 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. During this year data showed us that we needed to do more work around bullying. We purchased and implemented an Anti-Bullying education program with our Second Step lessons. This has provided an explicit and consistent approach for students and teachers, and appropriate language for our families.

Our school Learning and Support team procedures and structures were fully implemented to ensure consistency across all classes. This has provided a series of clear pathways of support for students and teachers and a means to track and monitor interventions.

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.

During External Validation, our school was validated at the level of Excelling in Wellbeing. However it is vital that we continue to implement the initiatives that promote wellbeing for our students, and continually monitor and review our progress into our next planning cycle.

Next year the focus will include the development of strategies to support staff to maintain their own wellbeing and improving our school culture to ensure we are all working towards a shared purpose.

### 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>	Students were surveyed using Tell them from me in November 2023. Data indicated progress yet to be seen.

as evidenced in <b>Tell them from me</b> (Years 4-6) survey and school based surveys (Years 1-3) by 7%	
<b>School target:</b>  Decrease by 15% from baseline of number of major and minor behaviour incidents as evidenced in Sentral welfare data.	Internal data indicates an increase in the number of recorded minor and major incidents from 2022 to 2023, indicating progress yet to be seen.
<b>Achievement of 2022 system negotiated target:</b>  Increased percentage of students attending school 90% of the time or more by 4.5% from baseline.	The number of students attending greater than 90% or more of the time is 61.85% indicating an increase of 23.65% from 2022. Progress yet to be seen towards lower bound target.
<b>School targets:</b>  <i>Improvement as measured by the School Excellence Framework:</i> <ul style="list-style-type: none"> <li>• <b>Wellbeing</b>- Validation at excelling in the themes of <i>A planned approach to Wellbeing and Individual learning needs</i>.</li> </ul>	Self-assessment against the School Excellence Framework in the theme of <i>A planned approach to wellbeing</i> , shows the school currently performing at <b>Excelling</b> .  Self-assessment against the School Excellence Framework in the theme of <i>Individual Learning needs</i> shows the school currently performing at <b>Excelling</b> .

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$12,958.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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 targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> These students have been supported with language acquisition to be able to access the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students will no longer be eligible for targeted support. but will continue to be supported within their classes with differentiated instruction according to need.</p>
<p>Integration funding support</p> <p>\$25,294.00</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>• Targeted reading growth</li> <li>• Targeted numeracy growth</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> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Successful implementation of support plans with these students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued individualised support for these and new students at targeted times of the day.</p>
<p>Socio-economic background</p> <p>\$196,960.26</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>• 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>• 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 sessions</li> </ul>

<p>Socio-economic background</p> <p>\$196,960.26</p>	<p>each week.</p> <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 supported students to develop more appropriate social skills 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 2024 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>\$7,090.64</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> <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> </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. Additional SLSO time to support targeted students at point of need.</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.</p>
<p>Low level adjustment for disability</p> <p>\$168,485.76</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students progressed in their literacy development 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>\$24,912.59</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>Professional learning</p> <p>\$24,912.59</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>• 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> <li>• teacher relief for staff engaging in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Differentiated professional learning has been provided to all teachers and SLSOs through ongoing point of need assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Focus in 2024 on high impact professional learning which is sustained and has evidenced based impact.</p>
<p>QTSS release</p> <p>\$52,318.66</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Farmborough Road Public School.</p> <p><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> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• implementation of weekly sessions with APC&amp;I to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All teachers have had regular opportunities to build their knowledge and skills. All have been provided with feedback on their teaching practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued opportunities for weekly "TLC" (Teaching and Learning Cycle) sessions with APC&amp;I. Ongoing opportunities for feedback.</p>
<p>COVID ILSP</p> <p>\$98,173.79</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 2023.</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>• providing targeted, explicit instruction for student groups in literacy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been successful in increasing their reading accuracy and fluency in due course with the lessons that have been implemented through out this cycle.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will not be available in 2024.</p>

<p>AP Curriculum &amp; Instruction</p> <p>\$186,105.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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> <li>• Targeted numeracy growth</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of two APC&amp;Is (0.6 each) and establishment of role in leading reading and numeracy development for teachers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased confidence and competence in teachers to deliver quality teaching and learning in literacy and numeracy. Opportunities for all teachers to be mentored in data analysis.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Data collection and analysis, as well as teacher anecdotal records, will inform future directions planning, programming and teaching.</p>
<p>Aboriginal background</p> <p>\$34,323.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Farmborough Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Social emotional skills development for students</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> Attendance plans have been formulated to monitor targeted students, in order to develop appropriate implementation strategies. Traditional games have been taught by Year 6 leaders. Meaningful community connections have been developed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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. SLSO to be allocated to support Aboriginal focus areas and students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	101	108	104	112
Girls	83	96	100	104

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.7	93.4	85.5	89.6
1	92.0	91.3	86.5	89.4
2	90.1	87.7	88.1	90.7
3	87.9	92.8	83.0	92.7
4	81.9	86.5	82.2	89.3
5	87.8	83.7	79.4	85.8
6	81.2	87.7	77.1	79.8
All Years	88.4	89.2	83.2	88.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

### Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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)	10.86
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.42

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	206,025.53
<b>Revenue</b>	4,055,601.17
Appropriation	3,929,582.30
Sale of Goods and Services	2,414.61
Grants and contributions	107,952.77
Investment income	3,222.69
Other revenue	12,428.80
<b>Expenses</b>	-4,003,033.40
Employee related	-3,564,090.93
Operating expenses	-438,942.47
<b>Surplus / deficit for the year</b>	52,567.77
<b>Closing Balance</b>	258,593.30

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	406,860
Equity - Aboriginal	34,323
Equity - Socio-economic	196,960
Equity - Language	7,091
Equity - Disability	168,486
<b>Base Total</b>	2,618,132
Base - Per Capita	58,912
Base - Location	0
Base - Other	2,559,219
<b>Other Total</b>	605,976
<b>Grand Total</b>	3,630,968

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 surveys

At the end of 2023, parents were surveyed through a google form with specific questions to rate the school, and an opportunity to comment. 37 parents responded to the survey. Comprehensive results from this survey were shared with P&C. Results included:-

- 86% of parents reported our school was attractive and well resourced.
- 81% of parents reported our school was friendly, tolerant and accepting of all students.
- 86% reported teachers know their child and respond to their learning needs.
- 89% reported the school teaches and promotes core values.
- 78% reported that school achievement/progress is recognised.
- 92% reported that their child is generally happy coming to school.
- 78% reported that the school provides opportunities for challenging student learning.
- 95% reported the school encourages community involvement in school activities.
- 89% reported that the school maintains a strong focus on literacy and numeracy.
- 100% reported that the school values and promotes school attendance.
- 81% reported that the school has good communication with the school community.
- 86% reported that Aboriginal and Torres Strait Islander education is a visible focus at our school.
- 81% reported that they would recommend FRPS to other families.

## Teacher/staff surveys

Staff were invited to participate in the Tell them from me teacher survey. 11 staff members completed this survey. Comprehensive results from this survey were shared with staff. Some of the results included:-

- In all trend reports, we showed growth from November 2022 to November 2023.
- We scored higher than the Government norm in all areas except for technology.
- In most areas, staff agreed, strongly agreed or neither agreed/disagreed. For the statement "I feel well supported in my job," 1 person disagreed. For the statement, "Morale amongst staff at my school is good," 3 staff out of the 11, disagreed or strongly disagreed.
- The highest scoring statements were:-
  - I monitor the progress of individual students.
  - I set high expectations for student learning.
  - I use results from formal assessment tasks to inform my lesson planning.
  - When I present a new concept I try to link it to previously mastered skills and knowledge.
  - I establish clear expectations for classroom behaviour.
  - I make an effort to include students with special learning needs in class activities.
  - School leaders have taken time to observe my teaching.
  - I work with school leaders to create a safe and orderly environment.
  - I discuss learning problems of particular students with other teachers.
- The lowest scoring statements were:-
  - I use computers or other interactive technology to give students immediate feedback on their learning.
  - I ask parents to review and comment on students' work.
  - Students use computers or other interactive technology to track progress towards their goals.
  - I work with students to identify a challenging learning goal relevant to the use of interactive technology.
  - Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.
  - I help students set goals for learning new technological skills.
  - Students receive written feedback on their work at least once every week. .

# 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.