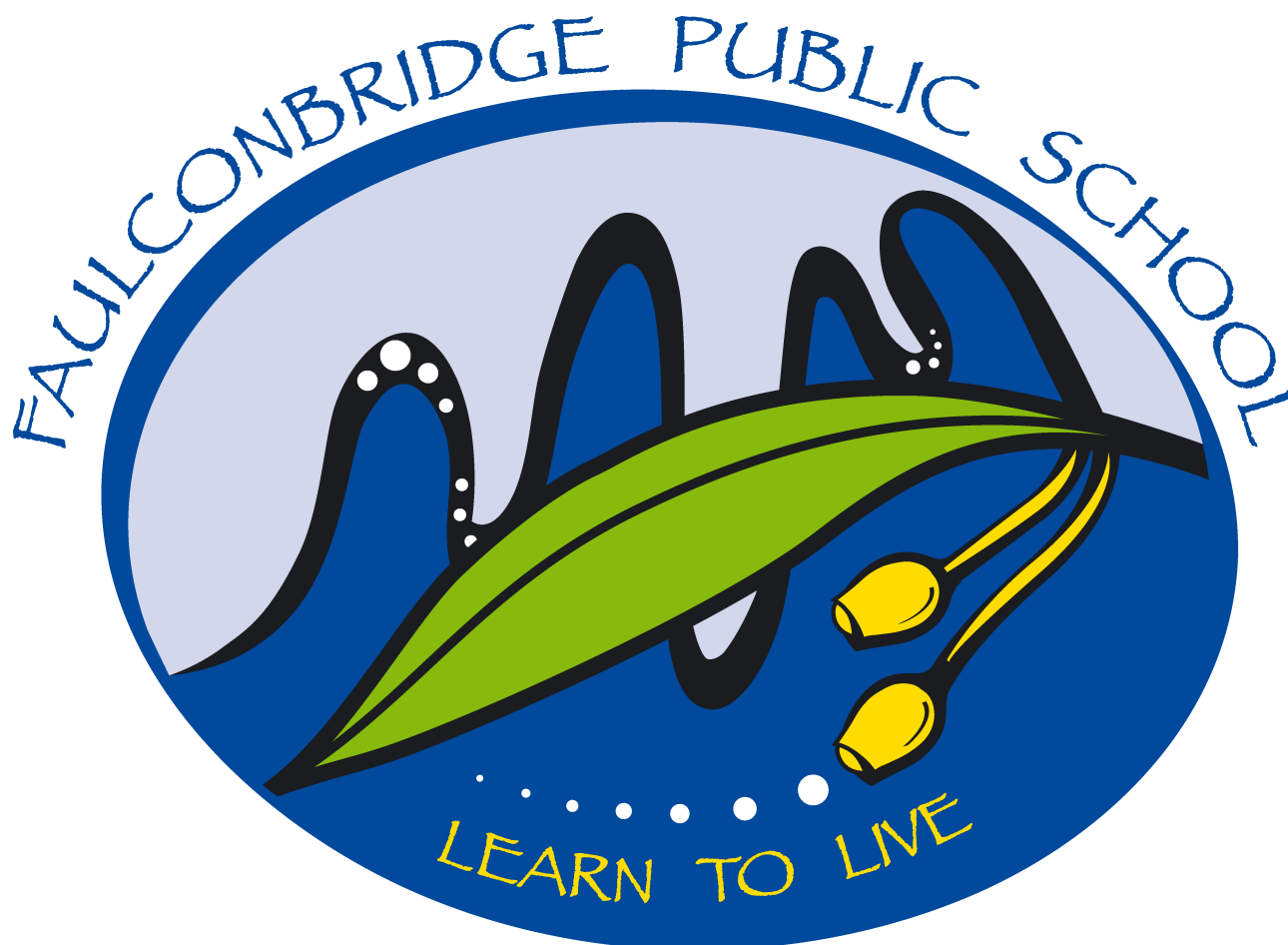


2023 Annual Report

Faulconbridge Public School



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Introduction

The Annual Report for 2023 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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Message from the principal

Annual School Report 2023

Dear Parents, Guardians, Students, and Staff,

I am delighted to present the Annual School Report for Faulconbridge Public School, reflecting on the achievements and progress made throughout the past year. It is with great pride that I share the remarkable accomplishments and developments that have shaped our school community.

Academic Excellence: Our commitment to academic excellence remains unwavering, and I am pleased to report that our students have continued to demonstrate outstanding achievement across all key learning areas. Through innovative teaching practices, personalized learning approaches, and a supportive environment, our students have thrived academically, showcasing their skills and knowledge in various assessments and examinations.

Engaging Learning Environments: At Faulconbridge Public School, we understand the importance of providing engaging and enriching learning environments that cater to the diverse needs and interests of our students. From dynamic classroom activities to hands-on experiential learning opportunities, we have fostered a culture of curiosity, creativity, and critical thinking that empowers our students to become lifelong learners and problem solvers.

Wellbeing and Support Services: The wellbeing and welfare of our students remain paramount, and we have continued to prioritize the provision of comprehensive support services to ensure the physical, emotional, and social wellbeing of every student. Our dedicated team of teachers, support staff, and counselors have worked tirelessly to create a safe, inclusive, and nurturing environment where every student feels valued, supported, and empowered to reach their full potential.

Community Engagement and Partnerships: Strong partnerships between the school, parents, and the broader community are essential for the holistic development and success of our students. Throughout the year, we have actively engaged with parents, community organizations, and local businesses to enhance the educational experiences and opportunities available to our students. Your ongoing support and collaboration have been instrumental in enriching the educational journey of our students and strengthening the bonds within our school community.

Looking Ahead: As we reflect on the achievements of the past year, we also look forward with optimism and excitement to the opportunities and challenges that lie ahead. With your continued support, dedication, and involvement, I am confident that Faulconbridge Public School will continue to thrive as a center of excellence where every student is inspired to learn, grow, and succeed.

In closing, I extend my heartfelt gratitude to our students for their hard work and dedication, to our staff for their unwavering commitment and passion, and to our parents and community members for their invaluable support and partnership. Together, we will continue to make Faulconbridge Public School a place where every child can shine.

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. 342 students are enrolled for 2023, with 24 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 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	2023 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 growth and performance	Delivering
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

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

AP Curriculum & Instruction

Aboriginal background

Integration funding support

Low level adjustment for disability

Summary of progress

The focus for 2023 continued to be 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. The school continued to dedicate Teacher Professional Learning time, Quality Teaching, Successful Students (QTSS) time to create learning communities through continually implementing CTE Sessions (Collective Teacher Efficacy Sessions. In 2023, this process was carried out by the school's Assistant Principal Curriculum and Instruction (APC&I). This involved whole stages of teachers working alongside the schools APC&I looking at students assessment data, devising future teaching based on the data gathered.. This allowed for teachers to readily engage in the whole teaching and learning cycle with their colleagues. This also aided with the implementation of the new K-2 syllabus as they worked shoulder to shoulder to plan assessment, carry it out and assess its impact. As a result, the school's Check in data Numeracy at the end of the year on average across year 3-6 was 11.9% above state average. In 2023, due to the continued success of this strategy for teachers and ultimately students this will be an integral part of our schools strategic academic plan. Looking into 2024, this valuable professional learning experience will be continued with aims to build on a successful year in 2023 and also to aid in the implementation of the new 3-6 Mathematics and English syllabus

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
Student cohorts demonstrate improved performance in Reading by 5.8% (Year 5) and 3% (Year 3) Check-in data compared with 2022 cohorts. .	The achievement toward this progress measure has seen the schools Check in results in year 3 and 5 rise significantly. In 2023, the schools reading results saw year 3 rise by 3.2% and year 5 results rising by 3.4% as compared with 2022 cohorts. These results saw the schools year 3 cohort be 8% above state average for 2023 while year 5 achieved close to parity.
Student cohorts demonstrate improved performance in numeracy of 6.4% (Year 5) and 3% (Year 3) Check-in data compared with 2022 cohorts.	The achievement toward this progress measure has seen the schools Check in results in year 3 and 5 rise in 2023. The schools numeracy results saw year 3 rise by 7.61% and year 5 results rising by 4.8%. These results saw the schools year 3 cohort be 11.8% above state average for 2023 while year 5 achieved 0.6% above state.

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
QTSS release
AP Curriculum & Instruction
English language proficiency
Aboriginal background

Summary of progress

In 2023, the focus for the school continued to be getting consistency of instruction across K-6. This involved upskilling staff during by professional learning through 'Quality Teaching, Successful Students' (QTSS) staffing allocation. 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 2024, 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 be removed and the existing expertise in the area will be utilised through demonstration lessons, Teacher Professional Learning and collaborating around what is best practise. This will be achieved through our APC&I and our experienced staff members.

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. Incorporated into the Morning Routine is a number/problem talk. Problem solving in reading comprehension is also incorporated into the structure.	Progress toward the improvement measure has been substantial, with classroom teachers successfully implementing the Morning Routine and Quality Modelled Lessons structure in all English and Mathematics lessons for grades K-6. This structured approach has not only been consistently applied but has also been enhanced by the inclusion of a number/problem talk within the Morning Routine. Furthermore, the integration of problem-solving techniques into reading comprehension activities demonstrates a comprehensive and holistic approach to learning. This collective effort ensures a standardized and effective teaching methodology across all relevant subjects, fostering a positive and engaging learning environment for students.
Collective Teacher Efficacy sessions occur during all Stage QTSS Sessions. Student assessment data is brought to the meetings, analysed, evaluated and future teaching directions are decided upon. This is reviewed in a two weekly cycle. The areas of focus are;	The progress toward the improvement measure of Collective Teacher Efficacy (CTE) sessions reflects a student-centred approach. These sessions were seamlessly integrated into all Stage QTSS (Quality Teaching for Student Success) Sessions, showcasing a systematic commitment to enhancing the overall student experience. Central to these sessions was the in-depth analysis and evaluation of student assessment data, driven by a commitment to data-informed decision-making.

Mathematical comprehension, Reading Comprehension and writing.

The regularity of these sessions, occurring in a two-week cycle, ensured a consistent focus on student performance. In 2023, the school made the decision to specifically target targeted areas of Mathematical Comprehension to target specific Mathematical outcomes. By analysing student assessment data into the CTE sessions, the teaching team actively identified trends, strengths, and areas requiring improvement, thereby fostering a collaborative and reflective atmosphere. This collective responsibility among teachers not only acknowledged the individuality of students but also emphasized the shared goal of student success. The emphasis on future teaching directions signals a proactive commitment to tailoring educational strategies to better meet the needs of individual learners. This student-centred approach, grounded in reflective practices and data analysis, positioned staff to make informed decisions that continually enhanced teaching practices for the benefit of individual student learning outcomes.

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
Professional learning
QTSS release
AP Curriculum & Instruction
Socio-economic background

Summary of progress

In 2023, Faulconbridge Public School instituted a targeted effort to boost school culture. The staff, students and community have continued to work on the school culture and to create a more collaborative, cohesive and welcoming school. The Faulconbridge Public School staff are very proud of the culture being creating at the school and will continue to grow and strive for continuous improvement. We have implemented a collaborative QTSS structure for teachers to create relationships through a deep understanding of students learning. We have also devised and implemented an attendance strategy to boost student engagement in school and rolled out the Resilience Project in partnership with the Blue Mountains City Council, In 2024 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.

As a result of these strategies, our attendance has risen by 12.95%, their sense of belonging has increased and positive teacher student relations at the school has gone up also. This is due to the massive effort by the staff and the community and creating that link for the betterment of the students.

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
Improvements in the following measures <ul style="list-style-type: none"> • 20% uplift in students reporting a strong sense of belonging (TTFM). • 15% uplift in student reporting interest and motivation at school (TTFM). • 10% uplift in parent indicators of school inclusiveness (TTFM). • 10% uplift in parents reporting they feel welcome and informed (TTFM). • 10% uplift in teacher indicators of school inclusiveness (TTFM). • 10% uplift in teacher reporting indicators of parent involvement (TTFM). 	In 2023, Faulconbridge Public School experienced an advancement in student well-being and engagement. The data revealed a substantial 7% uplift in students reporting a strong sense of belonging within the school community. This positive trend can be attributed to the school being visibly consistent in tis approach to school culture. There was a remarkable 7% uplift in student reporting interest and motivation at school compared to 2021 Tell Them From me data. The implementation of innovative teaching methods, real-world applications, and engaging learning experiences played a pivotal role in sparking enthusiasm among students, creating a more vibrant and participatory school culture. This area will be a main strategic focus in 2024. Parental involvement and perceptions of inclusiveness also saw significant improvements, with a 14% uplift in parent indicators of school inclusiveness. Additionally, there was a substantial 10% uplift in parents reporting that they feel welcome and informed by the school community. While teacher indicators of school inclusiveness and indicators of parent

<p>Improvements in the following measures</p> <ul style="list-style-type: none"> • 20% uplift in students reporting a strong sense of belonging (TTFM). • 15% uplift in student reporting interest and motivation at school (TTFM). • 10% uplift in parent indicators of school inclusiveness (TTFM). • 10% uplift in parents reporting they feel welcome and informed (TTFM). • 10% uplift in teacher indicators of school inclusiveness (TTFM). • 10% uplift in teacher reporting indicators of parent involvement (TTFM). 	<p>involvement have remained steady, the overall progress made in 2023 sets a solid foundation for continued efforts in enhancing the educational experience for students and strengthening the school's ties with the parent community.</p>
<p>A minimum of 85.3% of students attend school for more than 90% of the time.</p>	<p>Faulconbridge Public School, though still working towards achieving the designated goal, experienced a commendable uplift in overall attendance for the year 2023. The attendance rate rose by a noteworthy 12.95%, reaching 70.92%. This upward trend from the previous year of 2022 will be given special attention and strategic focus as the school navigates through the upcoming year, 2024.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</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"> • Data informs practice • 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 <p>The allocation of this funding has resulted in the following impact: Integration funding support (IFS) at Faulconbridge Public School has been crucial in driving strategic improvement plan targets aimed at enhancing student growth and attainment across students that require funding. By strategically allocating resources and implementing targeted interventions, Faulconbridge Public School has witnessed significant progress in achieving its educational objectives in Literacy and Numeracy.</p> <p>One of the primary strategic improvement plan targets is to enhance student growth through personalized learning experiences. Integration funding support has enabled the school to implement individualized education plans tailored to the specific needs of each student and the development of individualised SMART goals. By providing additional resources in School Learning Support Officers, Faulconbridge Public School aims to ensure that every student receives the support they need to thrive academically and socially and achieve their short and long term goals.</p> <p>Another key target within the strategic improvement plan is to improve student attainment levels across all subject areas. Integration funding support has played a crucial role in this endeavor by facilitating access to targeted interventions to address learning gaps and promote academic achievement. By leveraging integration funding support to implement evidence-based instructional strategies and interventions, and support the teaching that is happening in the classroom, Faulconbridge Public School aims to raise attainment levels and ensure that every student reaches their full potential.</p> <p>In alignment with the strategic improvement plan targets, Faulconbridge Public School continuously monitors progress and evaluates the effectiveness of integration funding support initiatives through data-driven assessments and stakeholder feedback. By analysing student performance data, tracking progress towards attainment goals, and soliciting input from teachers, parents, and students, the school is able to make informed decisions and adjustments to ensure that integration funding support remains aligned with the overarching objectives of the strategic improvement plan.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: To expand the support given to students throughout the educational journey toward achieving their SMART goals in Literacy and Numeracy. This will involve further supporting the Learning and Support team and funding initiatives within the team to better cater for the students.</p>
<p>Socio-economic background</p> <p>\$27,504.47</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</p>

<p>Socio-economic background</p> <p>\$27,504.47</p>	<p>including:</p> <ul style="list-style-type: none"> • Visible consistency • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through The Resilience Project in conjunction with the Blue Mountains City Council to support student wellbeing and sense of belonging at school. • employment of additional staff to support students experiencing significant educational disadvantage. <p>The allocation of this funding has resulted in the following impact:</p> <p>The Resilience Project</p> <p>The Resilience Project has taken root within our school community, fostering a culture of strength and perseverance among students and staff alike. Through engaging workshops, activities, and resources, participants have embraced the power of resilience, navigating challenges with newfound confidence and determination. As a result, we've witnessed a positive shift in mindset, academic performance, and overall well-being. The Resilience Project's successful implementation has truly enriched our school environment, empowering individuals to thrive in the face of adversity.</p> <p>Staffing</p> <p>Successfully employing a Student Learning Support Officer (SLSO) has proven to be instrumental in providing tailored assistance to students experiencing educational disadvantage. By leveraging the expertise of an SLSO, Faulconbridge Public School offered personalized support, ranging from academic tutoring to socio-emotional guidance, thereby fostering an inclusive learning environment. Through targeted interventions and one-on-one interactions, the SLSO plays a pivotal role in empowering students to overcome barriers, unlock their full potential, and thrive academically.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The Resilience Project, due to its schoolwide success will be continued into 2024.</p> <p>The employment of SLSO support will be reviewed at the start of 2024 based on need.</p>
<p>Aboriginal background</p> <p>\$15,560.63</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>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 • Whole School Collaboration • 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 deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <p>In 2023, we utilised this funding to work one-on-one or in groups with students on their PLPs. We developed individualised 'Acknowledgement of Country' incorporating their own individual Aboriginal heritage teaching all students about the diversity of the Aboriginal culture at Faulconbridge Public School. This gave the school a range of students at the school who were able to give 'Acknowledgements of Country'</p> <p>After evaluation, the next steps to support our students will be:</p> <p>After evaluation, this work with the PLPs will be continued into 2024. The school will be taking up further information gathering throughout the PLP</p>

<p>Aboriginal background</p> <p>\$15,560.63</p>	<p>process around specific targets in Literacy and Numeracy. These targets will them be worked on individually and in small groups to further the educational outcome of our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$17,905.90</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"> • Whole School Collaboration • 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: In 2023, staff gained a rich 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. This allowed for targeted support for EALD students through the employment of SLSO support within the classroom and in small groups.</p> <p>After evaluation, the next steps to support our students will be: In 2023 Faulconbridge Public School has successfully imbedded Collective Teacher Efficacy Sessions as part of best practice 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. This will continue as an initiative and a whole school approach to guiding future teaching.</p>
<p>Low level adjustment for disability</p> <p>\$110,139.66</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"> • Data informs practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 low level adjustment for disability funding was used in 2023 to support those students who did not receive direct funding through Integration Funding Support but required support to equitably access the curriculum. This funding also allowed the school to support those students who were not achieving stage level outcomes in K-6.</p> <p>After evaluation, the next steps to support our students will be: To continue to utilise this funding to support students to engage with the curriculum and support students who are not meeting stage outcomes.</p>
<p>Professional learning</p> <p>\$24,812.76</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</p>

<p>Professional learning</p> <p>\$24,812.76</p>	<p>including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Whole School Collaboration • Visible consistency • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Professional learning in 2023 fostered collaborative environments where educators can thrive. With funding allocation Quality Teachers, Successful Students (QTSS), schools have embarked on a journey to enhance collaborative practices getting stages together to build collective efficacy across teams. Comprehensive Autism Training has been integrated school-wide, empowering educators to better understand and support individuals on the autism spectrum within the classroom.</p> <p>Faulconbridge Public School teachers undertook Starting Strong with Big Ideas, as part of the mathematics initiative of the Department of Education. This initiative has particularly supported the effective rollout of the mathematics syllabus for grades K-2, ensuring that foundational concepts are delivered with innovation and enthusiasm.</p> <p>Furthermore, the introduction of funded Instructional Rounds training as part of a collective network initiative has ushered in a culture of professional growth and reflection. Educators engage in collaborative observations and feedback sessions, refining their teaching practices to optimize student learning outcomes.</p> <p>Professional learning opportunities centered around High Potential Gifted Education (HPGE) have equipped educators with the skills and knowledge to cater to the unique needs of gifted students effectively. Through these collective efforts, schools are forging ahead, empowered to nurture environments where every learner, regardless of their abilities, can thrive.</p> <p>After evaluation, the next steps to support our students will be: In 2024, due to the overwhelming success of Instructional Rounds, this will be rolled out to more members of staff so that Reflective Practice can be refined as part of the Learning Culture (Strategic Direction 2) of the school. At Faulconbridge Public School the deep focus on mathematics instruction will continue and be incorporated into the existing QTSS structure.</p>
<p>Beginning teacher support</p> <p>\$29,966.63</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Faulconbridge Public School during their induction period.</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"> • ongoing feedback and support that is embedded in the collaborative practices of the school • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback <p>The allocation of this funding has resulted in the following impact: Providing ongoing and consistent support throughout the first two years of their teaching careers. It has created more confident professionals which are now contributing to whole school planning and thinking initiatives.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Beginning teacher support</p> <p>\$29,966.63</p>	<p>This model's success has enabled a culture of personal growth in these teachers and this will continue into 2024. The beginning teacher funding will only be available for one of these teachers to continue; however, the APCI will continue to provide support through her role. The Journey to Proficient Accreditation (JPA) group will continue for the two teachers who are still working towards accreditation and open for any new staff to join if they are striving towards proficiency.</p>
<p>QTSS release</p> <p>\$64,747.30</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>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 • Whole School Collaboration • Visible consistency <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: Faulconbridge Public School utilized Quality Teaching, Successful Students (QTSS) funding to empower stage teams in collaborating with the Assistant Principal Curriculum and Instruction (APC&I). With a specific focus on student assessment, teams analyzed data from various sources including NAPLAN, Check in, and PAT, then triangulated that data with what teachers were observing in the classroom and their formative assessment.</p> <p>After evaluation, the next steps to support our students will be: This collective effort bolstered teacher efficacy, fostering a strong sense of belonging within the team. Moreover, it deepened their comprehension of student learning levels and facilitated strategic planning for future teaching approaches. Faulconbridge Public School remains committed to this approach in 2024, ensuring continued growth and success for its students.</p>
<p>COVID ILSP</p> <p>\$37,464.76</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Positive effects on student learning have been noticeable throughout the school. Apart from an improvement in academic performance, there has been a noticeable change in student well-being, engagement, enthusiasm, and sense of belonging. Students have also acknowledged the usefulness of the strategies learned during CILSP in applying their knowledge and understanding to classroom concepts.</p> <p>The effectiveness of the small group withdrawal method of instruction in addressing individual learning needs and enhancing student outcomes at Faulconbridge Public School is evident.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP \$37,464.76</p>	<p>In 2024, the small-group intervention initiative through the COVID ILSP funding will further cooperation in sharing collective accountability for students.</p>
<p>AP Curriculum & Instruction \$124,070.40</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>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 • Whole School Collaboration • Visible consistency <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: Faulconbridge Public School effectively utilized funding to empower stage teams in collaboration with the Assistant Principal Curriculum and Instruction (APC&I). With a keen focus on student assessment, these teams analyzed data from diverse sources, including NAPLAN, Check in, and PAT. The APC&I actively participated in teaching, delivering demonstration lessons, and providing critical feedback as a "critical friend" in classrooms across K-6, aimed at enhancing the practice of all teachers. This collaborative effort not only enhanced teacher efficacy but also fostered a cohesive sense of belonging within the team. Through this strategic approach, Faulconbridge Public School gained a deeper understanding of student learning needs, enabling them to plan future teaching directions effectively.</p> <p>After evaluation, the next steps to support our students will be: Faulconbridge Public School remains dedicated to leveraging the expertise of APC&I and the collaborative spirit of its teaching staff to ensure continued success and growth for all students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	181	178	174	181
Girls	149	155	154	156

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.1	96.3	89.2	93.7
1	95.2	94.6	87.4	90.9
2	94.7	92.2	91.6	91.5
3	94.4	93.0	86.3	92.6
4	93.2	92.6	89.1	89.9
5	92.2	89.1	88.2	90.0
6	93.1	90.7	85.5	91.3
All Years	94.0	92.8	88.3	91.5
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

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)	3.8
Classroom Teacher(s)	12.74
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	377,545.39
Revenue	3,911,711.39
Appropriation	3,672,860.62
Sale of Goods and Services	4,193.24
Grants and contributions	224,501.69
Investment income	10,055.84
Other revenue	100.00
Expenses	-3,856,462.48
Employee related	-3,373,685.49
Operating expenses	-482,776.99
Surplus / deficit for the year	55,248.91
Closing Balance	432,794.30

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

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

	2023 SBAR Adjustments (\$)
Targeted Total	146,698
Equity Total	171,111
Equity - Aboriginal	15,561
Equity - Socio-economic	27,504
Equity - Language	17,906
Equity - Disability	110,140
Base Total	2,675,884
Base - Per Capita	85,365
Base - Location	0
Base - Other	2,590,519
Other Total	463,514
Grand Total	3,457,207

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2023, Faulconbridge Public School has witnessed an increase in student sense of belonging and expectations for success compared to the previous year. Our commitment to nurturing these aspects of our school environment remains steadfast, as we plan to continue surveying students from stages 2 and 3 to identify ways we can further enhance their sense of belonging and aspirations for success. In 2024, student engagement for learning success will be a large focus for the school involving all stakeholders in the learning journey of our students.

Teachers at Faulconbridge Public School have reported an above-average School Mean for the Eight Drivers of Student Learning. Notably, the indicator pertaining to 'Learning Culture' and 'Data' Informs Practice', which are key drivers in our Strategic Improvement Plan are above the NSW Government Norm. The 'Leadership' driver of students learning at the school continues to be above the NSW State Norm. The Learning Culture created among the staff has seen an improvement in both summative and formative assessment, as well as through NSW standardised assessments of Check in and NAPLAN.

Parental engagement emerged as a key area for development in 2023, and the latest Tell Them From Me survey data demonstrates significant progress. The percentage of parents feeling welcomed at the school has risen from 74% to 86%, with those feeling well-informed remaining steady throughout the year. Additionally, parents feeling that the school is an 'Inclusive School' has risen by 14%. This progress reflects the dedicated efforts of our staff throughout 2023, and in 2024, we remain committed to further strengthening these relationships. Working closely with our exceptional P&C and the broader community, we aim to deepen connections with students and their families through initiatives such as parent forums, information evenings, and involving parents in setting personalized goals for 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.

Aboriginal Education - School statement

Aboriginal Education Policy statement

Commitments

Faulconbridge Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

It is the goal of the Faulconbridge Public School that, Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.

Faulconbridge Public School is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. We will broaden the knowledge of the Darug and Gundungurra people and share their culture, language and stories with our community.

Faulconbridge Public School will provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business.

The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

Faulconbridge Public School is committed to collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.

Faulconbridge Public School recognises the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc.) as the peak Community advisory body to the department on Aboriginal education at all levels and in all stages of planning and decision making.

These commitments affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential.

Aboriginal education at Faulconbridge Public School involves continuous, lifelong learning. It includes:

At Faulconbridge Public School we pride ourselves on the delivery of quality education to Aboriginal students in schools. Education about Aboriginal Australia for all students.

Mandatory Aboriginal cultural education through professional learning and career development experiences for all staff. At Faulconbridge Public School we are identifying and engaging the NSW AECG Inc. and Aboriginal communities as partners in Aboriginal education

Responsibilities and delegations

Staff

All staff at Faulconbridge Public School are responsible for implementing the policy and ensuring their actions comply

with it. Staff aim to include Aboriginal perspectives in all teaching programs and professional interactions with students of Aboriginal and Non-Aboriginal students.

School Principal

The principal or a delegate of the school will consult with the local AECG Inc. and Aboriginal communities in the development and reporting of the school plan. They will oversee the implementation of this policy and incorporate strategies within the school plan that comply with the policy.

The principal of Faulconbridge Public School will support staff to participate in learning pathways to build competencies in Aboriginal cultures, monitor the effectiveness of their plans and will oversee the schools achievements in Aboriginal education through improved practices and student outcomes

The principal of Faulconbridge Public School will report through the school's annual report.

In honouring the 'Walking Together, Working Together, 2020-2030' Faulconbridge Public School will collaborate with the NSW AECG Inc. in the monitoring and evaluation of strategies and will report on progress in implementing this policy against outcomes and targets for Aboriginal education. Faulconbridge Public School will also consult with the NSW AECG Inc. on future policy directions.

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.

Anti-Racism - School statement

Anti Racism Policy Statement

Faulconbridge Public School rejects all forms of racism.

No student, employee, parent, caregiver or community member should experience racism within the school environment. Racism has a particular impact on Aboriginal people and may take forms that are distinct from other types of racism. At Faulconbridge, we aim to foster cultural safety for all Aboriginal students, staff, parents, and community members. To support this:

Faulconbridge Public School has a partnership agreement with the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc.), which fosters collaboration with schools to promote, acknowledge and value Aboriginal histories and cultures

Faulconbridge Public School is committed to eradicating expressions of racism and challenging the attitudes that allow them to emerge is the shared responsibility of all NSW public school staff who contribute by:

1. recognising and respecting Aboriginal peoples as the First Peoples of NSW
2. embracing the value and benefits of the cultural, linguistic and religious diversity of NSW
3. challenging prejudiced attitudes and ensuring that sanctions are applied against racist behaviours and systems that deny equitable access to educational opportunity.

Faulconbridge Public School has a trained Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of 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.

