2010 Annual School Report
Farmborough Road Public School

NSW Public Schools – Leading the way
Principal’s message

This report is designed to provide parents and members of the community with information about Farmborough Road Public School’s programs and performance in 2010. The school’s motto “Onward and Upward” guides the school’s operation as it strives to provide a learning environment which is safe and caring, and caters for the diverse needs of all students. The Core Values in NSW Public Schools underpin programs and procedures at the school. Farmborough Road Public School has strong community support, which is highly valued and is reflected in the sense of community that is apparent in all school activities and events. This report celebrates the achievements of students, staff and the community, highlights strengths and identifies targets for school improvement in 2011.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Miss Dale Green

P & C and/or School Council message

Farmborough Road Public School is supported by a proud P&C Association. The P&C play a very active role within the school and surrounding community. The P&C ensure the running of daily school facilities including the canteen and uniform shop and organises events such as Fathers’ and Mothers’ Day stalls and various other fundraisers. The hard work in raising funds is greatly rewarded through the purchase of resources, which benefit both our school and the students within it. We look forward to 2011 being another eventful and successful year.

Ms Diane Kelly, P&C President

Student representative’s message

The SRC has worked extremely hard in all of the activities in which they were involved this year. The SRC was involved in a promotional video for the school. It included information about school rules, activities, excursions and the Schools as Community Centre. The SRC worked with a staff member to illustrate our school rules, which have been displayed in the school. The Sports Shed is run by all SRC members and provides equipment for students at lunchtime. This year a new system for borrowing was introduced which has allowed us to be more organized. In Term 4 we talked to all students about sun safety and the importance of wearing hats. The P&C will be providing all students with a school hat next year, which will promote our school and sun safety. Throughout the year we have hosted many school assemblies, presenting information about sporting events, core values, behaviour expectations and events happening in the school. Thanks to everyone who has helped in running the SRC activities.

Emily Spitznagel and Lachlan Grogan

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

![Enrolments graph](image)

Student attendance profile

![Student attendance rates graph](image)

Management of non-attendance
A school attendance plan has been developed in consultation with Home School Liaison Officer (HSLO). Positive methods to encourage regular attendance include weekly class and individual attendance awards. Weekly reports on student attendance are accessed to determine students whose attendance may be of concern. Procedures for follow up include phone calls, letters to and interviews with, parents and referral to the HSLO for inclusion on caseload.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KM</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>K/1F</td>
<td>K</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>K/1F</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1LD</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3T</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4/5H</td>
<td>4</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>4/5H</td>
<td>5</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes
In 2010 ten classes were formed. Four classes were composite or multi-age classes and six were straight classes. The school continued to operate with three stage teams, with an assistant principal responsible for each stage.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.42</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td>Total</td>
<td>16.842</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Farmborough Road Public School no staff identify as indigenous.

Staff retention
A temporary teacher was engaged to fill a vacancy following the retirement of a classroom teacher. A permanent School Administrative Officer was appointed following the retirement of the previous staff member.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Tied funds in excess of $275 700 are designated for programs related to the Schools as Community Centre, Investing in our Schools Program and National Partnerships in Literacy and Numeracy. Unpaid invoices at the time of preparing this report totalled $11 418.51.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2010

#### Achievements

##### Arts

Classroom experiences and school programs, including singing, percussion, and dancing, provided all students with a range of opportunities to develop skills in the Performing Arts. Regular school assemblies involved students in performances displaying class programs in Creative and Performing Arts. The school choir consisted of 48 students from years four to six. Those students not involved in the choir participated in singing and percussion groups. The choir performed proudly at the Southern Illawarra Music Festival, Education Week performances and various school assemblies. Seventeen students from year three performed in Southern Stars Spectacular “Ten in TwentyTen” as part of the dance item for “Fame”. They were also involved in two finales: “Reach” and “Who I Am”. A number of students in Stage 3 were involved in a range of experience days as part of Community of Schools initiatives. These days included: writing, craft and technology.

##### Sport

This year Farmborough Road P.S. held successful carnivals in swimming, cross country and athletics. For the second year a tabloid format was employed for the athletics carnival, which saw all students K-6 included in events and modified games. Students competed in carnivals at District and Regional levels. In PSSA sport, students competed against Dapto District schools at Gala Days held in terms one, two and three after building on skills at school training sessions. Rugby League teams participated in the All Schools Carnival and the Rod Wishart / Paul McGregor Shield. The Backyard League Program, supported by the St George Illawarra Dragons, was held in term 3. The school was again involved in the Premier’s Sporting Challenge, which encourages students to involve themselves in physical activity. Students recorded their exercise and were awarded achievement levels accordingly. Sporting equipment was purchased from funds received through the program. The school also participated in the Coles Sports for Schools program. Daily fitness programs occurred K-6 to enhance fundamental movement skills and
the Gmysports gymnastics program was offered in term 2 for students in K-2 and in term 3 for students in years 3-6. The School Swimming Scheme was held in term 4 for students in years 2-5 which promoted valuable swimming and water safety skills.

**Other**

**Debating, Public Speaking and Spelling**

The school continued to promote debating and public speaking skills with entry into the Multicultural Public Speaking Competition and the Hunter Debating Challenge. Class programs focussed on the explicit teaching of necessary skills and an understanding of how to plan, prepare and present an effective speech. Two students from Stages 2 and 3 represented the school at a district level following a school-based competition. A year 5 and year 6 debating team was selected to represent the school in the competition and all students developed an increased understanding of the rules and guidelines for debating. The skills of all students developed over the competition with the year 6 team winning three out of four debates. The school again competed in the Premier’s Spelling Bee, with two students from Stage 2 and 3 representing the school at district finals.

**School Camping Program**

The school camping program has operated for many years and aims to promote personal development and co-operative group skills, provide environmental education programs and the opportunity to participate in traditional camp activities. In term one, year 5 students attended the Berry Sport and Recreation Centre for a three-day camp where a safe, fun and challenging outdoor experience was offered. They experienced archery, canoeing, swimming, ropes challenge and rock climbing. In term 4, two camps completed the camping program. Year 6 students travelled to Wombeyan Caves for a five-day camp with students from Berkeley Public School. This camp is designed to not only provide camping experiences such as bushwalking, cave exploration and orienteering but to also promote the development of links and friendships with other students who will be attending Illawarra Sports High School in 2011. Year 4 students attended an overnight camp at Killaulea State Park in term 4 and participated in canoeing, co-operative games and environmental studies.

**Environmental Education**

Environmental education continued to be an important component of school programs in 2010. Stage 3 students were involved in the Wollongong City Council’s World Enviro Day at Wollongong Botanic Gardens. Students took part in science-based investigations designed to educate them about the environment and ways it can be protected. Over 30 students volunteered for gardening groups and they assisted in the maintenance of gardens through weeding, mulching and watering gardens, which have enhanced school grounds. All students were involved in Environmental lessons and activities through the Science Program, which operated as part of the RFF program during the year. Students were introduced to the concept of the “greenhouse effect” on the climate and weather. They gained understandings of the effect humans have on the water cycle through litter and pollution and were introduced to gardening through science lessons.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

One hundred percent of eligible Year 3 students sat for the tests. Student performances were similar to the state and it was pleasing to note that no students were placed in the lower three bands in writing. Also pleasing was the increase in the number of students in the top two bands in all areas as compared to the school’s three year average.
Numeracy – NAPLAN Year 3
Although the school was under represented in Bands 5 and 6 it was pleasing to note there was an increase in students in these two bands as compared to the school’s three year average. Also pleasing was that no student was placed in Band 1.

Literacy – NAPLAN Year 5
Twenty-nine out of thirty eligible students sat for the tests. The school is under represented in the highest two bands in all areas of literacy as compared to the state. This will be addressed through strategies outlined in Target 2 for 2011.
Numeracy – NAPLAN Year 5

Twenty-eight out of thirty eligible students sat for the test. The school was under represented in the top two bands as compared to state average. This will be addressed in a whole school numeracy program in 2011. (See Target 1) An analysis of test results indicated student performance in number, patterns & algebra was slightly better than in measurement, data, space & geometry.

Progress in literacy

It was possible to track 82 % of students who sat for the NAPLAN tests in 2008. It was pleasing to note the progress made by students in writing was slightly above the state.
Progress in numeracy

It was possible to track 82% of students who sat for NAPLAN tests in 2008. Seventy five percent of students progressed at a rate equal to or higher than the state average.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

| Percentage of Year 5 students achieving at or above minimum standard |
|------------------------|------------------|
| Reading                | 90               |
| Writing                | 93               |
| Spelling               | 93               |
| Punctuation and grammar| 83               |
| Numeracy               | 93               |

Significant programs and initiatives

Aboriginal education

Where relevant, Aboriginal education is incorporated into learning experiences in the Key Learning Areas, in particular Human Society and its Environment. A parent information session was held in term one to discuss Individual Learning Plans, which were then developed for all Aboriginal students, ensuring a continuous record of their goals and expectations. One teacher was involved in Cultural Awareness Training over three days, which provided insights into Aboriginal Culture and improving student outcomes. As part of NAIDOC Week celebrations, Stage One studied Aboriginal cultures and art, culminating in an assembly where students displayed their work and shared their knowledge and understanding about their learning. A range of class activities in Stages 2 and 3 also recognised NAIDOC Week, Sorry Day and Reconciliation Week. Aboriginal students were invited to the local high school, and presented with a copy of the National Government’s “Apology to Australia’s Indigenous Australians.”

Multicultural education

The school’s scope and sequence plan incorporates units with a multicultural perspective across all stages in English and HSIE. Students are provided with opportunities to develop racial tolerance and an understanding of cultural diversity. The Multicultural Public Speaking Competition saw all students in Years 3 to 6 actively engaged in grade based public speaking activities. School representatives were determined through this process and participated in district finals. Public speaking skills were enhanced and students developed a greater awareness of multicultural issues in Australia. The topics all served to enhance students’ understanding of multicultural Australia.

Respect and responsibility

The Core Values for NSW Schools provides the foundation for school programs. A Student Representative Council was elected with representatives from classes in Years 2 – 6. Student concerns and ideas were discussed and a range of student-initiated events were implemented. The policy developed for SRC election procedures was supported by the P&C and was implemented this year. Behaviour data was reviewed each term and a number of behaviours were targeted in whole school programs. Regular updates of school rules were included in school newsletters and students who displayed appropriate behaviours were rewarded and recognised. Following a review of the Anti-Bullying Plan in 2009 recommendations to strengthen procedures across the school were implemented.

National partnership programs

Literacy and Numeracy Partnership

The school has been involved in the Literacy and Numeracy National Partnerships, focussing on Numeracy. The Taking Off With Numeracy (TOWN) Program was implemented with an emphasis on stages 2 and 3. Under the guidance of an in-school Numeracy Facilitator, staff undertook regular professional learning sessions where they were trained in the implementation of student assessments, plotting and tracking student progress on the learning framework and developing effective numeracy lessons. The use of technology was integral to the program with the use of video conferences for professional learning, online recording of student progress and videoing individual students at work. These videos were uploaded for discussion with TOWN case managers and used to develop specific strategies to assist targeted students with their learning. The tracking of students on the numeracy learning framework has enabled staff to develop programs which meet students’ needs through the effective use of a differentiated curriculum and the development of related resources. A school leadership team was formed and participated in phase one modules of the Team Leadership for School Improvement Program (TLSIP). This team cooperatively
implemented and evaluated school programs, using school, state and national data. All staff participated in phase two modules of TLSIP and feedback indicated this was a valuable program and will enhance school programs and provide guidance for future planning. K-2 staff were also involved in a range of professional learning sessions focussing on use of the numeracy learning framework and a differentiated curriculum. The school now has a K-6 system for monitoring and recording student progress on the framework, which enables staff to plan and implement quality numeracy programs for all students, including targeted and Aboriginal students. Surveys completed by all staff in term 3, indicated that the impact of the professional learning provided had been positive and had helped them to refine and reflect on their teaching and assessment practices. Staff are now more aware of and utilise a range of departmental and other resources to support programs. Cooperative planning of programs and resources, developing, implementing and discussing lesson studies have been highlighted as very valuable professional learning activities and will be included in plans in 2011.

Other programs
Student Welfare
The Anti-Bullying Plan was implemented, with students participating in lessons to identify bullying behaviour and strategies to deal with it. Following a review of the plan in 2009, with staff, parents and students consulted, minor adjustments made and implemented in 2010. The Student Representative Council provided leadership opportunities for students and is valued by the whole school community. The Policy for the SRC election process was implemented, ensuring student representatives fulfilled their responsibilities. The SRC co-ordinated a school competition to design a new mini award which has been adopted across the school. The SRC Presidents represented the school at a number of school and community events. Student achievements were celebrated through an extensive reward system, newsletter announcements, assemblies and end of term reward days. Parents were invited to celebrate with their children at special morning teas at the end of each term. Photographs of students who have attained the platinum level were displayed to recognise their great contribution to our school. One student received the School Achievement Award and one the Excellence in Education Award. This year 37 bronze, 27 silver, 16 gold, 11 platinum, 11 double platinum, 4 triple platinum, 2 diamond and 2 white diamond awards were presented.

Information and Communication Technology
Emphasis on the integration of technology into effective classroom practice has continued as a focus this year. The school places importance on maintaining up to date technology hardware and being open to new programs and ideas. Staff were provided with opportunities to extend their understanding of learning technologies by practical professional learning sessions with district consultants and time to explore ways of effectively implementing technology into classroom practice. The promotion of information and technology skills is enhanced with all students K-6 engaging in weekly computer lessons. Student access to computers is available through the computer lab, banks of computers in classrooms and laptop computers to supplement programs. Additional computers through the T4L Program were used to upgrade the computer lab, which is used extensively through the RFF program and by class teachers. A weekly computer club was established this year, with interested students working in the lab using a variety of programs and enhancing their skills.

Parent and Community Program
The Parents and Citizens (P&C) Association is actively involved in many areas of the school, especially co-ordinating special events and fundraising activities. They continued to run the school canteen, through a canteen committee and co-ordinator and approximately 20 rostered volunteers. The P&C provided funds for the purchase of a number of class resources including maths and reading materials. Parents participated in school and classroom programs in literacy, sport, excursions and Year 6 farewell. Parents and community members regularly attended class assemblies, Education Week and Book Week. Formal parent-teacher interviews were held in Term 2 to discuss student progress with an attendance rate of 49%. Throughout the year, a number of parents met with executive and teaching staff on an informal basis to discuss a range of student related issues. The Kids Hope
Mentor program continued in 2010 with seven community members working with seven students. Volunteers from the Wollongong Church of Christ established a Chess Club at the school with 20 students regularly participating. The Figtree Anglican Church sponsored a number of students to attend their holiday camps. In Term 3 ten students were involved in the Student2Student Reading Program co-ordinated by the Smith Family, which links primary school students with mentors from local high schools.

Community Use of School Facilities

Various community groups used the school facilities throughout the year. Dance and karate lessons were held weekly and a church group used the hall each week. A local choral group used the hall each week for rehearsals. The P&C and Neighbourhood Watch meetings were held monthly. Minimal fees are charged and the funds raised help to support educational programs.

Schools as Community Centre Project

The Schools as Community Centres Project (SaCC) promotes the school as a place to access programs and support families with children aged 0-8 years. The SaCC Program has been full in 2010, with the regular Tuesday Playgroup continuing, along with twice weekly Mums’n’Kids Pilates classes, TAFE Outreach courses in Growing Vegetables, First Aid and Basic Computers. Parenting Education programs were held such as Triple P, 123 Magic, and the very popular Calm and Confident Parent Course. For two terms a Kids Cooking Playgroup was held, which has been very enjoyable (and tasty!) for children and parents.

The SaCC also hosted an exciting event for the Sydney Children’s Festival. This saw students from K-3 involved in a storytelling and art project which then moved onto six other venues around the State. This culminated in a huge art installation exhibition at the Sydney Children’s Festival at Carriageworks, Redfern.

Over 300 Let’s Read packs were distributed to families with children under 5. These packs include a free picture book and DVD and are designed to encourage children to love reading.

Progress on 2010 targets

Target 1

*Increased levels of numeracy achievement for every student.*

Our achievements include:

- 7% increase in Yr 3 and 1% increase in Yr 5 of students achieving Proficient level;
- 6% increase in students exceeding state average growth;
- 17% decrease of Yr 3 students below minimum standards;
- 7% decrease of Yr 5 students at or below minimum standards;
- TOWN Program implemented in Yrs 3-6; and
- Progress of all students K-6 tracked and measured on the Learning Framework for Numeracy.

Target 2

*Increased levels of literacy achievement for every student.*

Our achievements include:

- 28% increase in Yr 3 and 1% increase in Yr 5 of students achieving Proficient level;
- 11% increase of Yr 5 students matching or exceeding state average growth;
- 9% decrease of Yr 3 and 4% decrease of Yr 5 students below minimum standards; and
- Common assessment tasks and consistent teacher judgement in reading and writing used K-6 to determine student progress and inform teaching.

Target 3

*Strengthened teacher capacity to improve student learning.*

Our achievements include:

- Staff Professional Learning Plan developed and implemented;
- All staff engaged in ongoing Professional Learning to support school and class programs;
- Surveys of students indicate increased engagement in classroom activities;
• Quality Teaching elements embedded in class programs; and
• Phase 1 and 2 Modules of Team Leadership for School Improvement implemented.

Target 4

*Students and staff have access to and effectively use technology in a range of learning experiences.*

Our achievements include:

• Student access to ICT evident in class programs;
• Relevant Professional Learning opportunities provided to staff; and
• Students demonstrate the capacity to use ICT across a range of areas.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of School Culture and PD/H/PE

**Educational and management practice**

*School Culture*

**Background**

The school recognises and understands that various aspects of school culture are important to its operation and responds to the context of its community. Developing leadership, recognising and celebrating achievement, fostering a sense of belonging, responsibility and continuous improvement enables the achievement of the school’s purpose. Surveys by the Department of Education and Training – School Map, Best Practice Statements were used and completed by teaching staff, students and parents/carers.

**Findings and conclusions**

All teachers and parents and most students agreed that the school encourages everyone to learn, achieve their best and that the students are the school’s main concern. They also agree that the school knows about the families and local community and often praises and rewards individuals who are successful. Teachers, parents and most students believe the school is continually finding ways to improve what it does and when necessary will make changes to what it does. Teachers, parents and students all agreed that school leaders have a positive influence on the school. Teachers believed that the school curriculum catered for the learning needs of all students, most parents believed this only sometimes or usually the case. Responses from teachers and students indicated they support what is happening at the school, however parents surveyed said this was only sometimes or usually the case.

**Future directions**

As a result of this evaluation, promoting school and community partnerships will remain a priority for the school and the school will also investigate ways to encourage pride in the school by all stakeholders. The school will maintain policies and procedures that continue to encourage students to learn, achieve their best as well as recognise and celebrate achievement. The school will promote and encourage a culture of continuous school improvement, seeking input from the school community as to what it considers important. Strategies included in the Analytical Framework will be utilised to provide opportunities for enhancing the leadership capacity of all staff.

**Curriculum**

*Personal Development/ Health/ Physical Education (PD/H/PE)*

**Background**

Although the school is recognised for its strong programs in sport, there was a need to review the whole Key Learning Area of (PD/H/PE). Surveys were designed to investigate how the teachers, students and parents viewed the teaching and learning of PD/H/PE. All teachers and students completed surveys with responses from only a small percentage of families returned. However those returned have provided useful information.

**Findings and conclusions**

Teachers, students and parents agreed that PD/H/PE is an important Key Learning Area and that students are developing good understandings about personal health, safety, values and relationships with others. All students enjoyed Peer Support activities, games and
sports, however dance was an area where many students were not positive. Teachers, students and parents all agreed that students were developing their ability to play co-operatively in team sports. Teachers agreed that they had a good understanding of the PD/H/PE syllabus and were confident in using it to plan and teach lessons. Not all parents believed they were kept well informed about the teaching of PD/H/PE, however a number of parents stated that they would like to be involved in information sessions about this subject area if available and would be interested in finding out about content and methods of teaching in PD/H/PE. Staff also felt that a scope and sequence plan for PD/H/PE would be useful.

Future directions

Survey results indicate that there are a number of areas to be investigated, in an effort to promote PD/H/PE across the school. More effective methods of informing parents about the syllabus and student progress in PD/H/PE will also be developed. Professional learning opportunities will be provided for teachers, in consultation with Regional Personnel, to use DET resources and syllabus documents to develop a scope and sequence plan to support teaching and learning in this area. It will also be necessary to review the teaching of dance, especially in Stages 2 and 3.

Other evaluations

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Staff

All staff were surveyed to determine their opinion about the school and provided positive feedback. They agreed that there was a supportive, collegial working environment at the school, which is valued. All staff agreed that the students were the school’s main concern and that a wide range of extra-curricular and challenging programs are available to students, which are implemented by competent teachers. The school merit and reward system was seen as a positive aspect of the welfare program. Staff commented on the many highlights during their time at the school and also offered ideas to increase community involvement in the school and additional programs that could be included to enhance student learning.

Student

Students in Years 2-6 were surveyed and were positive about the programs and opportunities for students at the school. They rated highly the range of extra-curricular activities offered, including sporting programs, excursions, peer support, reward days, music, teachers and school facilities. They recognised that the teachers set high expectations for students and have a strong focus on literacy and numeracy, with numeracy programs identified as a positive aspect of class programs. Students agreed that it is a friendly school, but recommended a number of areas for improvement and ways the school could increase the involvement of parents and the community. These will be investigated in 2011.

Parents

A general survey was distributed to all parents and although only a small number were returned, they were generally positive about the school and its programs. Positive aspects of the school noted by parents included: Merit Recognition Scheme, sports programs, Schools as Community Centre, Uniform Policy and cultural programs. Southern Stars, Assemblies, Sports Carnivals and Merit Award system were recognised by parents as highlights for them and their children during their time at the school. Suggestions for areas where the school could improve and additional programs or initiatives will be addressed at staff and P&C Meetings in 2011.

Professional learning

Professional learning activities were provided for all staff including both school based and non-school based meetings, projects, courses and activities. This included school development days and fortnightly staff meetings. Mandatory sessions for Child Protection, First Aid and CPR and Occupational Health and Safety were included. K-2 staff worked with a Regional Numeracy Leader, which assisted them in their planning, teaching and assessing of numeracy and tracking student progress. Teachers in Years
3-6 were involved in the Taking Off With Numeracy (TOWN) Program, as part of the school’s participation in the National Partnerships. Ongoing training for staff was provided in strategies to enhance the teaching and learning of numeracy. This included assessing students, tracking their progress on the Numeracy Framework and participation in regular video conferences. One Kindergarten teacher was selected to participate in a Regional Gifted and Talented project, which provided training to cater for the learning needs of students identified through the Best Start assessment. Phase two modules were implemented in the Team Leadership for School Improvement Program for all teaching staff. Other professional learning sessions included Gifted and Talented Education, NAPLAN analysis and the development of writing marking criteria. The training of all teachers in the use of interactive whiteboards occurred in term 4. Ongoing professional learning was provided for the Reading Recovery teacher, School Learning Support Teachers, Librarian, ESL, Computer Coordinator and Kindergarten teachers implementing the Language, Literacy and Learning program. School Administrative and support staff participated in professional learning activities including First Aid and Health Care Procedures. Professional learning funds were allocated according to the school’s priorities as detailed in the school plan and the average expenditure per teacher was $3757.

School development 2009 – 2011

Farmborough Road Public School aims to provide quality education and social outcomes for all students in an atmosphere of mutual care and respect amongst all stakeholders. The school development plan for 2009-2011 reflects this and the Illawarra and South East Regional Plan in its strategic areas for development including Literacy, Numeracy, Student Retention and Engagement, Aboriginal Education, Teacher Quality and Connected Classrooms. Following a review of targets for 2010, an analysis of student performance data and school community surveys, the following targets have been identified as priorities for 2011. The school plan is published on the school website.

Targets for 2011

Target 1

*Increased levels of numeracy achievement for every student.*

Strategies to achieve this target include:

- Staff professional learning opportunities to systematically use SMART data to inform teaching and learning;
- Numeracy Framework used K-6, to monitor and track student achievement; and
- Staff professional learning opportunities through TOWN and Literacy and Numeracy Leader Programs, to ensure the effective use of syllabus and support documents.

Our success will be measured by:

- A 4% increase of Year 3 and Year 5 students achieving Proficient level;
- A 4% increase of Year 3 and Year 5 students achieving above minimum standards; and
- A 4% increase of Year 5 students matching or exceeding state average growth from Year 3 to Year 5.

Target 2

*Increased levels of literacy achievement for every student.*

Strategies to achieve this target include:

- Staff professional learning opportunities to systematically use SMART data to inform teaching and learning;
- Implement Key Into Comprehension, 3L and Best Start Programs;
- Consistent systems developed K-6, to monitor and track student achievement; and
- Common school based assessment tasks developed and implemented and used to inform teaching practice.
Our success will be measured by:
- A 4% increase of Year 3 and Year 5 students achieving Proficient level;
- A 4% increase of Year 3 and Year 5 students achieving above minimum standards; and
- A 4% increase of Year 5 students matching or exceeding state average growth from Year 3 to Year 5.

**Target 3**

*Strengthened teacher capacity to improve student learning*

Strategies to achieve this target include:
- Opportunities for the school leadership team to lead professional learning sessions;
- Use of the Analytical Framework to develop and implement whole school Professional Learning Plan; and
- Staff professional learning opportunities based on the Quality Teaching model.

Our success will be measured by:
- Increased staff engagement in professional learning which meets school and individual needs;
- Classroom practice demonstrates engaged students and enhanced student learning outcomes; and
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery.

**Target 4**

*Students and staff have access to and effectively use technology in a range of learning experiences.*

Strategies to achieve this target include:
- Staff professional learning plan for ICT implemented;
- Additional interactive whiteboards installed in classrooms and professional learning provided for staff;
- Additional networked computers installed in all classrooms; and
- Utilise DET support to maintain school Web Page.

Our success will be measured by:
- Teacher access and capacity to use ICT in teaching and learning is evident in class programs;
- Student engagement in learning is enhanced;
- Professional learning meets the needs of staff; and
- Student access and capacity to use ICT are improved.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Dale Green                     Principal
Janice Mathews            Assistant Principal
Sandra Mitchell             Assistant Principal
Karen Allsopp                Assistant Principal (Rel)
Jeff Body                         Classroom Teacher
Jocelyn Hillier                 Classroom Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: