Messages

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 2008. This report celebrates the achievements of students, staff and the community, highlights strengths and identifies targets for school improvement in 2009. 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 have provided a focus for Student Welfare Programs. These values underpin programs and procedures at the school. The school has strong community support which is highly valued and is reflected in the sense of community which is apparent in school activities and events.

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 message

Farmborough Road Public School is supported by a proud P&C Association. The P&C play an active role within the school. This includes not only coordinating the uniform shop and school canteen, but also deep dedication through raising funds for extra resources and facilities that benefit both the school and our students. 2008 has seen the launch of a biannual tradition known as the ‘Farmborough Country Show’. This activity aims to bring both the school and community together by promoting a positive enthusiasm towards our school. We feel it is important to nurture the relationship between parents, staff and community in order to create a supportive environment for our students. 2009 will continue this support and bring more exciting developments.

Mrs Samantha Angilley

Student representative's message

One whole year has passed since we were elected as the SRC Presidents for 2008 by the students of Farmborough Road Public School. This year, the SRC has organised the sports store room so that students in our school are able to borrow equipment. We have also raised money and assisted in the organisation of events and activities for a number of causes. Students brought in food items to make up Christmas hampers. These were donated to Figtree Anglican Church and Wollongong Church of Christ. A highlight of the year was our involvement in the successful composting poster competition, with SRC members judging the best poster. As SRC Presidents we have represented our school at the Wollongong schools ANZAC service, hosted Education Week and Presentation Day assemblies and organised primary assemblies each week. The SRC includes 16 students elected from classes in Year 2 – 6, who met throughout the year. Thanks to the SRC members for their hard work and support this year.

Sarah Tome and Jackson Smith

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

The trend of falling numbers, due to demographic changes, has again continued. The Schools as Community Centre, “Families at Farmborough” continues to assist in strengthening community links and introducing the school to parents and their children prior to enrolment. A proposal to alter the school boundaries has been accepted and will be implemented in 2009. This change should better meet the needs of the local community.

Sarah Tome and Jackson Smith
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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>KF</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>12H</td>
<td>1</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>12H</td>
<td>2</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>12M</td>
<td>1</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>12M</td>
<td>2</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>23B</td>
<td>2</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>23B</td>
<td>3</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>34T</td>
<td>3</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>34T</td>
<td>4</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>56F</td>
<td>5</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>56F</td>
<td>6</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

In 2008 ten classes were formed. Five classes were composite or multi-age classes and five 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>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Release from face to face</td>
<td>0.42</td>
</tr>
<tr>
<td>Total</td>
<td>13.335</td>
</tr>
</tbody>
</table>

Staff retention

Two permanent classroom teachers retired at the end of Term 2. Temporary teachers were engaged to fill these vacancies until the end of 2008.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 93.7%.

Teacher qualifications

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

The following table outlines the qualifications of teachers at this school.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>62</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>38</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>323,485.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>136,594.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>141,329.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>41,701.99</td>
</tr>
<tr>
<td>Interest</td>
<td>22,224.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,646.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>672,981.10</td>
</tr>
</tbody>
</table>

| **Expenditure**            |             |
| Teaching & learning        |             |
| Key learning areas         | 14,307.53   |
| Excursions                 | 9,091.96    |
| Extracurricular dissections| 37,854.71   |
| Library                    | 7,028.59    |
| Training & development     | 7,228.79    |
| Tied funds                 | 148,511.51  |
| Casual relief teachers     | 35,844.80   |
| Administration & office    | 29,965.14   |
| School-operated canteen    | 0.00        |
| Utilities                  | 25,949.60   |
| Maintenance                | 5,396.88    |
| Trust accounts             | 20,085.83   |
| Capital programs           | 0.00        |
| **Total expenditure**      | 341,265.34  |
| Balance carried forward    | 331,715.76  |

Tied funds in excess of $168,000 are designated for programs related to the Schools as Community Centre and Investing in Our Schools Program. Unpaid invoices at the time of preparing this report totalled $9922.99.

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

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. The school choir consisted of 66 students from years four to six and performed proudly at the Southern Illawarra Music Festival, Education Week performances, Christmas in the Mall, the school Country Fair and various school assemblies. Twenty students from year three performed in Southern Stars "This Life" as part of the dance item for "Teddy Bears' Picnic". Regular school assemblies involved students in performances displaying class programs in Creative and Performing Arts. Class 6M was involved in the Regional Mini Movies Project and produced a movie titled "No News". All year 6 students participated in a community mural project where they designed and spray painted a mural on the wall of the local pool. Three students were involved in a “Talented Musicians Day” in Term 4. This was a Community of Schools initiative and saw them writing and recording a CD of 14 songs in a recording studio. It is planned for this popular event to be held annually.

Sport
Fundamental movement and skills training occur during daily fitness programs for years three to six. A fitness program was initiated for students in K-2, which is organised in 30 minutes sessions, three times a week. The school was involved in the Premier’s Sporting Challenge, which encourages students to involve themselves in physical activity. Students recorded exercise undertaken and were awarded achievement levels accordingly. Dedicated and qualified teachers, select, train and supervise teams each week in a variety of sports, which participate in Dapto PSSA sport. Several staff also took on District and Regional teams as coaches and managers. Talented students are encouraged to extend themselves and a number have represented the South Coast Region in rugby league, touch and softball and many others at Dapto District level. Input in various sports was received from students in the Talented Sports program from Illawarra Sports High School. A gymnastics program was offered in term 2 for all students in K-2 and some students in years 3-6. Clinics were held for students in years 3-6 in rugby league. Funds obtained through the Investing in Our Schools Program, enabled the cricket nets to be replaced, which provided a safe and more effective training facility in the school.
Other

Debating and Public Speaking

Once again students in Stages 2 and 3 participated in a school based public speaking competition which involved preparation of a speech with multicultural content. Four students were selected to represent the school in the Multicultural Public Speaking competition. Explicit teaching of public speaking skills provided students with experience in presenting both prepared and impromptu speeches. A Year 5 and Year 6 team was selected to represent the school in the Hunter Debating Challenge. This followed the implementation of Stage 3 class programs which incorporated debating skills and included the specific roles of each speaker, team line, clear definitions of the topic and an understanding of exposition and discussion texts. The skills of all students developed over the competition with the Year 6 team winning three out of four debates.

School Camping Program

The school camping program aims to promote personal development and co-operative group skills, provide environmental education programs and the opportunity to participate in traditional camp activities. The program continued in 2008 with students in Year 6 travelling to Coolendel for a five day camp with students from Berkeley Public School. This camp is designed to not only provide camping experiences such as bushwalking, swimming, co-operative games and orienteering but to also promote the development of links and friendships with other students who will be attending Illawarra Sports High School in 2009. Year 5 students attended the Berry Sport and Recreation Centre for a three day camp. Here they experienced archery, canoeing, swimming and ropes challenge. Students in Year 4 attended an overnight camp at Killalea State Park and participated in canoeing, co-operative games, swimming and environmental studies. Year 3 students were involved in a one day environmental excursion to Blackbutt, where staff from the Environmental Field Studies Centre worked with school staff to implement environmental activities.

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 the 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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

Twenty five Year 3 students sat for all or some of the tests. This represents 100% of students. Overall, students performed slightly below state average, though it was pleasing to note that there was an increase in the number of students in the top two bands in reading as compared to the school’s three year average, using BST data.
Numeracy – NAPLAN Year 3

The school was under represented in Bands 5 and 6 but comparable with state-wide results in Band 4. An analysis of results indicated that student performance in number, patterns & algebra was slightly better than measurement, data, space & geometry.

Literacy – NAPLAN Year 5

Thirty nine students sat for all tests which represents 100% of Year 5 students. It was pleasing to note the increase in the number of students achieving the top band in reading and writing as compared to the school’s three year average. However the school is under represented in the highest two bands in all areas of literacy as compared to the state. This will be addressed in a whole school literacy program in 2009 (See Target 2)
Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 grammar and punctuation
Numeracy – NAPLAN Year 5

The school was under represented in the top two bands as compared to the state average. 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 76% of students who sat for the BST test in 2006. It was very pleasing to note that 68% of students performed higher than the state average in reading.

Progress in numeracy

It was possible to track 76% of students who sat for the BST Test in 2006. Fifty percent of students performed higher than the state average, while 20% of students improved by two bands or more compared with their results in Year 3.
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 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal education is incorporated into learning experiences in the Human Society and its Environment Key Learning Area. Students K-6, developed a greater understanding of Australia’s Indigenous people and their culture through the learning experiences provided. National Sorry Day saw a range of classroom activities included to recognise this event. Students also participated in activities to celebrate NAIDOC Week. This provided them with a greater insight and understanding of the traditional lives of young Aboriginal people. SRA funding enabled a Literacy Program to be implemented for targeted students during the year. Pre and post testing indicated that all students made good progress during the year.

Multicultural education

School entry into the Multicultural Public Speaking Competition saw all students in Years 3 to 6 actively participating in grade based public speaking activities to determine school representatives. Public speaking skills were enhanced and students developed a greater awareness of multicultural issues in Australia. The topics included all served to enhance students’ understanding of Australia as a multicultural country.

The school’s scope and sequence plan incorporates units with a multicultural perspective across all stages in English and HSIE. In this way, students are provided with opportunities to develop racial tolerance and an understanding of cultural diversity.

Funding was accessed in terms three and four to employ an ESL teacher on a part time basis.

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. Meetings were held to discuss student concerns and ideas and a range of student initiated events were implemented. A review of behaviour data was undertaken each term and a number of behaviours were targeted in whole school programs. This focussed on students’ rights and responsibilities and the skills needed to positively contribute to school life. Posters were developed and distributed to all classes. Regular updates of school rules were included in school newsletters and students who displayed appropriate behaviours were rewarded and recognised.

Environmental Education

Environmental education was an important component of many school programs in 2008. Year 6 students were involved in the Eco Citizens Program, which provides opportunities for environmental citizenship through active participation in addressing environmental issues. Students took part in science-based investigations designed to educate them about the environment and ways it can be protected. Over 40 students volunteered for gardening groups and they assisted in the maintenance of gardens through planting trees and shrubs, mulching and watering gardens which have enhanced school grounds. Vegetable gardens, which were established by a parent group in 2007, have been maintained by students in 2008. A composting program was introduced, with students responsible for the collection of compost materials and maintaining compost bins. This program was promoted.
throughout the school with a competition to design posters and decorate class bins. One year 6 student was awarded third place in the Wollongong City Council’s Environmental Competition about the lifecycle of a product. The school entered the Wollongong City Council’s “Rise and Shine” Environmental Competition for the first time this year and was awarded equal first place in the “Best Environmental Project” category which was a great achievement. The school Environmental Committee met to determine school community priorities and to develop a School Environment Management Plan. The plan will provide direction for future programs.

Other programs

Student Welfare

The Student Welfare Policy was evaluated in 2008 to ensure that staff, students and parents had a shared understanding of the school policy and procedures and that it was relevant to the school community. The Anti-Bullying Plan was implemented with students in Stages 2 and 3 participating in workshops to identify bullying behaviour and strategies to deal with it. Funds accessed through a School Health Initiatives Grant enabled all students to be involved. Students in Years K – 2 were involved in activities to promote resilience using school based resources.

The Student Representative Council provided leadership opportunities for students and is valued by the whole school community. The school 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. The School Achievement Award was presented for the first time to one student. Two students received the Excellence in Education Award. This year 41 bronze, 31 silver, 20 gold, 15 platinum, 17 double platinum, 15 triple platinum, 7 diamond and 4 white diamond awards were presented.

Information and Communication Technology

A review of school technology saw server and workstation software updated to meet DET specifications. This has enhanced teacher and student computer usage opportunities, provided more effective technical support and reduced maintenance costs. Each classroom has received at least one of the newest computers, which provides access to the internet and the latest learning technologies. The school participated for a second year in the Regional Mini Movies Project, with students producing their own short film which was shown at a local cinema. Through the Investing in Our Schools Program the computer room was extended and fitted out with benches, a data projector and new computers. This will enhance the learning opportunities for students and provide more effective teaching and learning with technology. The library will be able to operate as a multifunction centre and provide access to more than one class at a time.

Schools as Community Centre Project

The Schools as Community Centre Project (SaCC) promotes the school as a delivery point for support services for families with children aged 0-8 years. The program focuses on strategies that strengthen the connection between families and the community. A significant outcome of the program is the increased school readiness for pre-school children in our school area. This year a range of programs and activities have been offered to parents and carers and their children. These include a weekly supported playgroup and parent educational programs such as Senior First Aid Certificate and Introduction to Computers delivered by TAFE. The facilitator completed Triple P training and is now an accredited provider. During 2008 the Triple P Seminar and Group programs were offered for local parents and carers. The facilitator has also worked with Kindergarten teachers to develop and implement a transition to school program for school starters and their parents to ensure all children have a good start to school. An early literacy program, “Let’s Read” is being co-ordinated by the facilitator to encourage parents to read to their children from birth. This program was successfully launched at Wollongong City Council in September.
Parent and Community Program
The Parents and Citizens (P&C) Association has been actively involved in many areas of the school, especially co-ordinating special events and fundraising activities which provided valuable school resources. The P&C continued to run the school canteen, with a canteen committee established to co-ordinate approximately 22 volunteers who assisted throughout the year. Parents were actively involved in school and classroom programs in literacy, sport, camps, excursions, the Country Fair and Year 6 farewell. A large number of parents and community members regularly attended the school for 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 2008 with eight community members working with eight students. The Wollongong Church of Christ provided support to the school with a Working Bee where over 50 volunteers cleaned walkways and walls, planted and mulched gardens and painted an area adjacent to the Frog Habitat. The P&C provided funds for the construction of a shade sail in this area, which is now an attractive and useful outdoor learning centre. The Figtree Anglican Church provided support by sponsoring a number of students to attend their holiday camps. A grant was also received from Wests Illawarra Leagues Club, which assisted in the implementation of student welfare programs. In Term 3 eight students were involved in the Student2Student Reading Program. This program is co-ordinated by the Smith Family and links primary school students with mentors from local high schools who help the younger students with reading.

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. The hall was also used by local choral, cultural and dance groups for one off events. The P&C and Neighbourhood Watch meetings were held monthly. Minimal fees are charged and the funds raised help to support educational programs.

Progress on 2008 targets

Target 1
To increase the percentage of students achieving Bands 5 and 6 in Year 5 Literacy and Numeracy by 6%.
Our achievements include:
• whole school analysis of NAPLAN SMART data; and
• a ten percent increase in growth in performance from Year 3 to Year 5 in Literacy.

Target 2
To increase the percentage of students achieving Bands 4 and 5 in Year 3 Literacy and Numeracy by 5%. (A six level scale was used in NAPLAN tests in 2008, as compared to a five level scale in 2007)
Our achievements include:
• whole school analysis of NAPLAN SMART Data; • a three percent increase in students achieving in the top two bands in Literacy; and
• a twenty percent increase in reading and six percent increase in writing of students achieving in the top two bands.

Target 3
To strengthen student welfare practices with an emphasis on developing resilience and anti-bullying programs.
Our achievements include:
• implementation of a K-2 resilience program and anti-bullying workshops for Years 3-6; and
• reduced incidence of bullying behaviour reported to teachers.

Target 4
To promote school and community partnerships.
Our achievements include:
• Schools as Community Centre programs extending to the wider school community;
• community links established with a variety of agencies and organizations; and
• enhancement of school environment.
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 2008 our school carried out evaluations of Learning and Science and Technology.

Educational and management practice

Learning

Background

A commitment to quality teaching and learning provided the focus for an evaluation of student learning. 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

Parent and student responses to the survey reveal that they believe the school expects students to achieve to the best of their ability. Both groups agreed that students have access to good equipment that helps them with their learning and that their classroom is an interesting place to learn. Whilst parents and students believed that students demonstrate pride in their learning and try to do new and different things, teachers believed that this was only sometimes the case. Teachers agreed that the school supports communication about student learning between home and school, though parents and students thought this was only usually or sometimes the case. Teachers, students and parents all agreed that student reflection on their learning is limited.

Future directions

As a result of this evaluation, the school will investigate ways to encourage greater student reflection on, and responsibility for their learning. There is also a need to develop strategies which will more effectively support communication about student learning between home and school.

Curriculum

Science and Technology

Background

With the review of the Science Syllabus being undertaken across NSW, it was decided that the Key Learning Area of Science and Technology (incorporating computer education) also be reviewed at a school level. This was done in order to determine needs and to assist in ongoing planning in this area. Staff, parents / carers and students were surveyed to determine the school community’s perceptions about Science and Technology at FRPS.

Findings and conclusions

Parents and students agreed that learning about Science and Technology is important. Parents also believed that their children have developed new scientific and technology skills and that they enjoy learning about scientific issues and technology. Nearly all students agreed that computers are easy to use and that they are learning many computer skills. Students also agreed that they liked to do experiments and to design and make models, however Science and Technology was not the favourite subject for most students. Parents reported that they did not feel they were regularly informed about their child’s progress in Science and Technology and did not have a good understanding of the Science syllabus. Staff agreed that students were generally achieving syllabus outcomes and skills in Science and Technology are developing. Staff also indicated that students did not always enjoy participating in Science and Technology.

Future directions

Survey results indicate that there are a number of areas to be investigated, in an effort to promote Science and Technology across the school. Professional learning opportunities will be provided for staff to use DET resources and syllabus documents to enhance positive learning experiences for students. More effective methods of informing parents about the syllabus and student progress in Science and Technology will also be developed. With the extension of the school Technology Centre and the installation of a Connected Classroom, staff will have access to professional learning to support the effective use of technology in the classroom.
Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents

A general survey was distributed to all parents and whilst only a small percentage were returned, they were positive in their comments about the school. Parents strongly agreed that the school welcomes parental involvement and that parents are encouraged to contact the school with any concerns. They also strongly agreed that the school is a friendly school that is tolerant and accepting of all students. They agreed that the school promotes a healthy lifestyle and its main focus is on literacy and numeracy. Parents were in agreement that the students are the school's main concern and a wide range of extracurricular programs are offered. They were also supportive of the resources the school has and student welfare programs operating at the school.

Students

Students were surveyed through the Student Representative Council and provided very positive feedback about the programs and opportunities for students at the school. They strongly agreed that the school's main concern is the students, that it offers a range of quality programs and promotes its uniform policy. They also strongly agreed that the school welcomes parental involvement and parents are encouraged to contact the school to discuss their children. They were in agreement that the school has a focus on literacy and numeracy and promotes core values.

Staff

Staff were surveyed and offered very positive comments about the school. They believed many worthwhile programs, both in and out of the classroom, were made available to students by competent staff. Staff agreed that the students are the school's main concern and that there is a strong focus on literacy and numeracy. They also agreed that the school welcomes parental involvement and promotes its uniform policy. All agreed that the school has supportive student welfare programs, including promoting core values, and is also supportive of its staff.

Professional learning

Professional learning activities were provided for all staff including both school based and non-school based meetings, projects, courses and activities. Staff participated in three school development days at the beginning of Terms 1, 2 and 3 and fortnightly staff meetings had a professional learning component. These sessions included mandatory activities such as Child Protection, First Aid and CPR and Occupational Health and Safety. A Literacy and Numeracy project was the focus for professional learning activities and funds involving all staff K-6. This project provided strategies to assist teachers in their planning, teaching and assessing of literacy and numeracy following analysis of BST data, with particular focus on Writing. Kindergarten staff participated in the Literacy, Language and Learning Project, which enhances the teaching of English for Kinder students. Teachers in years 3-6 were involved in the Key Into Comprehension Program. This included demonstration lessons from Regional staff and taught students specific skills and strategies to assist in understanding and interpreting what they read. Other sessions included Gifted and Talented Education and strategies for students with specific needs, including physical conditions. Staff attended Regional Linking Conferences which provided key speakers and workshop sessions. Ongoing professional learning was provided for the Reading Recovery, Support Teacher Learning Assistance, Librarian, ESL and Computer Coordinator at regular district meetings. School Administrative and support staff participated in professional learning including technology and OASIS training. Professional learning funds were allocated according to the school's priorities as detailed in the school plan and the average expenditure per teacher was $600.

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 2008, an analysis of student performance data and school community surveys, the following targets have been identified as priorities for 2009. The school plan will be published and distributed in 2009.
Targets for 2009

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;
- Develop and implement strategies to extend student skills in problem solving;
- A systematic K-6 assessment plan developed and implemented, including common assessment tasks;
- Investigate effective methods of catering for individual student learning needs in Numeracy; and
- Develop and implement a Student Tracking Sheet to record student progress.

Our success will be measured by:

- An increased proportion of students performing in the highest two bands in NAPLAN tests in comparison to the school’s three year average;
- An increased proportion of students matching or exceeding state average growth in Literacy from Year 3 – 5 in comparison to the school’s 3 year average;
- A decrease in the percentage of students achieving in the lowest two bands in NAPLAN tests in comparison to the school’s three year average; and
- School data collected indicates students achieving stage appropriate outcomes.

Target 2

*Increased levels of Literacy achievement for every student.*

Strategies to achieve this target include:

- Staff utilise Connected Learning Advisory Service to evaluate personal ICT capabilities;
- Staff professional learning plan for ICT implemented;
- Connected Classroom installed and professional learning provided for staff in its use;
- Additional networked computers installed in all classrooms; and
- Utilise DET support to develop 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;
- Professional learning meets the needs of staff;
- Increased focus and participation in professional learning by all staff; and
- Student access and capacity to use ICT are improved.

Target 3

*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 opportunities to systematically use SMART data to inform teaching and learning;
- Criteria referenced marking in place for all common writing assessment tasks;
- Implement Key Into Comprehension, 3L and Best Start Programs;
- Develop and implement common assessment tasks for reading; and
- Develop and implement a Student Tracking Sheet to record student progress.

Our success will be measured by:

- An increased proportion of students performing in the highest two bands in NAPLAN tests in comparison to the school’s 3 year average;
- An increased proportion of students matching or exceeding state average growth in Literacy from Year 3 – 5 in comparison to the school’s 3 year average;
- A decrease in the percentage of students achieving in the lowest two bands in NAPLAN tests in comparison to the school’s three year average; and
- School data collected indicates students achieving stage appropriate outcomes.
Target 4

Quality teaching practices and strategies implemented that cater for the learning needs of all students including Gifted and Talented.

Strategies to achieve this target include:

• Participate in wider community enrichment programs which cater for individual learning needs;

• Incorporate peer and self assessment strategies into the whole school plan for student assessment;

• Staff professional learning activities to develop processes and strategies to identify Gifted and Talented students;

• Co-operatively plan programs which cater for G & T students incorporating Quality Teaching elements; and

• Staff professional learning activities to increase knowledge and use of a differentiated curriculum.

Our success will be measured by:

• Increased staff confidence and competence in catering for G & T students;

• Provision of explicit teaching programs which meet the needs of all students, including G & T students;

• Systematic processes developed and implemented to identify and monitor student learning needs and progress; and

• Quality Teaching elements incorporated into teaching programs.

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.

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Mrs Sandra Mitchell, Assistant Principal
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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: