Farmborough Road P.S.
Annual School Report
Our school at a glance

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 2012. The school’s motto “Onward and Upward” guides its 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, as well as the values of respect, responsibility and excellence developed as part of the Positive Behaviour for Success Program. The strong community support at Farmborough Road Public School is highly valued and is reflected in the sense of community, which 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 2013.

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.

Dale Green

Student representative’s message

This year we were fortunate to be elected as school presidents and experienced many amazing things. We represented the school at the Wollongong Schools ANZAC Day Service and were able to pay our respects to soldiers that served our country. As presidents and SRC we have been able to help our school in different ways, including organizing the sports shed, assemblies and mufti days. Our school has a wide range of fun programs for all students to enjoy. We have enjoyed our last year at Farmborough Road P.S. It has been an honour to help our school and be role models for younger students.

Travis Hodgkinson and Cassandra Biceski

P & C and/or School Council message

Farmborough Road Public School is well supported by an active P&C Association, ensuring services vital to the school community, such as the Canteen and Uniform Shop, continue to operate. Association members raise funds in the usual ways, but, more importantly believe it is vital to foster positive relationships between staff, students and the wider school community. Although meetings are only held once per month, family involvement in the school and all its activities are encouraged and important to the school. 2012 has seen a few highlights including the Family Fun Evening held to welcome new families to the school and the “Brick Fun Day”, a day of Lego displays, games, movies and Lego free play. The day was enjoyed by both the school and local community. We hope to hold the “Brick Fun Day” as an annual event. I look forward to the continued increased involvement of families in activities at Farmborough Road Public School.

Mrs Rachel Joyce

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
Management of non-attendance

Following surveys of staff, students and parents, the school attendance plan was reviewed and modified, where necessary, in consultation with Home School Liaison Officer (HSLO). Positive methods to encourage regular attendance include weekly class and individual attendance awards and recognition of students with perfect attendance each term. Regular 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 for inclusion on the HSLO caseload. A number of recommendations to tighten procedures were developed from the surveys and have been implemented.

Class Sizes

Primary Class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows class sizes as reported at the 2012 Class Size Audit conducted on 16th March 2012.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
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<tbody>
<tr>
<td>KC</td>
<td>K</td>
<td>18</td>
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<tr>
<td>KFW</td>
<td>K</td>
<td>17</td>
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</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2LD</td>
<td>1/2</td>
<td>15/9</td>
<td>24</td>
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<tr>
<td>2/3DM</td>
<td>2/3</td>
<td>12/13</td>
<td>25</td>
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<tr>
<td>3/4H</td>
<td>3/4</td>
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<td>3/4T</td>
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<tr>
<td>5/6A</td>
<td>5/6</td>
<td>14/15</td>
<td>29</td>
</tr>
<tr>
<td>5/6H</td>
<td>5/6</td>
<td>12/17</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
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<td></td>
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<td></td>
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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>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
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<tr>
<td>Classroom Teachers</td>
<td>7</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<td>Teacher RFF</td>
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<td>Teacher of ESL</td>
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<td>Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>15.562</td>
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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

In Term One temporary teachers were engaged to cover a number of vacancies. One position was due to a staff resignation and the other was to cover the Long Service Leave of a teacher prior to retirement. Two assistant principal and two classroom teacher positions were filled through merit selection in Semester One. It is anticipated that the remaining vacant positions will be filled by permanent staff in 2013. 84% of staff were retained in 2012.

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>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary

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

Date of financial summary 30/11/2012

**Income**

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<th>Description</th>
<th>Amount</th>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td><strong>Total income</strong></td>
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</table>

**Expenditure**

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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Training &amp; development</td>
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<td>School-operated canteen</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$508887.39</strong></td>
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Balance carried forward $318981.61

Tied funds in excess of $168,000 are designated for programs related to the Schools as Community Centre, Investing in our Schools and Best Start Facilitator. Unpaid invoices for salaries and orders at the time of preparing this report totaled $18673.40.

A full copy of the school’s 2012 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 2012

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 student performances displaying class programs in Creative and Performing Arts. The school choir consisted of 43 students from Years 3 - 6. Those students not involved in the choir participated in various activities such as drumming and drawing groups. The choir performed proudly at the Southern Illawarra Music Festival, Education Week performances and various school assemblies. Students from Year 3 - 6 participated in this year’s Southern Stars Spectacular “Inspire”. The dancers were part of the item called “Don’t Worry Be Happy”. They were also involved in the half-time and the final finale. They all enjoyed their part in this event. Term 4 saw the fantastic whole school performance called “Danger Kids”. Students were involved in the narrating, singing, dancing, acting and working with the props. It was a great effort from all students and the positive comments received indicated that the whole school community enjoyed the event.

**Sport**

This year Farmborough Road P.S. held successful carnivals in swimming, cross country and athletics. All students from K-6 were involved in cross country and athletics carnivals, employing a tabloid format with modified games and activities. Students from Farmborough Road P.S. represented the Dapto District at regional level in cross country, athletics and various sporting teams. PSSA Gala Days were held in Terms 1, 2
and 3, where students had the opportunity to compete against Dapto District schools and develop a range of skills. The school participated in the Premier’s Sporting Challenge again this year, which encouraged all students to involve themselves in physical activity. This was recorded and students were awarded achievement levels accordingly. Sporting resources were accessed through the Coles Sports For Schools Program, which provided additional equipment. Sports skills and fitness were promoted through daily fitness lessons K-6 and all students were involved in a gymnastics program. This year rugby league teams were entered into the Rod Wishart Shield and the All School Carnival. Information sessions from the St George Illawarra Dragons, Cricket NSW and Wollongong City Lifeguards were provided to students during the year. The school swimming scheme was held in Term 4 for students in Years 2-4 and 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 were 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 well over the competition. 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 2, 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, ropes challenge and rock climbing. Year 4 students attended an overnight camp at Killalea State Park in Term 4 enjoying canoeing, co-operative games, bushwalks and environmental studies. Year 6 students travelled to the Tops Conference Centre for a three-day camp with students from Berkeley Public School. This camp is designed to not only provide camping experiences such as bushwalking and orienteering but to also promote the development of links and friendships with other students who will be attending Illawarra Sports High School in 2013.

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)

Reading – NAPLAN Year 3

Thirty-six out forty eligible Year 3 students sat for the Reading test. There was a 22 percent increase in the number of students placed in the top three bands as compared to the 2011 test.
Numeracy – NAPLAN Year 3

Thirty-six out forty eligible Year 3 students sat for the Numeracy test. The school was underrepresented in Band 6 but comparable with state-wide results in Bands 4 and 5. An analysis of results indicated that there was little difference in student performance between measurement, data, space & geometry and number patterns & algebra.

Reading – NAPLAN Year 5

Twenty-six out of twenty-seven eligible students sat for the reading test. The school was underrepresented in the top two bands as compared to the state average. An analysis of test results indicated that there was little difference in student performance between measurement, data, space & geometry and number patterns & algebra.

Progress in reading

It was possible to track the progress in reading of 25 out of 27 students who sat the NAPLAN Test in 2010. Forty-six percent of those students progressed at a rate higher than the state average in reading.
It was possible to track the progress in reading of 25 out of 27 students who sat the NAPLAN Test in 2010. Forty-four percent of those students progressed at a rate higher than the state average in numeracy.

**Significant programs and initiatives**

**Aboriginal education**

In Term 2, as part of NAIDOC Week celebrations, students were involved in peer support activities, which saw an Aboriginal mural being completed. Visits from two performers provided students with opportunities to see a range of authentic traditional tools and equipment. They were also provided with information about Aboriginal communities and culture in different areas around Australia.

Individual Learning Plans for all students were developed in consultation with students and parents. Goals are developed and regularly reviewed to encourage students to participate in their own learning.

In 2012 professional learning for all staff was provided through the implementation of three modules of the “No Gap, No Excuse” program. The modules provided staff with training in Aboriginal history, relationship building, students in the classroom and community engagement. The school was fortunate to work with a community member during this training and gained additional insights into Aboriginal culture.

An audit of school programs and procedures in Aboriginal education was conducted and the information collected will assist in determining future directions.

**Multicultural education**

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.

The Multicultural Public Speaking Competition for 2012 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 enhanced students’ understanding of Multicultural Australia.

**Other programs**

**Environmental Education for sustainability**

Environmental education continued to be an important component of school programs in 2012. 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. Students volunteered for gardening groups and they assisted in the maintenance of gardens through weeding, mulching and watering gardens, which have enhanced school grounds. Students K-6 built the gardens, planted vegetables and tended the gardens each week. The vegetables were harvested and used in the canteen and class activities. The school entered the Wollongong City Council’s “Rise and Shine” Competition for the fourth time, winning second place for “Best Environmental Research Project”. Stage 3 students were also involved in the “Clever Climate Energy Savers Program” and conducted audits of the school’s use of electricity and investigated ways of reducing energy consumption. The results and information was used to successfully apply for a small grant, which will be used to change lights to more energy efficient bulbs. There will be a staged changeover of the lighting throughout the school to reduce energy consumption.
**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. Two major events run by the P&C this year included a parent welcome evening in term one and a “Brick Fun Day” held in Term 2. This opened up the school to the wider community and received many very positive comments. Parents participated in school and classroom programs in literacy, sport, school performance, excursions and Year 6 farewell. Parents and community members regularly attended class assemblies, Education Week, Book Week and this year a Mother’s Day Assembly and a Father’s Day Sports afternoon. Formal parent-teacher interviews were held in Term 2 to discuss student progress with an attendance rate of 55%. 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 2012 with eight community members working with eight students. Volunteers from the Wollongong Church of Christ established a Chess Club at the school, with 20 students regularly participating. For the first time, the school entered a team into Illawarra Southern Schools Chess Teams Tournament. The church also commenced a twice-weekly free Breakfast Club for students, which is a popular event for up to 50 students on Wednesday and Friday mornings. The Figtree Anglican Church supported the school through the provision of sponsored places for a number of students to participate in their weekend and holiday camps. In Term 3 seven 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.

**Schools as Community Centre Project**

Farmborough Road Schools as Community Centres project is located at Farmborough Road Public School and works closely with Berkeley and Berkeley West Public Schools.

Local schools, government departments and community organisations providing child and family services across the region, receive regular information regarding current programs and community outreach events offered or supported by the SaCC, to distribute to their clients.

The SaCC works with families with young children birth to eight years of age, with a focus under the 5s and in particular the under 3s, living in communities / neighbourhoods around the Farmborough Heights, Berkeley and Unanderra areas.

SaCC Mission Statement:

‘Connecting and Supporting families caring for young children by meeting local needs through early intervention and prevention.

Through partnerships enhancing community and local service provision for the wellbeing of children during the early years.’

The SaCC has offered a full program in 2012 with a variety of child and family groups available to the community.

Groups include the Mums and Bubs Pilates, Playgroup, Preschool Music, Crafternoon, Mini Multiples playgroup and Friday playgroup at Berkeley West. Parenting programs including Bringing Up Great Kids and First Aid for Kids.

Early Literacy is an important message which the SaCC promotes through various activities and community events. The popular Paint the Town Read events ran during Shellharbour KidsFest and Book Week at Westfield Warringwong in 2012. These events offered lots of fun learning activities for families across the Illawarra with over 500 children participating.

Kindergarten school starters visit the SaCC with their parents and enjoy the Transition to School program, which focuses on school readiness and giving children a confident start to school.
Progress on 2012 targets

School priority 1

Outcome for 2012–2014

Increased literacy and numeracy achievement for all students including Aboriginal students supported by strong partnerships and enhanced cultural awareness.

Targets

- Increase the number of students in Year 3 achieving above minimum standards in reading and numeracy. Reading from 68% to 72%, numeracy from 64% to 68%;
- Increase the number of students in Year 5 achieving above minimum standards in reading and numeracy. Reading from 75% to 78%, numeracy from 77% to 82%;
- Increase the number of students in Year 3 achieving at proficient level in reading and numeracy. Reading from 18% to 22%, numeracy from 18% to 21%;
- Increase the number of students in Year 5 achieving at proficient level in reading and numeracy. Reading from 13% to 16%, numeracy from 6% to 9%; and
- All students placed on the literacy and numeracy learning frameworks.

Our achievements include:

- An increase to 83% of Year 3 students in reading and 78% in numeracy achieving above minimum standards;
- An increase to 41% of Year 3 students in reading and 19% in numeracy achieving proficient level;
- An increase to 15% of Year 5 students in reading and 7% in numeracy achieving proficient level;
- An increase to 40% of students achieving greater than or equal to expected growth from Year 3 to Year 5 in numeracy; and
- All students placed on the literacy and numeracy continuums.

School priority 2

Outcome for 2012–2014

Increased levels of literacy and numeracy achievement for Aboriginal students.

Targets

- Increase the number of Aboriginal students in Year 3 and Year 5 achieving above minimum standards literacy and numeracy;
- Increase the number of Aboriginal students in Year 3 and Year 5 achieving at proficient level in literacy and numeracy; and
- Increase the number of Aboriginal students achieving minimum growth in literacy and numeracy between Year 3 to 5.

Due to the small student cohort, reporting on NAPLAN achievements is not possible. However a range of strategies and programs were implemented which include:

- Personal Learning Plans developed for all Aboriginal students;
- An audit of school Aboriginal programs and activities undertaken and an Action Plan developed; and
- Staff cultural awareness training through the “No Gap, No Excuse” Modules.

School priority 3

Outcome for 2012–2014

Quality teaching and learning practices and strategies implemented to provide an optimum learning environment, which promotes students’ social, emotional and academic well being.

2012 Targets to achieve this outcome include:

- Quality teaching practices and programs implemented which meet the needs of all students including G&T;
- Wider school community links strengthened through Schools as Community Centre, Community of Schools, Better Buddies Program;
- Whole school student welfare programs implemented; and
- Complete an audit of student attendance and update School Attendance Plan.
Our achievements include:

- Staff professional learning activities based on the quality teaching model;
- Student participation in community enrichment program including, debating, public speaking and Premier’s Spelling Bee;
- The implementation of the Positive Behaviour for Success Program through explicit lessons, analysis of data and the promotion of school values. Values signs are now displayed throughout the school; and
- A school self evaluation on attendance was conducted and data used to develop and implement an Attendance Action Plan.

School priority 4

Outcome for 2012–2014

Teaching and assessment practices support learner diversity by providing ongoing experiences for all students using available resources.

2012 Targets to achieve this outcome include:

- Develop and implement a plan for the introduction of the Australian Curriculum;
- Assessment practices support learner diversity and are used to guide teaching and learning; and
- Staff participate in professional learning activities which support identified school and personal professional learning needs.

Our achievements include:

- Professional learning activities using of DEC support materials to discuss syllabus documents and implementation plan;
- Assessment Plan K-6 developed incorporating assessment tasks and recording and reporting procedures across KLAs; and
- Provision of ongoing professional learning opportunities to staff both school based and non-school based sessions.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Transition to School Program and Spelling.

Educational and management practice

Transition to School Program

Background

The purpose of this evaluation was to determine the effectiveness of the Kindergarten Transition to School Program and to gain information from families about their perceptions of Farmborough Road P.S. This was related to the school target on school and community partnerships. A survey was developed and distributed to all parents of students enrolling in Kindergarten in 2012.

Findings and conclusions

Parent responses to the survey revealed a very positive perception of the school overall. Most parents indicated they chose the school because it was their local school. Others highlighted the school’s reputation, the Parent Information Evening, their support of Public Education and pre-school friendships as other reasons for enrolling. Their general impressions were that it was a good school, which is well organised with friendly and caring staff and demonstrates positive values. Parents identified the quality of educational programs, a caring staff and a school which offers a positive experience for their children as important when selecting a school. They rated the school highly in the provision of quality programs and a feeling of community. Respondents suggested that the reputations of schools are developed mainly by word of mouth and most commented that Farmborough Road is thought of quite positively in the community. Parents noted a number of areas they believed the school was doing well, including student welfare programs and a feeling of community and parent involvement. Areas for improvement were limited. The school was rated very highly in its communication procedures with parents and highly for school programs and facilities. A range of suggestions for ways of further involving families in the school were family fun nights, parent helpers and additional activities in the evenings.
Future directions

Promoting school and community partnerships remains a priority for the school and an extended Transition to School Program has been implemented for students enrolling in Kindergarten in 2013. Links with the Schools as Community Centre and local pre-schools will be strengthened to enhance positive relationships with children and their families prior to school. The Parent Information Evening was revised following suggestions from new parents. Parents of students enrolling in Kindergarten in 2013 will be surveyed to determine the effectiveness of the extended Transition to School program.

Curriculum

Spelling

Background

All staff participated in Professional Learning sessions as part of the Illawarra South East Region Spelling Program in 2012. This program provided the focus for an evaluation of the teaching and learning of Spelling. Staff, parents / carers and students were surveyed to determine their perceptions about the teaching of spelling, the impact of the program, areas for review and future professional learning.

Findings and conclusions

It was pleasing to note that all staff agreed that the professional learning sessions had enhanced their teaching of spelling this year and further developed their understanding of the four levels of spelling. They agreed that a school program which included grade lists linked to spelling rules and editing skills would be beneficial. Students, staff and parents agreed that spelling was an important subject and most agreed that student progress in this area was evident. Most students enjoyed spelling and parents believed their children enjoyed this subject. Feedback from some students and parents indicated that they don’t believe they are always provided with information about student progress in spelling. Parents were also divided about how well the school kept them informed about the teaching of spelling. Staff and parents indicated that they would like further discussion and information of different spelling strategies that students use. Most students and parents believed that spelling homework was useful but it always needs to be interesting and fun.

Future directions

Survey results indicate that there are a number of areas to be investigated to continue to promote the teaching and learning of spelling. Professional learning opportunities will be provided for staff to cooperatively plan programs and resources and allow time for discussion and reflection on classroom practice. This will include developing stage lists and related rules to provide a consistent approach K-6. The English National Curriculum will also be used in these sessions. More effective and regular methods of informing parents and students about the teaching of spelling and student progress in this area will also be developed. Spelling will be included in the whole school review of homework to ensure it meets the needs of all students and is relevant and consolidates class programs.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

A survey was distributed to all parents and although only a small percentage was returned, they generally provided positive feedback about the school and its programs, and offered suggestions for areas for future development. Parents agreed that the school offers a friendly atmosphere, which welcomes all students and their families. They were also positive about the range of programs and opportunities provided for students and believed that the school is attractive and well-resourced and has clear values, that are taught and followed. Areas for improvement, which were identified by some parents, included promoting the positive aspects of the school to the wider community, improving some aspects of home-school communication and improving academic results.
Staff
All staff were surveyed to determine their opinion about the school and provided positive feedback. They agreed that there were a range of programs offered to students by well-qualified teachers. Staff agreed that the school offers a friendly and welcoming environment, with effective and accountable leadership. They also agreed that the school is attractive and well-resourced and has clear values, that are taught and followed. Staff also recognised that there is a need to promote the positive aspects of the school to the wider community and improve academic results.

Students
Students in Years 2-6 were surveyed and were positive about the programs and opportunities for students at the school. Students agreed that it is a friendly school, where clear values are taught and followed. They also agreed that the school has attractive and well-resourced classrooms and facilities and offers a range of sport and creative extra-curricula programs. They agreed that the school has good access to computers and technology. The senior students also agreed that there were shared programs and links with local primary and high schools. Students also recognised the need to promote the positive aspects of the school to the wider community and to further enhance home-school communication.

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 five school development days throughout the year and fortnightly staff meetings had a professional learning component. Mandatory sessions for Child Protection, First Aid and CPR, Anaphylaxis, Asthma and Occupational Health and Safety were included. The Targeting Early Numeracy (TEN) Program for K-2 and the Taking Off With Numeracy (TOWN) Program for Years 3-6 continued to be implemented this year. Professional learning for staff was provided to discuss and plan strategies to enhance the teaching and learning of numeracy. This included assessing students and tracking their progress on the Numeracy Continuum. One Kindergarten teacher was selected as a Regional Facilitator for the Language, Literacy and Learning (L3) Program and undertook intensive training to enable her to work with staff from eight local schools. Other professional learning sessions included analysis and the development of writing marking criteria. All staff participated in Aboriginal Cultural Awareness training through the implementation of “No Gap, No Excuse” Modules. Ongoing professional learning was provided for the Reading Recovery teacher, School Learning and 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 $4200.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Increased literacy and numeracy achievement for all students including Aboriginal students supported by strong partnerships and enhanced cultural awareness.

2013 Targets to achieve this outcome include:
- Increase the number of students in Year 3 achieving above minimum standards in reading and numeracy. Reading from 72% to 76%, numeracy from 68% to 72%;
- Increase the number of students in Year 5 achieving above minimum standards in reading and numeracy. Reading from 69% to 73%, numeracy from 73% to 77%;
• Increase the number of students in Year 3 achieving at proficient level in reading and numeracy. Reading from 22% to 26%, numeracy from 21% to 25%;
• Increase the number of students in Year 5 achieving at proficient level in reading and numeracy. Reading from 15% to 19%, numeracy from 6% to 9%; and
• literacy and numeracy learning frameworks used to plan for learning and teaching.

Strategies to achieve these targets include:
• Whole school analysis of SMART data to analyse strengths and areas for development;
• Targeted teacher professional learning and cooperative planning sessions to develop teaching programs which implement school and DEC initiatives in literacy and numeracy; and
• In-school facilitators to coordinate literacy and numeracy programs.

School priority 2
Outcome for 2012–2014
Quality teaching and learning practices and strategies implemented to provide an optimum learning environment, which promotes students’ social, emotional and academic well being.

2013 Targets to achieve this outcome include:
• Quality teaching practices and programs implemented which meet the needs of all students including G&T;
• Wider school community links strengthened through Schools as Community Centre, Community of Schools, Better Buddies Program;
• Whole school student welfare programs implemented; and
• School Attendance Plan implemented and student attendance increased from 93% to 94%.

Strategies to achieve these targets include:
• Staff professional learning opportunities based on the quality teaching model;
• Participate in wider community enrichment programs which cater for the individual learning needs;
• Positive Behaviour for Success Program for the classroom implemented through lessons, analysis of data and the promotion of school values; and
• School Attendance Plan implemented and advertised to the school community. School and class awards distributed and recognised.

School priority 3
Outcome for 2012–2014
Teaching and assessment practices support learner diversity by providing ongoing experiences for all students using available resources.

2012 Targets to achieve this outcome include:
• Develop and implement a plan for the introduction of the Australian Curriculum;
• Assessment practices support learner diversity and are used to guide teaching and learning;
• Staff participate in professional learning activities which support identified school and personal professional learning needs; and
• Increase the effective use of technology in a range of learning experiences by students and staff.

Strategies to achieve these targets include:
• Professional learning activities using of DEC support materials and Community of Schools networks to discuss syllabus documents and trial English and Maths syllabuses;
• Assessment Plan K-6 implemented incorporating assessment tasks and recording and reporting procedures across KLAs;
• Provision of ongoing professional learning opportunities to staff both school based and non-school based sessions; and
• In-school facilitators coordinate literacy and numeracy programs, data collection and interpretation.
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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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: