

Figtree Heights Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Figtree Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Skye Hayward

Principal

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Message from the Principal

Figtree Heights Public School continues to be committed to providing our students with the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive environment. It is our belief and expectation that all students can achieve and reach their full potential through quality teaching and learning programs. Our school culture is driven by a caring, dynamic and focused team of teachers who engage our students and deliver relevant curriculum that connects our 21st Century learners to the world. We strive to create an environment where our students are encouraged to be active participants in their learning and work toward achieving their individual goals.

In 2016, our students continued to be involved in activities that took place outside the boundaries of the traditional classroom, enabling them to become more rounded individuals and citizens. Three key directions underpin our school's success: creating tomorrow's leaders, learners and citizens. These directions have been the driving force behind the diverse range of opportunities our students have been afforded.

Our school team has worked closely with key stakeholders to implement our strategic plan in order to meet the educational, academic, social and emotional wellbeing needs of students. Our goal is to continue to work in partnership with our parent community to nurture the development of confident and creative individuals; active and informed citizens and successful lifelong learners, in our changing world. Continuing to provide an inclusive environment; a place where all students are nurtured and encouraged to achieve their personal best.

We look forward to continuing to work as a school committed to a positive school culture and creating a stimulating, future-focused environment where our students are afforded every opportunity to ensure that they succeed as leaders, learners and citizens.

Skye Hayward

Principal

Figtree Heights Public School

School background

School vision statement

At Figtree Heights, *'The Heights of Excellence'* Public School, we strive to provide a supportive and inclusive environment; empowering our students to unlock their potential by transforming individualised learning outcomes to create productive citizens. Our school promotes an atmosphere of holistic learning, where self-motivated learners can become confident and creative individuals, prepared to take the journey into tomorrow's world of education by embracing change.

Figtree Heights Public School is creating tomorrow's leading learner through a culture underpinned by high expectations and evidence-based decision making.

By providing rich and authentic learning experiences, we demonstrate sustained dedication to quality teaching, learning and success.

School context

Figtree Heights Public School (est.1972), near Wollongong, is nestled amongst the leafy hills and lies at the base of Mount Keira, Nebo and Kembla. The current school population comprises approximately 250 students from diverse cultural, religious and socio-economic backgrounds.

Our small school fosters a sense of belonging for all in a supportive and inclusive community by nurturing the social success of each individual and maintaining a positive and caring learning environment.

Figtree Heights Public School is well known for committed teachers and rigorous curriculum programs focused on academic growth and development. As a 21st Century school we use digital technologies to spark curiosity, engage our learners and create a passion for knowledge and understanding.

Through embracing the philosophy of every child, every opportunity, Figtree Heights Public School students' educational experiences are further extended by enrichment programs offered to gifted and talented students and targeted progressive learning programs for students with extra learning needs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning:

In the domain of Learning, Figtree Heights Public School teachers have been committed to improving the quality of their teaching and the learning within their classrooms. Literacy and numeracy were the two key target areas for learning in 2016 with a particular focus on collaborative practice. With the establishment of stage team meetings and stage planning days our teachers were supported and encouraged to work together for the best learning outcomes of their students.

2016 also saw the implementation of conceptual units of work, to assist in our ability to cater for a wide range of learners, such as gifted and talented students. Additionally, a K–2 Enrichment Class was piloted in Term 4, to ensure students were given opportunities to learn abstract concepts and participate in a Self Organised Learning Environment.

Following our leaders introduction in 2015, HOW2Learn began to be implemented in classrooms. During 2016 this pedagogy had a specific focus on understanding learners and the way that learning can be enhanced for all students. To enable students to understand their personal learning goals and monitor their progress and achievement, visible learning strategies were implemented K–6 during the year. Figtree Heights also continued to have a strong commitment to the L3 teaching pedagogy and all students K–2 participated in weekly engine table sessions for both reading and writing.

School Self Evaluation data indicated that 86% of parents and carers believe that our teachers know the academic abilities of their students thoroughly and that the school places a great importance on making sure the students are making academic gains. Under the Wellbeing element of the School Excellence Framework, the school's strong focus on our six core values continued to be at the forefront of our wellbeing policy and taught within all classrooms.

Teaching:

In the domain of teaching, our major target areas have been focused on collaborative practice for all staff members, effective classroom practice, professional learning, reflective practice, quality assessment and consistent teacher judgement, as well as the effective collection and use of data to effectively drive and inform the teaching and learning cycle. High quality literacy and numeracy education is the key focus at Figtree Heights Public School and there has been a strong commitment to the continued development of best practice and professional learning in these areas. We have participated in professional learning that continued to focus on developing teachers' knowledge and understanding of best teaching practices in both these key learning areas. The goal is to ensure that teaching and learning in literacy and numeracy is individualised and differentiated to meet students' learning needs. This was demonstrated in the School Self Evaluation Survey as 76% of parents believe that the teaching at Figtree Heights Public School is of a high standard.

In 2016, teachers engaged in professional learning opportunities to strengthen their syllabus knowledge, pedagogy and further support their classroom teaching practice. All teachers and leaders planned personalised Performance and Development Plans (PDPs) that were aligned to the school strategic directions.

This year, we implemented a new whole school mathematics scope and sequence to ensure continuity across the school and continued to provide professional development for staff. In literacy, we focused on NAPLAN writing and continued with L3 training for staff K–2. Figtree Heights Public School implemented a pilot group to implement Quality Teaching Rounds where teachers were up skilled in their understanding of the Quality Teaching Framework and how to reflect on the quality of their teaching. This will continue as a whole school in 2017.

Leading:

In the domain of Leading, our main priorities continue to focus on building our leadership capacity, school planning, implementation and reporting. Opportunities for students to lead within our school community were given through the continuation of School Leadership Teams in the areas of Sport, Technology, Live Life Well, and The Hive (inquiry based learning domain). The Student Representative Council continued to function within our school as a further opportunity for students to work democratically in representing the students of the school. All teaching staff were given opportunities to build their leadership capacity either by delivering professional learning to staff, leading student leadership teams or

assisting with the monitoring and evaluation of the school plan in strategic direction teams. Stage team leaders continued to collaborate with staff in ensuring an equitable distribution of leadership. The school committed funds to professional learning for our leaders, ensuring the standard of leadership at Figtree Heights Public School continues to be strengthened.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Creating Tomorrow's Leaders

Purpose

Building the capacity and efficacy of all members of the Figtree Heights community, we strive to recognise, promote and create opportunities to build leadership density at all levels, including staff, students, parents and school community.

Continuing to develop the capabilities of all our leaders is a critical element in sustaining a successful school culture for today and tomorrow.

Overall summary of progress

In 2016, all staff members, including school leaders, completed a Performance and Development Plan (PDP). Staff members and school leaders worked collaboratively to identify school, stage and personal goals in line with the current education climate. Regular communication and meeting times assured the PDP process and completion was streamlined and lesson observations became a regular feature as part of the PDP process with the goal of refining and improving best practice.

During 2016, all staff members who indicated aspirations in leadership, were given opportunities to lead and/or facilitate in a desired area. These aspiring leaders were afforded the opportunity to share and discuss the school's professional learning needs and areas of strategic direction. This was undertaken collaboratively with existing members of the school executive. Aspiring and current school executive eagerly participated in multiple professional learning courses to build and enhance their own leadership capacity. As a result, there has been an increase in the amount of staff participating in professional learning at a leadership level.

The Student Representative Council (SRC) and Student Leadership Teams (SLT), including Live Life Well, Premier's Sporting Challenge, Sport, Technology and The Hive have enabled students in all grades to represent their class and contribute to school-wide decision making. 80% of parents, 83% of students and 100% of staff, believe that the 2016 leadership teams continued to provide students with the necessary experiences needed to develop their leadership capacity. Our School Captains, Vice Captains and senior leadership students were given opportunities to lead school based initiatives and participate in leadership development initiatives, such as, The National Young Leaders Day Conference.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of school leaders have an individualised performance and development plan aligned to Australian Professional Standards for Teachers or Principal Standard, designed collaboratively and supported by supervisors.	By the end of 2016, all teachers who have leadership aspirations were given support and guidance by their supervisor to ensure they met their Performance and Development (PDP) goals. Leaders were given the opportunity to be trained in conducting effective observations so they could support their teams with the effective implementation of their PDP. Aspiring and substantive leaders have participated in a range of professional learning to support them in achieving their PDP goals.	Teacher Professional Learning \$1,200 RAM (Equity funds) \$1000
All leaders (including aspiring) are provided with opportunities to enhance their leadership skills and experience through mentoring, coaching and learning opportunities.	Student Leaders: Improved opportunities for student leadership and student led decision making within the school. 84% of students stated that FHPS delivers opportunities for students to develop and enhance their leadership skills. Aspiring Leaders: Built capacity within staff through increased	Teacher Professional Learning \$1,300 RAM (Equity funds) \$1000 Beginning Teacher \$2,500

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All leaders (including aspiring) are provided with opportunities to enhance their leadership skills and experience through mentoring, coaching and learning opportunities.	<p>opportunities for targeted professional development and leadership immersion for identified aspiring leaders. 100% of aspiring leaders were given opportunities to lead initiatives and/or programs in 2016.</p> <p>Substantive Leaders:</p> <p>School executive team provided with explicit and transformative leadership opportunities based on school plan and professional learning needs; enhancing the quality of leadership at FHPS.</p>	
100% of staff are committed to a culture that promotes and identifies leaders, supporting initiatives that enhance leadership development for all.	In 2016, funding was committed to ensuring our leaders were given opportunities to engage in high quality professional learning. We embraced the opportunity to send a member of our executive to the Art of Leadership course. We also sent current and aspiring leaders to 'A Leader's Influence', a professional learning opportunity made possible by our L/INKS network. 100% of staff agree that FHPS delivers opportunities for individuals to develop their leadership capacity.	<p>Teacher Professional Learning \$1,750</p> <p>Beginning Teacher \$6,600</p>

Next Steps

As a result of the School Self Evaluation survey and reflections, our school has identified the following next steps in these areas:

Student Leadership:

- Student leadership teams will be rebranded as citizenship teams. Stage 3 leaders will retain the Leadership title to reduce confusion for younger students.
- Two Student Representative Council (SRC) members to be chosen from each class each term and an official badge presentation ceremony will be conducted.
- SRC activities and initiatives to be featured the School Newsletter.
- SRC communication board and suggestion box to be established.

Aspiring Leaders:

- Teachers with leadership aspirations will negotiate professional learning and be provided with opportunities for mentoring and observation.
- Aspiring leaders will have the opportunity to be involved in Basic Intensive Training through the Glasser Institute.
- The opportunity to be involved in the External Validation process will be given to interested aspiring leaders.

Substantive Leaders:

- Leaders demonstrate quality leadership by modelling effective, evidence-based professional learning opportunities to all staff.
- Clearly establishing key roles and responsibilities for each Assistant Principal for effective and focused organisation and leadership.
- Substantive leaders given the opportunity to be involved in professional learning opportunities which will enhance the quality of leadership at FHPS.
- Substantive leaders will spearhead whole school data collection and quality teaching focus areas.
- Substantive leaders will be involved in the External Validation process.

Strategic Direction 2

Creating Tomorrow's Learners

Purpose

Our aim is to use best practice to excite, engage and enrich the learning of all students through great teaching and inspired learning. We will create life-long and adaptive learners who strive for excellence in a culture of dynamic expectations where every teacher and student accesses personalised learning.

Students and teachers will take ownership of their learning through setting realistic and attainable goals and by developing Individual Learning Plans, Engaged Learner Profiles and Individual Performance and Development Plans.

Overall summary of progress

In 2016, our staff reflected on and evaluated the various learning practices occurring across our school. Conceptual planning and Visible Learning were a major focus areas for all stages in 2016, with the introduction of 'bump it up walls', individual learning goals and effective feedback to students. Teachers undertook HOW2Learn training (Phase 1 and 2) with a targeted emphasis on creating a strong learning culture K-6. Stage 3 students participated in Tournament of Minds (ToM) and Premier's Debating Challenge. Students also had the opportunity to participate in the Premier's Spelling Challenge and Premier's Reading Challenge. Teachers benefited from our focus on Quality Teaching with access to Quality Teaching Rounds, mentoring (included new scheme teachers and accreditation) and peer observations. Professional development opportunities included Language, Learning and Literacy (L3), Focus on Reading (FoR), HOW2Learn, Catering for Gifted and Talent Children, Coding, STEM (Science Technology Engineering Mathematics), The new NSW Geography Syllabus, Building Blocks for Numeracy and NAPLAN Persuasive Text Marking.

Through the use of planning days and stage meetings teachers were able to participate in regular and quality consistent teacher judgement and collegial dialogue which enabled differentiated, individualised and consistent teaching across stage classes. 88% of students and 87% of parents feel that teachers have an in depth knowledge of individual students' academic ability and areas for further improvement.

Again in 2016, our school invested human and physical resources in 'The Hive', a collaborative future-focused learning space where students' communication, creativity and critical thinking skills were fostered through the initial stages of Inquiry Learning. The integration of 'Thinking Tools' (graphic organisers and rubrics) occurred within learning experiences. Technology has been a major focus for our students with foundation skills associated with coding taught Kindergarten to Year 6, as well as 3D printing CAD (Computer Animated Design) taught Year 1 to Year 6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% teaching and learning is driven by informed decision making, differentiated instruction and quality teaching pedagogy.	<p>Students and teachers have actively been engaged in individualised and meaningful learning opportunities that have increased literacy and numeracy results for all students.</p> <p>Students and teachers have been exposed to a culture of collaboration that features observation and effective feedback to improve quality teaching and instructional learning practice.</p> <p>Teaching and learning at FHPS is informed by data to ensure quality teaching and learning in literacy and numeracy.</p> <p>In 2016, five teachers were trained in Language, Learning and Literacy. Three in Stage 1 (L3) and two staff in Kindergarten L3 training. Four staff members were trained in Quality Teaching Rounds in 2016 and were involved in weekly lesson observations based on the Quality Teaching Model.</p>	<p>Teacher Professional Learning \$4,600</p> <p>RAM (Equity funds) \$3,500</p> <p>Literacy and Numeracy \$4,100</p> <p>Beginning Teacher \$5,200</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students requiring adjustments (including Gifted and Talented) and learning support are catered for adequately with embedded revision practices in place.	<p>In 2016, we have ensured that members of our staff continued to participate in Gifted and Talented professional learning. These staff members then provided whole school professional learning to ensure all staff members were up to date with the current practices and pedagogy.</p> <p>We continued to provide Stage 3 students with the opportunity to participate in Tournament of Minds and up skilled a second classroom teacher in the implementation of the program.</p> <p>2016 saw the introduction of a K–2 Enrichment class, targeting Gifted and Talented students.</p> <p>In 2016, FHPS introduced the AGAT assessment to clearly identify Gifted and Talented students, together with an overhaul of our Learning and Support Team practices, this ensured consistent monitoring and revision of identified students.</p>	<p>Teacher Professional Learning \$1,800</p> <p>RAM (Equity funds) \$2,500</p> <p>Literacy and Numeracy \$500</p> <p>Beginning Teacher \$1,200</p>
Learning intentions, success criteria and assessment practices are visible in learning practices to support students to set their own high expectations to plan and gain feedback on their own learning.	<p>One FHPS teacher participated in 'Visible Learning Through Formative Assessment' professional learning. This teacher mentored all staff members with the effective use of Visible Learning within their classrooms and provided mentoring and observations for all staff. As a result, visible learning walls were implemented in all classrooms.</p> <p>Stage planning and assessment sessions were scheduled in Semester Two. This ensured consistent teacher judgement, effective assessment practices, learning intentions and adequate success criteria processes were implemented in all classrooms.</p> <p>78% of students indicated their teacher helps them to set individual learning goals and monitor progress in relation to these goals.</p>	<p>Teacher Professional Learning \$600</p> <p>RAM (Equity funds) \$3,900</p> <p>Literacy and Numeracy \$500</p> <p>Beginning Teacher \$1,200</p>

Next Steps

In 2017, Figtree Heights Public School will continue to focus on our areas of strength in the Creating Tomorrow's Learners direction. To further improve our current progress, our next steps are:

Quality Learning:

- In consultation with the school Learning and Support Teacher (LaST) and parents, teachers will collaborate to develop ILPs (Individualised Learning Plans) and PLP (Personalised Learning Plans) for identified students. Plans reviewed each semester in consultation with parents.
- Visible learning tools will continue to be utilised and clearly evident in all classrooms, with a specific focus on individual learning goals for each student. With a focus of developing self-directed and self-reflective learning for all students.
- Developing a learning and support structure across the school that is equitable and effective for all students and staff involved.
- Continue to strengthen and develop Stage 3 Tournament of Mind and Debating skills.
- HOW2Learn practices will be strengthened and embedded into daily classroom practice with a focus on mindful learning.
- Continued correspondence and development with outside agencies to assist students that require additional assistance.

- Further enrichment opportunities will be given to students across all stage levels.

Quality Teaching:

- Teachers will participate in professional learning in identified areas of growth.
- Quality Teaching Rounds (QTR) and lesson observations will be timetabled to support quality teaching in all classrooms.

Effective Assessment:

- School leaders will analyse assessment data and present findings to staff with the expectation of data driven decision making in all key learning areas.
- Stage teams will be provided with data analysis and consistent teacher judgement collegial time to ensure consistency across stages.



Strategic Direction 3

Creating Tomorrow's Citizens

Purpose

Our students will be prepared socially and emotionally for the ever-changing world through an embedded system of values and skilled decision-making. Through sustained excellence, students will be productive citizens who are empowered to take action on issues and develop an understanding of their role and responsibility when engaging in action and participation at local and global levels.

Overall summary of progress

The students at Figtree Heights Public School have been provided with numerous opportunities to contribute to the wider community. The school's Student Representative Council (SRC) actively organised events to raise money for the Blue Dragon Foundation as our student body continued to be highly passionate about making a difference on a global scale. A representative from Blue Dragon came to speak to the entire school community about the direct impact that the money fundraised by Figtree Heights Public School has made to the education and support of children in Vietnam. The SRC organised a Blue Dragon Olympathon. This event gave the entire school community a chance to fundraise for the charity. 86% of parents, 94% of students and 100% of teachers valued the opportunity to take action on a global issue. Issues important in Australia were addressed sensitively with students acknowledging NAIDOC week, Harmony Day, ANZAC day and Remembrance day.

In 2016, The 20 HOW2Learn habits were introduced into a number of classrooms K–6, with a specific whole school focus on resilience and optimism. Students are becoming familiar with the characters that represent each series of habits and use these as role models for their own decisions and behaviour choices. The 'Mind Up' curriculum has been trialled by a number of teachers within the school. The school executive team and wellbeing co-ordinator also introduced Kimochi characters to their reflective sessions with students in 2016. The Kimochi characters are educational toys designed to foster emotional intelligence and positive self-esteem.

In a wellbeing context, there was a shift from the traditional functionality of the detention room to more of a reflection space, where students are supported and encouraged to discuss how they can be more in control of their decisions. This enabled students to reflect on their behaviour choices and create strategies to manage complex situations better in the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 95% of students demonstrate a developed understanding and successfully practise/illustrate decision-making skills, resilience, school values, selecting positive choices and (positive) wellbeing.	<p>At Figtree Heights we are currently implementing the HOW2Learn philosophy in all classrooms K–6. Part of this philosophy is the 20 Habits of Effective Learners. These habits encompass the skills required to be resilient, self-empowered and decision-makers. Overall, this philosophy encourages our students to make positive choices.</p> <p>Our School Self-Evaluation survey indicated that 85% of staff have implemented lessons on the importance of being optimistic and resilient. 84% of parents agreed that the school teaches their child how to be optimistic and resilient and prepare them for future success.</p>	<p>Teacher Professional Learning \$850</p> <p>RAM (Equity funds) \$2,500</p> <p>Beginning Teacher \$1,100</p>
90% of students: are able to demonstrate the six core values; have increased awareness of other students' social and emotional wellbeing; and take ownership of their decisions.	2016 saw 91% of our students reach the Bronze Value level in our school positive rewards system. 6% higher than in 2015.	RAM (Equity funds) \$1,500
All students develop an understanding of their impact on	From school self evaluation data (SSE), 92% of students, 100% of teachers and 86% of parents	RAM (Equity funds) \$1,100

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
the wider community and become empathetic citizens of the future. This is achieved through participating in and understanding the importance of fundraising for charities such as the Blue Dragon Foundation.	value the fundraising activities the school has initiated for the Blue Dragon Foundation. Again, from SSE data, 96% of parents, 94% of students and 100% of staff believe it is important our school fundraisers and our students discuss their ability to make an impact on those less fortunate.	

Next Steps

Future directions for 2017 are:

Active and Informed Citizens

- Students will be surveyed to determine the focus of our global and local charities for 2017.
- SRC to map out a term by term plan of action for fundraising to ensure consistency when representatives change throughout the year.

Empowered Citizens

- Mind Up will continue to be established and supported in classrooms.
- Positive Behaviour for Learning will be slowly introduced into the school environment.

Social and Emotional Wellbeing

- HOW2Learn will feature more consistently in all classrooms through continued professional learning support.
- Parents and carers will be effectively engaged and informed of the 20 Habits of Effective Learners.
- The capacity and knowledge/use of 20 Habits of Effective Learners amongst students will be built through direct and explicit lessons.
- Students will be introduced to the Positive Outcome Process, based on professional development of staff in Basic Intensive Training.
- Teachers will continue to expose students to the Growth Mindset strategy.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>In 2016, FHPS utilised Aboriginal background funding to:</p> <ul style="list-style-type: none"> • Establish a negotiated Personalised Learning Plan (PLP) for 100% of students with an Aboriginal background. • SLSO support for students with an Aboriginal background. Release two classroom teachers, allowing them to prepare to deliver the 'Eight Ways of Learning' to all staff. <p><i>All Aboriginal students are making progress across the literacy and numeracy continuums and are demonstrating higher average levels of progress than in previous years.</i></p>	<p>Allocation: \$2,383</p> <p>Strategic Direction 2</p>
English language proficiency	<p>In 2016, FHPS utilised English language proficiency funding to:</p> <ul style="list-style-type: none"> • Target student assistance for all EAL/D students requiring adjustments to support their individualised learning. • Provide teacher professional development to support effective classroom practice. • Hire additional SLSO personnel to support targeted students. • Purchase high quality resources to support students' learning outcomes. • Establish and review English as an Additional Language or Dialect (EAL/D) support timetable and assistance. <p><i>All targeted students are making progress across the literacy and numeracy continuums and are demonstrating higher average levels of progress than in previous years.</i></p>	<p>Allocation: \$12,014</p> <p>Strategic Direction 2</p> <p>Strategic Direction 3</p>
Low level adjustment for disability	<p>In 2016, FHPS utilised low level adjustment for disability funding to:</p> <ul style="list-style-type: none"> • Target student assistance for all students requiring adjustments to support their individualised learning. • Provide teacher professional development to support effective classroom practice. • Hire additional SLSO personnel to support students requiring disability adjustments. • Purchase high quality resources to support students' learning outcomes. • Hire the services of a speech pathologist, behavioural optometrist and occupational therapist to deliver professional learning to staff. <p><i>88% of students indicated their teacher makes sure they are learning new things and achieving their learning goals. 87% of parents indicated their child's teacher has an in depth knowledge of their child's academic ability and area for further improvement.</i></p>	<p>Allocation: \$62,368</p> <ul style="list-style-type: none"> • Learning and Support Teacher: \$51,010 • Strategic Direction 2
Quality Teaching, Successful Students (QTSS)	<p>In 2016, the QTSS funding was utilised to:</p> <ul style="list-style-type: none"> • Establish and effectively implement Quality Teaching Rounds (QTR). This enabled our staff to develop a thorough understanding of the Quality Teaching Framework. • Enable four staff members to participate in a mentoring opportunity at Wilton Public School and prepared them to be QTR leaders 	<p>Allocation:</p> <p>Semester 1: \$9,182</p> <p>Semester 2: \$9,182</p> <ul style="list-style-type: none"> • Strategic Direction 1 • Strategic Direction 2

Quality Teaching, Successful Students (QTSS)	<p>within our own school context.</p> <ul style="list-style-type: none"> • Provide executive release, enabling our school leaders to participate in mentoring opportunities for beginning teachers and data collection and analysis. <p><i>88% of staff see benefit in the mentoring and coaching opportunities provided by the school and 100% of teachers involved in QTR indicated the success of this initiative at FHPS.</i></p>	<p>Allocation:</p> <p>Semester 1: \$9,182</p> <p>Semester 2: \$9,182</p> <ul style="list-style-type: none"> • Strategic Direction 1 • Strategic Direction 2
Socio-economic background	<p>In 2016, FHPS utilised socio-economic funding to:</p> <ul style="list-style-type: none"> • Target student assistance for all students requiring adjustments to support their individualised learning. • Provide teacher professional development to support effective classroom practice. • Hire additional SLSO personnel to support targeted students. • Enhance targeted students' access to, and participation in a wider range of curricular and extra-curricular activities. <p><i>79% of students indicated their teacher knows their strengths and areas they need to improve in. 74% of parents indicated the school places great importance on ensuring their child is making academic gains.</i></p>	<p>Allocation: \$8,281</p> <ul style="list-style-type: none"> • Strategic Direction 2 • Strategic Direction 3
Support for beginning teachers	<p>In 2016, FHPS had two beginning teachers in their first year of funding and one beginning teachers in their second year of funding. These staff members received the following support and professional development opportunities:</p> <ul style="list-style-type: none"> • Language, Learning and Literacy (L3) training – Early Stage 1 and Stage 1. • NSW Primary Principals' Association Art of Leadership. • Mentoring sessions in-school and also at other local schools. • Focus on Reading (FoR) trainer training. • Tournament of Minds (ToM) professional development and tournaments. • Debating workshops, mentoring sessions and competitions. • Brain Engagement Toolkit professional learning opportunity. • L-INKS 'A Leader's Influence' leadership development training. • Premier's Sporting Challenge Organisation Day. • Observational experiences at local schools in the areas of literacy and numeracy. • Release from face to face teaching, one to two hours per week for mentoring sessions as required. <p><i>100% of beginning teachers agreed the professional learning and mentoring they received during the year highly supported the development of their skills, knowledge, practice and understandings in all key learning areas, but especially literacy and numeracy.</i></p>	<p>Allocation: \$32,820</p> <ul style="list-style-type: none"> • Strategic Direction 1 • Strategic Direction 2
Targeted student support for refugees and new arrivals	<p>In 2016, this funding was utilised to provide targeted student assistance with a School Learning Support Officer in the following</p>	<p>Allocation: \$12,620</p> <ul style="list-style-type: none"> • Strategic Direction 2 • Strategic Direction 3

<p>Targeted student support for refugees and new arrivals</p>	<p>areas:</p> <ul style="list-style-type: none"> • Time to support learning in literacy and numeracy. • Creation of resources to enhance the transition into our school environment. • Improve the quality of the link between home and school contexts. <p><i>All targeted students are making progress across the literacy and numeracy continuums and are demonstrating higher average levels of progress than in previous years.</i></p>	<p>Allocation: \$12,620</p> <ul style="list-style-type: none"> • Strategic Direction 2 • Strategic Direction 3
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	117	122	123	120
Girls	97	119	126	124

In 2016, Figtree Heights Public School had an enrolment of 244 students from Kindergarten to Year 6, and maintained 11 classes.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	97.6	94.6	96.8
1	95.5	95.8	96	96.2
2	95.6	95.7	95.2	97.5
3	93.9	96.4	95.9	94.7
4	94.9	94.9	95.3	96.4
5	96	94.2	94.6	95.2
6	92.8	96	95.2	93.3
All Years	95	95.8	95.3	95.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance data indicates that the total attendance rate for 2016 was 95.7%, while the state average was 94%. As a school we will continue to put an emphasis on good attendance, ensuring open communication with parents is paramount.

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging

regular attendance is a core school responsibility.

At Figtree Heights Public School, class rolls are marked daily and monitored regularly by the class teachers for patterns of students' partial or non-attendance. The Learning Support Team monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Office is sought if required.

Class sizes

Class	Total
KE	16
KJ	16
1/2D	23
1/2L	21
1/2J	21
3/4O	25
3/4F	24
3/4P	25
5/6N	25
5/6M	26
5/6D	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration & Support Staff	2.32
Other Positions	0.09

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Currently there are no staff who identify as of Aboriginal background at Figtree Heights Public School.

Part way through 2016, our school was allocated a third Assistant Principal based on student population.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

The Figtree Heights Public School staff consists of extremely dedicated and skilled practitioners. A strong culture of self-improvement exists and as a result, professional learning opportunities are highly valued. Teachers ensure that their professional development aligns with their Performance and Development Plan, the School Plan, the Premier's Priorities and the Department of Education mandatory training.

All School Development Days in 2016, had 100% attendance from FHPS staff members.

Throughout the year, staff engaged in formal training including:

- L3 (Language, Learning and Literacy)
- Focus on Reading (FoR).
- How2Learn.
- Visible Learning.
- Numeracy Building Blocks.
- Centre for Professional Learning (CPL) Mentoring.
- Quality Rounds in Action.
- Quality Rounds Implementation.
- STEM (Science, Technology, Engineering and Mathematics).
- Understanding the Brain.
- All training modules associated with the implementation of the Australian Curriculum.
- School Excellence Framework training and assessment.
- Nonviolent Crisis Intervention (CPI) training.
- EAL/D term meetings and professional learning.

Staff also participated in professional development and collegial opportunities such as :

- Annual NSW Primary Principals' Regional and State conferences.
- Wollongong North Principal network meetings.
- Halogen National Young Leaders Day Conference.
- Learning Management Business Reform (LMBR) executive training.
- Primary Principals' Association Meeting.
- Literacy and numeracy teams met regularly to monitor the school's progress on the school plan.

- Figtree Community of Schools (CoS) planning, programming and professional development days.
- Choral and instrumental festival workshops.
- Primary School Sport Association (PSSA) meetings.

Mandatory Training for staff in 2016 included :

- Child Protection update.
- Code of Conduct update.
- CPR Training.
- Anaphylaxis Training.
- E-Emergency Care.

In 2016, we had the following teachers working towards or maintaining Australian Professional Standards for Teachers:

- Working towards accreditation at Proficient: 5 teachers
- Maintaining accreditation at Proficient: 6 teachers.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2016, Figtree Heights Public School collected \$4,342 from voluntary contributions. This money was utilised to purchase new iPads for our classrooms.

Income	\$
Balance brought forward	127 436.12
Global funds	213 939.38
Tied funds	130 581.65
School & community sources	76 727.28
Interest	2 239.94
Trust receipts	13 351.65
Canteen	0.00
Total income	564 276.02
Expenditure	
Teaching & learning	
Key learning areas	59 223.32
Excursions	18 686.86
Extracurricular dissections	33 427.45
Library	2 079.26
Training & development	4 146.09
Tied funds	129 704.41
Short term relief	38 330.79
Administration & office	65 290.32
School-operated canteen	0.00
Utilities	23 473.42
Maintenance	4 379.55
Trust accounts	11 941.78
Capital programs	1 562.04
Total expenditure	392 245.29
Balance carried forward	172 030.73

The information provided in the financial summary includes reporting from December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	209 653.29
(2a) Appropriation	172 030.73
(2b) Sale of Goods and Services	-131.81
(2c) Grants and Contributions	37 625.44
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	128.93
Expenses	-126 250.90
Recurrent Expenses	-126 250.90
(3a) Employee Related	-69 040.48
(3b) Operating Expenses	-57 210.42
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	83 402.39
Balance Carried Forward	83 402.39

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Figtree Heights Public School intends to use the funds available on the following, but not limited to these items and projects:

- Furniture for classrooms and administration.
- Interactive touch screen comm box.
- Playground markings and resources.
- Purchase of technology such as iPads for classrooms.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 704 662.99
Base Per Capita	13 252.66
Base Location	0.00
Other Base	1 691 410.33
Equity Total	85 046.27
Equity Aboriginal	2 382.88
Equity Socio economic	8 281.16
Equity Language	12 013.78
Equity Disability	62 368.44
Targeted Total	12 791.75
Other Total	11 896.88
Grand Total	1 814 397.89

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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.

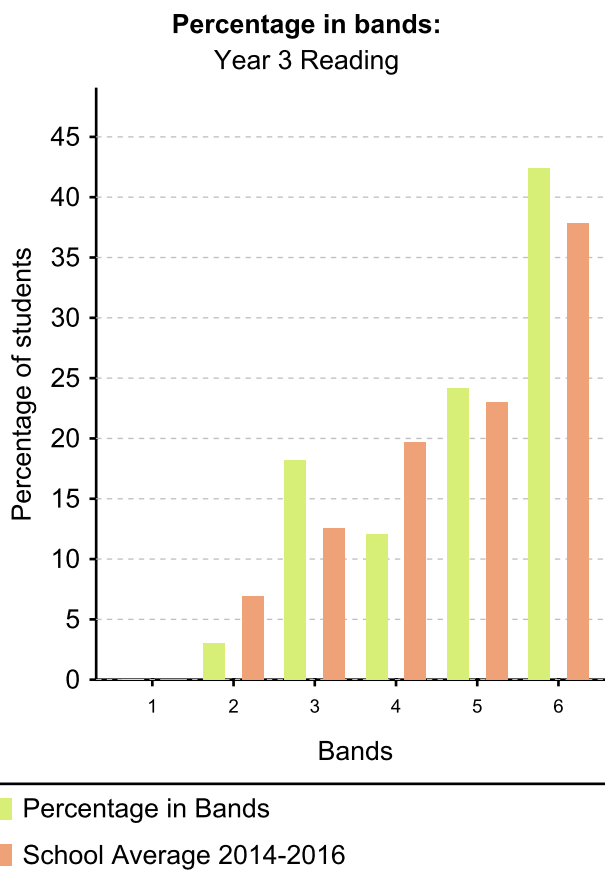
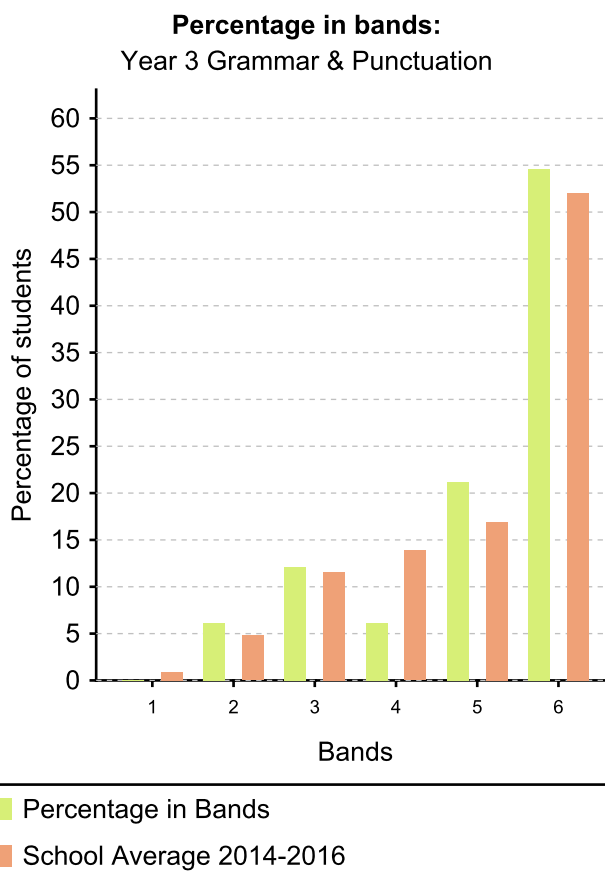
The NAPLAN literacy assessments were conducted in May with 69 students completing the assessments. 35 students from Year 3 and 34 students from Year 5.

Year 3

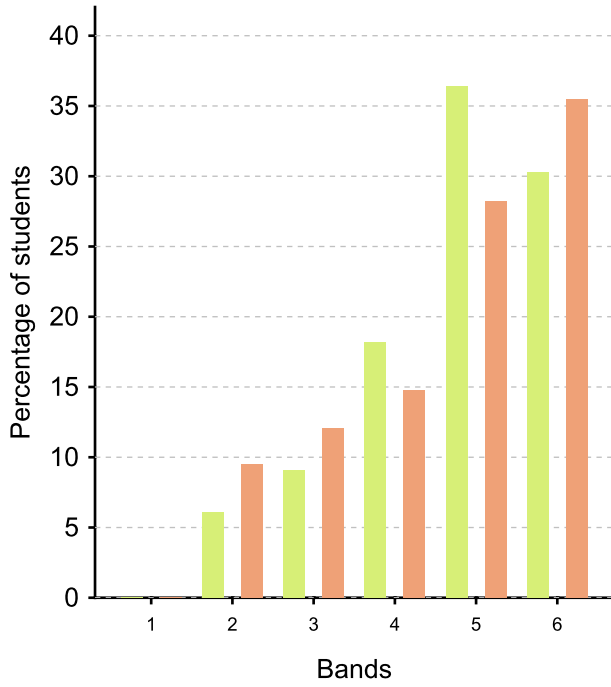
- In 2016, 67% of Year 3 students achieved results in the top two bands for reading.
- In 2016, 76% of Year 3 students achieved results in the top two bands for Grammar and Punctuation.
- Year 3 results in spelling were 28 points above NSW DoE schools.

Year 5

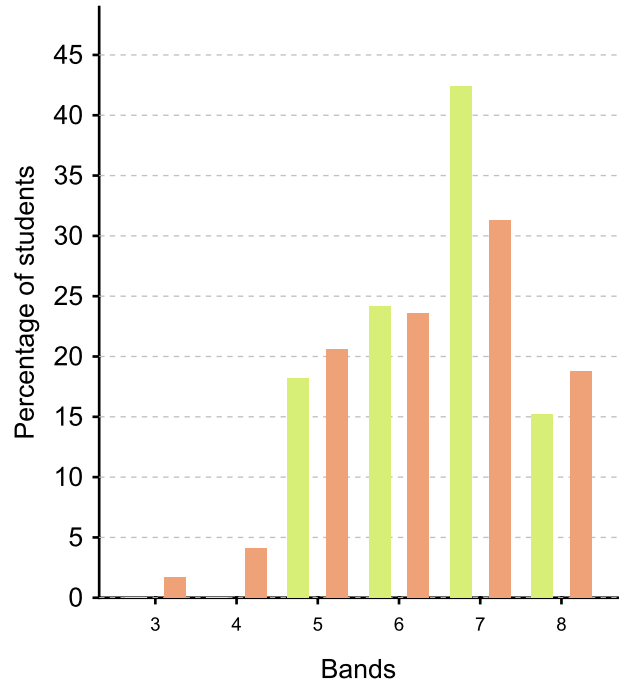
- In 2016, 58% of Year 5 students achieved in the top two bands for grammar and punctuation.
- Year 5 students results in spelling were 37 points above NSW DoE schools.



Percentage in bands:
Year 3 Spelling



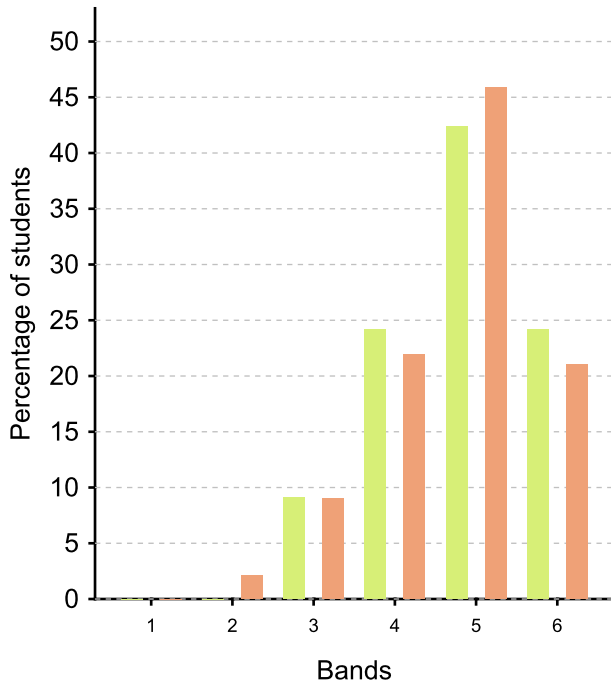
Percentage in bands:
Year 5 Grammar & Punctuation



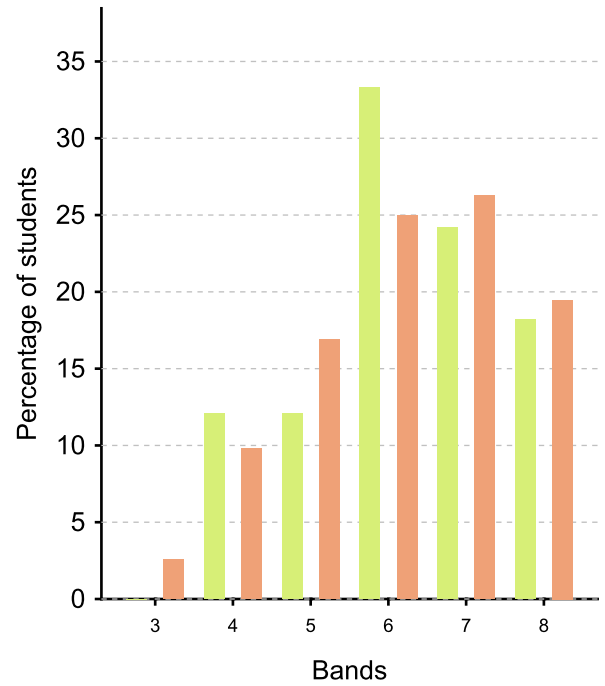
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



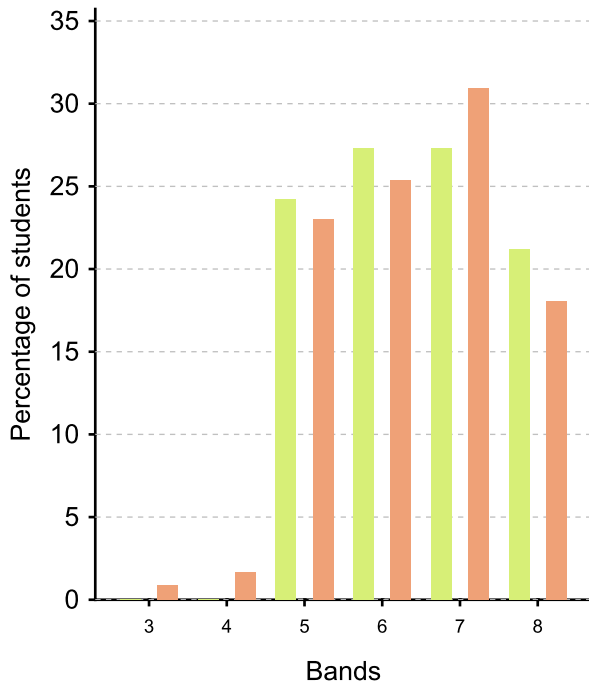
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling

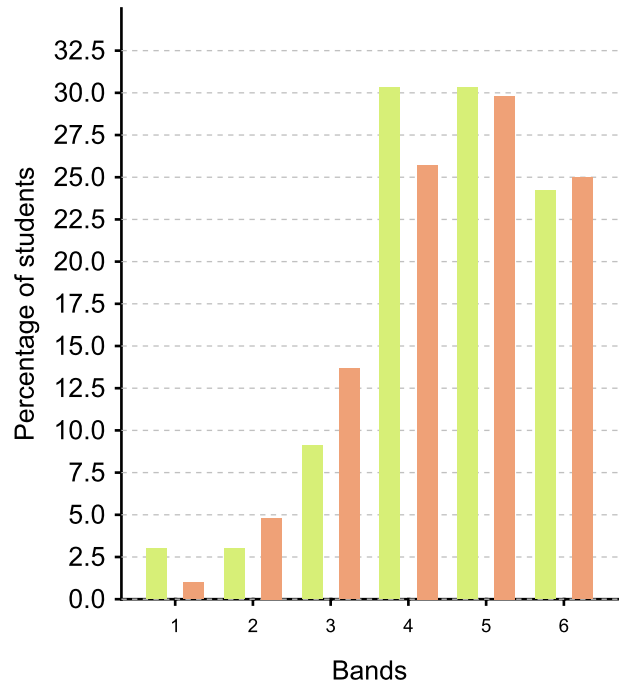


- Year 3 results in number, patterns and algebra were 48 points above NSW DoE schools.

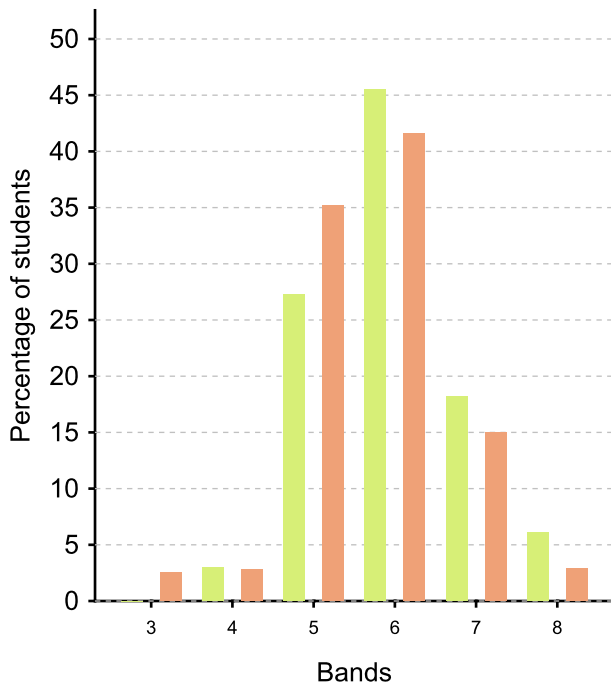
Year 5

- In 2016, 52% of Year 5 students achieved in the top two bands for numeracy.
- Year 5 students results in data, measurement, space and geometry were 32 points above NSW DoE schools.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



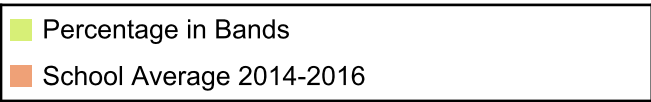
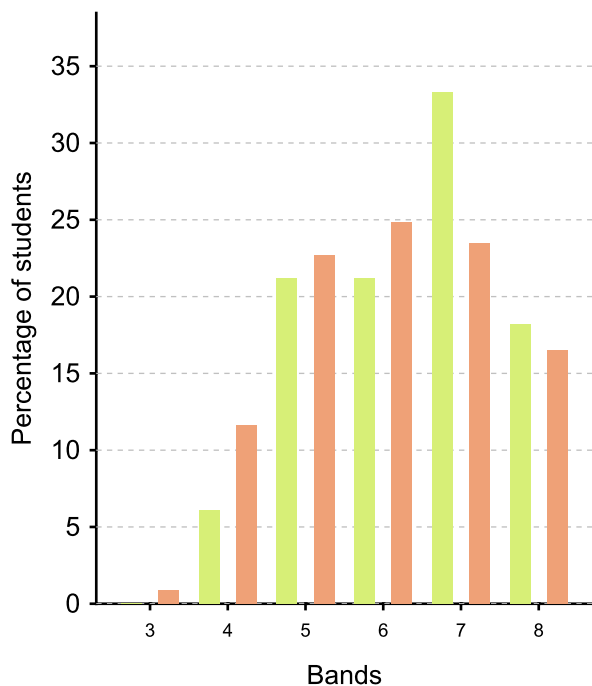
- Percentage in Bands
- School Average 2014-2016

The NAPLAN numeracy assessments were conducted in May with 69 students completing the assessments. 35 students from Year 3 and 34 students from Year 5.

Year 3

- In 2016, 55% of Year 3 students achieved results in the top two bands for numeracy.

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the following link and insert the school name in the Find a school and select Go to access the school data. <https://www.myschool.edu.au/>

In accordance with the Premier's Priorities: *Improving education results*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

Year 3

- The percentage of Year 3 students in the top two bands for reading in 2016 was 67%, compared to 47% in 2015.
- The percentage of Year 3 students in the top two bands for numeracy in 2016 was 55%, compared to 47% in 2015.

Year 5

- The percentage of Year 5 students in the top two bands for reading in 2016 was 43%, compared to 46% in 2015.
- The percentage of Year 5 students in the top two bands for numeracy in 2016 was 52%, compared to 28% in 2015.

Parent/caregiver, student, teacher satisfaction

In 2016, the school continually sought the opinions of parents, carers, students and teachers. Figtree Heights Public School is always looking to improve what we do in our core business. Our ongoing evaluation procedures with our community, students and staff are essential to determine our strengths, areas for development and to continue to strive for excellence in everything we do.

As in 2015, we again took part in the *Tell Them From Me* survey. This survey was available for students (years 4–6), teachers and parents/carers. The *Tell Them From Me* student survey measured twenty indicators based on the most recent research on classroom and school effectiveness.

Student Responses – *Tell Them From Me* survey

Social and Emotional Outcomes

- *Students have friends at school they can trust and who encourage them to make positive choices* – 80% highly agreed they had positive relationships.
- *Students believe that education will benefit them personally and economically, and will have a strong bearing on their future* – 90% of students valued school outcomes.
- *Students who do not get in trouble at school for disruptive or inappropriate behaviour* – 90% of students believe there are positive behaviour practices at FHPS.

Part of the *Tell Them From Me* survey was marked on a ten-point scale. The scores for the Likert-format questions (i.e. strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree or disagree).

Drivers of Student Outcomes

- *Students feel they have someone at school who consistently provides encouragement and can be trusted for advice* – Students rated advocacy 7.5 out of 10.
- *Effective Learning Time* – 7.9 out of 10.
- *Positive teacher-student relationships* – 8.3 out of 10.
- *Expectation for success* – 8.2 out of 10.

Parent Responses – *Partners in Learning, Perspectives of Parents* at Figtree Heights Public School

The *Partners in Learning* parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the

school and participate in school governance.

The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The *Partners in Learning* survey includes eight separate measures, which were again scored on a ten-point scale. Responses are as follows:

- *I can easily speak with my child's teachers* – 8.3 out of 10.
- *I am well informed about my child's progress in school subjects* – 7.3 out of 10.
- *Teachers show an interest in my child's learning* – 8.3 out of 10.
- *Teachers have high expectations for my child to succeed* – 7.8 out of 10.
- *My child is clear about the rules for school behaviour* – 8.9 out of 10.
- *55% of parents at FHPS are involved in school committees.*
- *73% of parents indicated they have spoken to their child's classroom teacher more than three times in relation to social or academic matters.*

Teacher Responses– Focus on Learning at Figtree Heights Public School

The *Focus on Learning* survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important drivers of student learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. A selection of these elements is outlined below:

- *School leaders have helped me improve my teaching* – 8.6 out of 10.
- *I work with school leaders to create a safe and orderly school environment* – 8.9 out of 10.
- *I talk with other teachers about strategies that increase student engagement* – 9.1 out of 10.
- *I discuss my assessment strategies with other teachers* – 8.9 out of 10.
- *I set high expectations for student learning* – 8.9 out of 10.
- *When student's formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve* – 8.4 out of 10.
- *My assessments help me understand where students are having difficulty* – 8.9 out of 10.
- *When I present a new concept I try to link it to previously mastered skills and knowledge* – 8.6 out of 10.
- *I work with parents to help solve problems interfering with their child's progress* – 8.6 out of 10.

In addition to these findings, the Figtree Heights school self evaluation team reported the following from gathered data in our School Self-Evaluation survey:

- 100% of parents indicated that they feel welcome at Figtree Heights Public School.
- 88% of parents indicated that their child enjoys coming to school, 82% of students agreed that they enjoy attending school.
- 100% of staff believe that the school leaders implement change that is in the best interest of the students.
- 80% of parents and 90% of staff believe that the school leaders inspire and motivate students.
- 90% of staff stated that school leaders discuss ways to improve learning for students.
- 90% of students are proud of their academic progress.
- 90% of students indicated that they value the teachers at Figtree Heights, 84% of parents agreed.
- 93% of students value school learning outcomes.
- 76% of students have a high sense of belonging and 87% of students have positive relationships.
- 88% of parents stated that the school is always looking for ways to improve what it does, whilst 100% of staff believe this is the case.

Policy requirements

Aboriginal education

In 2016, five Aboriginal and Torres Strait Islander (ASTI) students were enrolled at Figtree Heights Public School. Through the development of Personalised Learning Plans (PLPs), in consultation with the classroom teacher, parent and student, learning in the classroom was planned effectively to build on the learning strengths and abilities of the student, ensuring success in the classroom. These PLPs were closely monitored, tailored to individual needs and reviewed on a regular basis to ensure learning outcomes and goals were relevant, achievable and personalised.

2016 saw the continuation of all curriculum units being taught with Aboriginal perspectives. These activities and programs provided students with the knowledge of Aboriginal and Torres Strait Islander history, culture and gave an insight into their pastimes. NAIDOC was celebrated with great enthusiasm in Term 3 with a Doing Things Together (DTT) afternoon. During this time, students were given opportunities to complete Indigenous art, listen to Indigenous Dreamtime stories and participate in Indigenous games. The students thoroughly enjoyed these experiences.

Multicultural and anti-racism education

Figtree Heights Public School has an 19% population of students from language backgrounds other than English. This includes students who were born in Australia of parents from 16 different language backgrounds. As a school, we continue to be proud of our inclusive nature and all students are encouraged to recognise and celebrate their cultural differences.

In 2016, Multicultural education and perspectives were

again integrated into all class programs and aligned with history and geography curriculum. Figtree Heights Public School students are proud of their heritage and had a number of opportunities throughout the year to share their culture with others. Initiatives such as Harmony Day and Cultural Food/Dress Day provided our students with a forum to promote intercultural understanding.

In 2016, Figtree Heights continued to promote a racism-free learning and working environment. One staff member is currently trained as an anti-racism officer.

Other school programs

Student Representative Council (SRC):

The FHPS Student Representative Council (SRC) has been a highly successful leadership team in 2016. Two students from each class were elected into the team each term. They were elected by their classmates, based on their willingness to actively practice the Figtree Heights School Values. It has been very impressive to see the amount of SRC representatives from previous terms continue to come to the SRC meetings as they are so passionate about being involved in the fundraising projects and valuable discussions. The FHPS SRC gives students the opportunity to actively discuss school decisions, give feedback and hear the opinions of others. In 2016, the SRC decided to continue fundraising for the Blue Dragon Foundation, which provides underprivileged children in Vietnam shelter, food and education. Choosing to continue with this foundation, allowed the students to become more aware of how some children in Vietnam live and the impact that our fundraising has on their lives, therefore enhancing their knowledge of global citizenship. In Term 3, The SRC organised the 'Blue Dragon Olympathon', which was a whole school fundraising day dedicated to raising funds for Blue Dragon Foundation. The students were divided into countries, participated in an opening and closing ceremony and a number of sporting activities. Along with this, the SRC also organised and ran both a Mother's Day and Father's Day stall to add to the funds raised. The SRC raised a total of \$2883.06 for the Blue Dragon Foundation in 2016.

Live Life Well Leadership Team

The Live Life Well Team consisted of 12 volunteers who worked hard to ensure our school is environmentally friendly. Every Wednesday, the Live Life Well Team came together to care for different parts of our school. In particular, they spent time every week to plant, water, weed and maintain our school vegetable garden. All students K-6 were involved in Clean Up Australia Day and there was a high emphasis on the importance of maintaining and keeping our playground clean. Recycling continued to be promoted and bins from each classroom were emptied weekly. The Live Life Well Team organised and led the successful National Walk Safely to School Day. It was a fantastic community event which promoted physical

activity and reinforced road safety and pedestrian behaviour. Participation in these days allowed students to develop awareness and understand how we can manage the environment in a more sustainable way.

Hive Leadership Team

Twenty Two students were selected to be on 'The Hive' Leadership Team. Their roles and responsibilities included borrowing and returning books, including learning the new OLIVER library system, cataloguing of books, assistance in the purchase of popular titles and the daily running of lunch time activities during The Hive opening times.

Technology Leadership Team

The Figtree Heights Public School's Technology Leadership Team consisted of fifteen students. The team comprised of students from Years 4 to 6.

Each term the Technology Leadership Team had an 'upskill focus'. In Term 1, students participated in workshops and learned skills on the install and maintenance of data projectors. In Term 2, students learned how to troubleshoot iPad connectivity issues. In Term 3, students learned how to re-image a laptop and desktop computer. In Term 4, students learned how load jobs on the 3D printer, change filament reels and start up (and/or troubleshoot) a 3D print job. Students ran lunchtime work shops on 3D printing, two days per week for interested students. A contingent of this team also ran a coding club for interesting students one day a week.

Tournament of Minds

Tournament of Minds (TOM) is a problem solving programme that aims to enhance the potential of our youth by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a competitive environment. This year it was very competitive to be selected into one of the two teams. A total of fourteen students were selected after the written application process. Each team comprised seven stage 3 students. These students then selected the category they thought would best suit the interest and skills of the team. The categories selected were Science Technology and Language and Literature.

Students' work-shopped in their respective teams for the first two terms to ensure that they had the skills required to successfully complete the challenge task which was given at the start of Term 3.

Once the official challenge task was handed to students they had six weeks to work together to create a script and ultimately a performance that was collaboratively worked on with minimal adult input. Both teams worked well and learned a great deal about themselves as well as developing better communication, critical thinking, time management and collaboration skills. This resulted in both teams being extremely successful on the challenge day in both the long term and spontaneous challenges.

The Figtree Heights 'Megabytes' Science and Technology team were awarded Honours at the NSW South Coast Regional Final.

Premier's Debating Challenge

The Premier's Debating Challenge is open to all NSW government schools, with the aim of developing the public speaking and reasoning skills of students. Stage 3 students are eligible to participate in this challenge and here at Figtree Heights Public School we have many extremely talented debaters. The school had a squad of 14 debaters who all attended numerous morning skills sessions and a full day debating workshop. The aim this year was for the year 6 students to provide information and mentor the year 5 students on the art of debating.

Throughout terms one and two students competed in four rounds of debates and learnt more about the debating process.

In a close finish, Figtree Heights 'Fantastic Four' were awarded first place in their zone of schools. They then went on to the regional finals where they competed against schools from all over the South Coast region.

Premier's Reading Challenge

In 2016, 124 students completed the Premier's Reading Challenge. All students in Kindergarten, Year 1 and Year 2 completed the challenge.

Fifteen students received their Gold Award, this being awarded to students who have successfully completed the challenge for four non-consecutive years.

Additional Premier's Reading Challenge books were purchased with Scholastic Book Club Rewards and school funds.

Premier's Sporting Challenge & Sports Leadership Team

The NSW Premier's Primary School Sport Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. This involves classes participating in a 10 week sport and physical activity challenge. The class based challenge was completed during Term Two. Class members contribute the time they spend in physical activity each week to the class effort. Classes were challenged to set goals to accrue time spent each week in moderate to vigorous activity which is undertaken in a range of sports and physical activities. Depending on the amount of physical activity recorded students achieved a Premier's Bronze, Silver, Gold or Diamond Award.

As part of the *Premier's Sporting Challenge Learning to Lead* initiative we were fortunate enough to send students in the leadership team to a coaching and activities day at Figtree High School. Students leaders were given the opportunity to work with professional NSW sport coaches to develop new skills and

knowledge in a variety of sports which they then brought back to pass on to other students through lunch time sport activities.

Language, Learning and Literacy (L3)

There continues to be a strong academic focus in the early years of school in literacy. This year was the sixth year of implementation of the Kindergarten Language, Learning and Literacy (L3) program and the fourth year of Stage 1 L3. The L3 program continued to see our Kindergarten and Year 1 students achieve excellent outcomes in reading and writing. L3 provides explicit and personalised instruction to students, in small groups of three to four. Students were supported to create meaningful discussions, use higher order thinking and apply independent comprehension strategies during reading and writing sessions. Our school has continued to produce outstanding results in reading in 2016. When exiting Kindergarten, the state expectation for students finishing is a reading level of nine. 95% of 2016 Kindergarten students surpassed this requirement. The State requirement for students exiting Year 1 is Level 18. 92% of Year 1 students are above this recommended State level. In writing, 89% of our students have exited Kindergarten having achieved above grade expectations whilst 79% of Year 1 students exited Year 1 having achieved above grade expectations.

HOW2Learn

We have continued our commitment to HOW2Learn (Higher Order Ways to Learn) in 2016, with all teaching staff implementing parts of the philosophy within their classrooms. All of our students understand the importance of being growth minded learners and have been exposed to the 'Learning Pit'. We have introduced the HOW2Learn 20 Habits into our classrooms. Such habits include managing distractions and resilience. Our recent focus groups that were conducted as part of the School Self Evaluation process, found that 100% of students have learned about the habits in their classroom this year. This will continue to be a driving force in all classrooms in 2017.

Focus on Reading (FoR)

Focus on Reading 3–6 is a professional learning program designed for classroom teachers that focuses explicitly on teaching reading in the 3–6 years of schooling. This program is aimed at supporting teachers to equip students with strategies needed to meet the changing demands of texts as they move through the primary years of schooling. Focus on Reading is a research-based program that will take staff two years to complete. The program is structured around three phases of professional development, each phase with a particular focus: comprehension; vocabulary knowledge and fluent text reading; consolidating and embedding learning further into practice. The staff at Figtree Heights consolidated the FoR learning throughout 2016. We are now ensuring that all of the strategies are embedded into regular teaching. A scope and sequence was created to ensure the ongoing teaching and revision of the 'super six'

comprehension skills.

State Knockouts

In 2016, Figtree Heights Public School entered teams into the following knockout competitions; girls Netball, boys Rugby Union and girls and boys Touch Football and Soccer. Our Soccer and Touch Football teams came up against some tough competition and bowed out in the early rounds, nevertheless they played with passion and team spirit. The school Netball team were very competitive and won their first four games. The girls demonstrated skill, fairness and determination in all games. They took the opportunity to train as a team at lunch times and this was evident in their game play. The Rugby Union team won all games in their first pool and continued onto the second level. One of our very dedicated and talented parents, Mr Tully, was a driving force behind this team, he coached, motivated and organised special Figtree Heights uniforms for the boys. This team continued to work hard and were finalists in the NSW Rugby 7's knockout, held in Sydney. Figtree Heights has had an outstanding year of achievement in knockouts; this demonstrates the sporting talent we have at our school.

School Band

In 2016, the School Band consisted of 14 members playing violin, flute, clarinet, trumpet, trombone, keyboard, bass guitar and drums. Their main performance this year was at the Combined Schools Instrumental Festival held at the Wollongong University Hall. Eight members of the band also represented the school as part of the Illawarra South East Regional Junior Band and attended a Band Camp at Stanwell Tops Conference Centre. This group performed an individual item at the Instrumental Festival. The Band this year was a young but motivated group who have made very good progress.

Vocal Group (Choir)

This year the Vocal Group consisted of 35 students from Years 2–5. Rehearsals were held in the school hall before school on a Thursday morning and so required a commitment from both the students and their parents to be part of this group. Their main performance this year was at the Southern Illawarra Music Festival at Wollongong University. This performance highlighted the enthusiasm and fun they had learning a challenging number of songs as part of a 'massed choir' of close to 350 pupils. The Figtree Heights individual item of 'Colour My World' and 'Iko Iko' were well received. Other performances included singing at the ANZAC day ceremony, Kinder Orientation and at Presentation Day. The two senior vocalists in the Choir also represented the school at the South Coast Music Camp as part of the Vocal Ensemble.

Dance Troupe

In 2016, Figtree Heights introduced a K–6 dance troupe to our creative arts program. Approximately 40 students participated in weekly dance lessons before school,

where they learned a number of dances over the year. The dance troupe performed at school assemblies, The Night at the Fair, the Twilight night and at a local preschool. It was a very exciting venture for FHPS and we are looking forward to growing the troupe in 2017.

K–2 Public Speaking

All students in K–2 participated in a public speaking competition in 2016. Each grade had a specific topic to speak about and initial speeches were presented in classrooms. Finalists were then selected to present their speeches in a formal competition in the hall, with all K–2 students and parents as their audience. A winner was then selected for Kindergarten, Year 1 and Year 2 and were awarded a trophy.

Innovative Technology

3D Printing

Figtree Heights Public School currently have two 3D printers. Students in Years 1 to Year 6 have been learning the skills of Computer Animated Design (CAD) and 3D printing.

Our 3D printers have been used to support the mathematics and science curriculum. Students have learned about the design, make and modify process through specific design briefs and meeting pre-determined criteria.

OSMO

OSMO is a unique game based accessory for an iPad. OSMO fosters learning in key areas such as creative problem solving, art, Science, Technology, Engineering and Mathematics (STEM).

Currently, Figtree Heights uses six OSMO applications (apps):

- OSMO Coding: focuses on logical, strategic and problem solving skills.
- OSMO Tangram: fosters spatial relation skills.
- OSMO Word: supports spelling, critical thinking and team building skills.
- OSMO Numbers: supports counting, addition and multiplication skills.
- OSMO Newton: uses physics, critical thinking, manipulation and problem solving skills.
- OSMO Masterpiece: helps develop hand–eye coordination and drawing skills.

Coding

Coding has been another venture this year for FHPS. Students in Kindergarten to Year 6 were taught coding skills.

Early Stage 1 and Stage 1 students focused on OSMO coding skills. Students, through game based play, built code to direct a character (called Awbie) through a digital world. This has enhanced students' logical thinking and problem solving skills in a digital environment.

Stage 2 students focused on their major Geography project 'Scratch Around Australia'. Students learned base and intermediate coding skills using the program 'Scratch'. Their project involved researching a specific state and producing a story, animation or game based 'Scratch'. Students worked collaboratively, thought creatively and reasoned systematically throughout their project.

Stage 3 students were also taught the basics of 'Scratch' and were able to master most intermediate coding skills.

Learning and Support Team

The Learning and Support Team's (LST) primary focus has been ensuring all of our students' individual learning needs are being met specifically. One major component of this process is ensuring Individual Learning Plans were created for all necessary students at the beginning of Term 1.

The LST regularly met to review these plans and discuss all arising needs for our students. The role of the Learning and Support Teacher (LaST) this year has again focused on supporting our staff in the use of inclusive teaching strategies for all students. Within the context of the classroom, the LaST has worked alongside the class teacher taking small groups, providing one-on-one support for identified students and/or supporting the class teacher in a team teaching capacity.

Live Life Well @ School

Figtree Heights continued to implement the Live Life Well @ School initiative, encouraging students and families to be active, eat well and live a healthy life. To promote physical activity, students took part in the NSW Premier's Sporting Challenge. This aimed to engage students in sport and encourage them to lead healthy, active lifestyles. Students were also involved in activities and visits from various sporting organisations and teams such as Auskick, St George Illawarra Dragons, Volleyball NSW and Little Athletics NSW. Additional sporting equipment was purchased for each stage to assist in delivering quality fitness lessons and students were able to access equipment during break times.

At Figtree Heights, we continued to support nutrition education through a whole school approach to the Crunch & Sip program. This gave students a chance to refuel, assisting physical and mental performance and concentration in the classroom.

Inquiry Learning

Inquiry Learning had a different direction this year with a major shift and focus to our FHPS 'Thinking Tools'. A range of Thinking Tools were created to help support students' thinking and ability to express themselves.

Last year we found our students were not free thinking and expressive enough for a true Inquiry Learning

cycle. Taking this step back and focusing on thinking skills, through our 'Thinking Tools' has been a valuable journey.

The range of 'Thinking Tools' have made available to staff and students digitally, through The Hive's website. Thinking Tools are currently being used in classrooms to support teaching and learning programs, students are carefully mastering each Thinking Tool strategy and understanding the tool's use and application in their own learning.