

Figtree Heights Public School

Annual Report



2017



4462

Introduction

The Annual Report for **2017** 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 Seymour

Principal

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Message from the Principal

Figtree Heights Public School is proud of the continued commitment to providing our students with the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive environment. Our students and their educational, academic, social and emotional growth and development is our core business at Figtree Heights Public School.

In 2017, we celebrated many success stories from our students, staff and community across a variety of areas both inside and outside the classroom. Our dynamic, passionate and dedicated staff work together to not only provide high quality learning experiences for our students, but offer a wide range of exciting and engaging experiences which enrich the lives of our students and community.

It is our belief and expectation that all students can achieve 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 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 2017, our students continued to be involved in activities that took place outside the boundaries of the traditional classroom, enabling them to become responsible, active and informed individuals and citizens. The three key directions that underpin our school's success: creating tomorrow's leaders, learners and citizens have been the driving force behind the diverse range of opportunities our students have been afforded. Our extensive range of extra-curricular activities have been perfectly balanced with personalised learning opportunities in the classroom, ensuring all students needs are met.

Once again, 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.

At Figtree Heights Public School, we believe in and embrace the school motto "Heights of Excellence" in everything we do. 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 both at and beyond our school.

Skye Seymour

Principal

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domains of Learning, Teaching, and Leading, Figtree Heights Public School is Sustaining and Growing.

Domain of Learning:

Through our analysis Figtree Heights Public School has determined our *Learning Culture as Sustaining and Growing*. Our evidence demonstrates that staff strive for educational excellence and have a thorough understanding of the importance of improving the quality of their pedagogy. The staff are passionate about the students being active participants in their learning journey.

In *Wellbeing*, we have determined our school to be *Sustaining and Growing*. Over the past two years, our school has placed a strong importance on improving our wellbeing structures and systems. This has been evident in our introduction of Positive Behaviour for Learning (PBL) practices as well as our focus on ensuring our students connect, succeed and thrive.

In the *Curriculum and Learning* element, our evidence supports a *Growing and Sustaining* culture. Our teachers ensure that they differentiate their teaching and meet the various educational needs of their students, which is reflected in our

school plan and commitment to extracurricular activities.

In the *Assessment and Reporting* element, our school is *Sustaining and Growing*. We have refined our assessment and reporting practices significantly over the past three years. Both students and staff use internal and external data to reflect on the students' academic growth and identify areas of future improvement.

For the element, *Student Performance Measures*, our school is *Delivering*. Whilst we aim to deliver stronger value-added results in 2018, internal performance measures show our capacity to have an increase in over 20 per cent of students achieving high results.

Domain of Teaching:

In the element, *Effective Classroom Practice*, our school is *Sustaining and Growing*. Our teachers are committed to using data to inform their teaching, give timely feedback to students and evaluate the effectiveness of their teaching. Students are also strongly guided in the student to student feedback process.

Our analysis indicates we are *Sustaining and Growing* in the *Data Skills and Use* element. Our staff have been mentored in the effective use of data input and analysis. They now use data to plan their future teaching and regularly monitor their students' academic progress.

In *Collaborative Practice*, our school is *Sustaining and Growing*. The evidence proves that our teachers work together, providing ongoing mentoring and collegial feedback, ensuring the standard of teaching in all classrooms is continuously refined and improved.

For the element of *Learning and Development*, our school is *Sustaining and Growing*. Figtree Heights Public School teachers actively share their professional expertise with one another and participate in regular professional learning sessions that have a specific focus on literacy and numeracy.

In *Professional Standards*, our school is *Sustaining and Growing*. Our staff work towards our school's goals through their active participation in our literacy and numeracy teams. Professional growth and development of staff at all levels is supported through our range of mentoring processes.

Domain of Leading:

In the *Leadership* element, our school is *Sustaining and Growing*. Leadership is a key component of our school plan as it one of our strategic directions. Over the past three years, we have had a clear focus on leadership at all levels, with a significant level of importance placed on high quality leadership within our executive.

For *School Planning, Implementation and Reporting*, our school is *Sustaining and Growing*. Our executive has a clear focus on effective planning and evaluation. We are committed to regularly tracking our progress towards our school's goals, ensuring the quality of student learning is consistently improving in all classrooms.

Based on the analysis conducted, our *School Resources* element is *Sustaining and Growing*. Effective, creative and strategic financial planning is used to ensure our school has both high quality staff and high quality resources. This is reflected in our school planning documents.

In *Management Practices and Processes*, our school is *Delivering*. Staff are aware of administrative practices that enhance various aspects of the school and the school priorities that they collegially negotiated upon. They are continuously up skilled in the latest and most effective administrative programs.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017, we continued to provide opportunities for distributed leadership for both staff and students. We ensured that staff were given appropriate professional learning opportunities to develop their leadership skills and expertise. In response to feedback from the 2016 School Evaluation process, student leadership teams changed to citizenship teams. Four leaders in each group were given the opportunity to lead the team and their initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 Term 1, all teachers had a Performance and Development Plan that aligned with the Australian Professional Standards for Teachers. All teachers liaised with their supervisors throughout the year and monitored their progress, providing support and mentoring when necessary.
All leaders (including aspiring) are provided with opportunities to enhance their leadership skills and experience through mentoring, coaching and learning opportunities.	Art of Leadership = \$1,750 L-INKS Professional Learning Sessions = \$250 A Leader's Influence = \$1,760 Executive Release = \$4,500 Primary Principals Association Seminars = \$2,965 Halogen Young Leaders Conference = \$881	All members of the executive participated in professional learning and mentoring this year. 100% of school executive have stated that they highly value the professional learning they participated in and felt it has improved their leadership skills and ability.
100% of staff are committed to a culture that promotes and identifies leaders, supporting initiatives that enhance leadership development for all.	Seven Steps to Writing Success Trainer Professional Learning = \$1,400 Basic Intensive Training = \$7,000	Opportunities were provided to all staff that enabled them to develop their leadership skills. 40% of staff opted to participate in Basic Intensive Training and 100% of those staff members highly valued the skills they obtained from this professional learning opportunity.

Next Steps

- Engage in a deeper analysis of feedback on student performance by familiarising all staff with value added data.
- Have more productive relationships with external agencies, such as universities through on going leadership and curriculum development.
- Ensuring feedback from school self–evaluation is considered in the next school planning cycle.
- Establishing a stronger connection with the school community in regards to educational priorities.
- Ensure the school community is committed to the school’s strategic directions and practices to achieve educational priorities.
- Be recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.
- Make deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes.

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 2017, there was a specific focus on high quality assessment. Our executive team refined the way in which they collected and analysed both internal and external data. A new structure was introduced to our Learning and Support Team, strengthening the links between the teachers, external professionals, our school psychologist, parents and carers. We had a specific focus on high quality professional learning in both literacy and numeracy through the implementation of Targeting Early Numeracy (TEN) and Seven Steps for Writing Success. We continued to implement Language, Learning and Literacy (L3) in all of our K-2 classrooms, with one new teacher being trained in Kindergarten L3 and all other teachers being involved in Ongoing Professional Learning (OPL). We had numerous Stage 3 students participate in the Premier's Debating Challenge and Tournament of Minds (ToM). Our mentoring has continued to be a focus, with 100% of staff engaging in Quality Teaching Rounds throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teaching and learning is driven by informed decision making, differentiated instruction and quality teaching pedagogy.	L3 Training = \$6,960 Mentoring and Quality Teaching Rounds = \$12,800 TEN Facilitator Training = \$1050 Seven Steps Facilitator Training = \$1,400 Stage Planning and Data Sessions = \$2,400	100% of teachers participate in high quality professional learning and mentoring opportunities. As a result all staff an increased level of confidence to deliver best practice in the classroom in accordance with the quality teaching framework.
100% of students requiring adjustments (including Gifted and Talented) and learning support are catered for adequately with embedded revision practices in place.	Tournament of Minds = \$455 Debating = \$190 Learning and Support Teacher = \$9,491 (RAM) SLSO Support = \$23,710 (Integration)	100% of identified students were supported with an individual learning plan. Enrichment classes were highly successful K-6 with all students involved agreed that the opportunities provided the them were beneficial.
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.	Assessment/Data Analysis Days = \$2,500 PAT Tests = \$1,685.00	80% of classrooms implemented visible learning and methods of formative assessment so students could regularly reflect on their individual learning and identify where to next.

Next Steps

- Establish a consistent commitment with the school community to strengthen and deliver on school learning priorities.
- Continue to strive to provide rigid and effective structures and processes to address and monitor student learning needs across all grades.
- Embed a culture where all students are explicitly taught the skills to take responsibility for their on-going learning.
- Sustain a systematic, strategic and purposeful process to clearly identify, address and monitor student learning needs.
- Ensure there is a school-wide collective responsibility for student learning and success, with high levels of staff and community engagement.

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

When analysing our progress in the area of *Citizens* in 2017, our main focus was teaching various components of the HOW2Learn pedagogy throughout the school. This included the 20 Learning Habits, Learning Pit and Fixed and Growth Mindset. Our students are becoming more aware of the importance of valuing the process of having resilience and being determined in all aspects of their lives; not just in their learning. We also committed time to researching the Positive Behaviour for Learning (PBL) model. Our Assistant Principal (Wellbeing) engaged in mentoring with a PBL school in our local area and was able to implement a range of PBL structures into our current Wellbeing structure. This included the introduction of tokens as fast and frequent rewards and whole school rewards for specific goals. Our teachers have noticed an extreme increase in our students' dedication to showing our school values as a result of implementing the token system.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Basic Intensive Training Staff Professional Learning = \$7,000	All classroom teachers reported that there was an increase in resilience and decision making in their students, as a result of classroom lessons on positive behavioral choices.
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.	PBL Mentoring = \$400 Values Badges and Awards = \$4,685	100% of student received their bronze award identifying their ability to demonstrate school values with an increase in the amount of student receiving their silver, gold and emerald. 100% of students returned reflections sheets after being involved in classroom and playground incidents.
All students develop an understanding of their impact on 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.		Students participated in jump rope for heart, raising money and awareness for the Heart Foundation. Students and families collected second hand goods to give to the homeless hub, raising awareness for how students can impact those less fortunate in the wider community.

Next Steps

- Continue to develop and strengthen HOW2Learn pedagogies throughout the school to create a comprehensive and inclusive framework that supports all aspects of the students' wellbeing.
- Continue to enhance the quality of Positive Behaviour for Learning to ensure that students are consistently being reminded of the behaviour we expect at Figtree Heights Public School.
- Provide students with opportunities to actively contribute to the community and society in which they live through charitable programs and opportunities.
- Ensure the focus of motivation for students is intrinsic motivation and not on extrinsic factors.
- Put in place a consistent comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.
- Individual learning is supported by effective use of school, system and community expertise and resources through contextual decision making and planning.
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>In 2017, FHPS utilised Aboriginal background funding (\$3,438) 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. • Celebrate Aboriginal cultural days and provide students with more extensive cultural experiences through the use of external resources. • Support students in Aboriginal competitions such as the NAIDOC Public Speaking Competition. 	<p>All Aboriginal students are making progress across the literacy and numeracy continuums and are demonstrating higher average levels of progress than in previous years based on both external and internal standardised tests.</p>
English language proficiency	<p>In 2017, FHPS utilised English language proficiency funding (\$10,222) 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>All targeted students are making progress across the literacy and numeracy continuums and are demonstrating higher average levels of progress than in previous years.</p>
Low level adjustment for disability	<p>In 2017, FHPS utilised low level adjustment for disability funding (\$66,198) 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. 	<p>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.</p>

<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • 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. • Employ a Learning and Support Teacher two days per week. 	<p>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.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>In 2017, the QTSS funding (\$18,690) was utilised to :</p> <ul style="list-style-type: none"> • Consolidate and further develop the implementation of Quality Teaching Rounds (QTR). This enabled our staff to develop a thorough understanding of the Quality Teaching Framework. • Provide executive release, enabling our school leaders to participate in mentoring opportunities for beginning teachers and data collection and analysis. 	<p>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.</p>
<p>Socio-economic background</p>	<p>In 2017, FHPS utilised socio-economic funding (\$8,163) 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>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.</p>
<p>Support for beginning teachers</p>	<p>In 2017, FHPS had two beginning teachers in their first year of funding and two beginning teachers in their second year of funding. These staff members received the following support and professional development opportunities (\$43,152):</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 	<p>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.</p>

Support for beginning teachers	<p>Leadership.</p> <ul style="list-style-type: none"> • 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. • 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>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.</p>
Targeted student support for refugees and new arrivals	<p>In 2017, this funding (\$1,668) was utilised to provide targeted student assistance with a School Learning Support Officer in the following 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 link between home and school contexts. 	<p>All targeted students are making progress across the literacy and numeracy continuums and are demonstrated higher average levels of progress than in previous years.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	122	123	120	117
Girls	119	126	124	123

In 2017, Figtree Heights Public School had an enrolment of 240 students from Kindergarten to Year 6. There were a total of 10 classes.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.6	94.6	96.8	96
1	95.8	96	96.2	96.2
2	95.7	95.2	97.5	96.8
3	96.4	95.9	94.7	96.2
4	94.9	95.3	96.4	94.6
5	94.2	94.6	95.2	95.4
6	96	95.2	93.3	95.6
All Years	95.8	95.3	95.7	95.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance data indicates that the total attendance rate for 2017 was 95.8%, while the state average was 93.90%. 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.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.32
Other Positions	0

*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.

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	10

Professional learning and teacher accreditation

Professional Learning

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.

Throughout the year, staff engaged in formal training including, but not limited to:

- L3 (Language, Learning and Literacy)
- Focus on Reading (FoR)
- How2Learn
- Targeting Early Numeracy (TEN)
- Seven Steps to Writing Success
- 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
- EAL/D term meetings and professional learning
- Critical and Creative Thinking
- Differentiating Place Value Concepts K-6
- Hearing and Vision Sensory Conference
- Teaching Literacy and Numeracy for Beginning Teachers
- The Difficult Conversation
- Gifted and Talented Redefined Training
- Towards Transformation 2017
- Coding in the Classroom Workshop
- Beginning Teachers Workshop
- Unpacking Explicit Classroom Strategies for Teaching Reading and Spelling
- A Leader's Influence
- NSW PPA's Art of Leadership
- Leading Deep Change
- Oliver Introductory
- Building Leadership Capacity
- The Art and Science of Coaching
- Grammar workshops

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 Meetings
- Literacy and numeracy teams met regularly to monitor the school's progress on the school plan

Teacher Accreditation

In 2017,

- 26% of staff were working towards accreditation at Proficient.
- 47% of staff were accredited at Proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	83,402
Revenue	2,131,098
Appropriation	1,932,199
Sale of Goods and Services	5,576
Grants and Contributions	191,125
Gain and Loss	0
Other Revenue	0
Investment Income	2,197
Expenses	-2,084,847
Recurrent Expenses	-2,084,847
Employee Related	-1,774,759
Operating Expenses	-310,088
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	46,252
Balance Carried Forward	129,654

2017 was the first calendar year whereby the school's financial operations were managed under the Learning, Management and Business Reform (LMBR) system implemented by the NSW Department of Education. An extensive amount of professional learning was undertaken by administrative and executive staff, with the school community regularly informed of the changes to the way in which the school's funds were allocated, spent and tracked. The impact of LMBR on school operations was significant and whilst the transition to the new system was largely successful, we did encounter some initial issues with tracking funds.

Figtree Heights equity funding was utilised in a variety of ways in 2017. Examples of these include, but are not limited to, the following:

- Provide teacher mentoring to support effective classroom practice.
- Hire additional SLSO personnel to support targeted students.
- 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.
- Celebrate Aboriginal cultural days and provide students with more extensive cultural experiences through the use of external resources.
- Planning, consistent teacher judgment and data analysis time for teachers.
- Accessing leadership and teamwork opportunities for students.

A significant amount of funding was directed towards professional learning initiatives for staff, to ensure all teachers receive ample opportunities to enhance their capabilities, knowledge and understanding of the ever-evolving curriculum and assessment practices associated with quality teaching and learning programs.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,759,260
Base Per Capita	37,290
Base Location	0
Other Base	1,721,970
Equity Total	88,022
Equity Aboriginal	3,438
Equity Socio economic	8,163
Equity Language	10,222
Equity Disability	66,198
Targeted Total	24,615
Other Total	20,936
Grand Total	1,892,832

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 (Band 1 – 6 for Year 3, Band 1 – 8 for Year 5 and Band 1 – 9 for Year 7). 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. 34 students from Year 3 and 35 students from Year 5.

Year 3

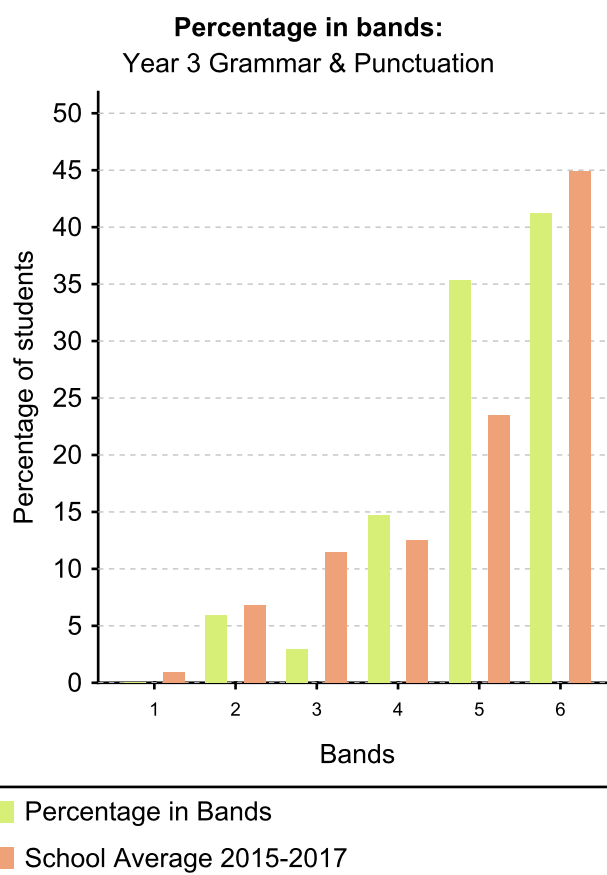
In 2017,

- Results in Reading were 27 points above NSW DoE schools.
- Results in Writing were 23 points above NSW DoE schools.
- Results in Spelling were 11 points above NSW DoE schools.
- Results in Grammar and Punctuation were 36 points above NSW DoE schools.

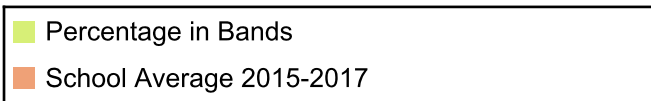
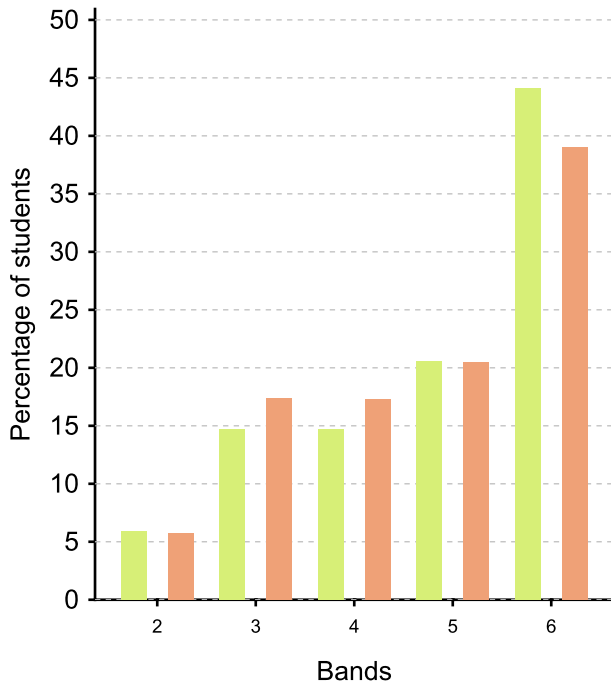
Year 5

In 2017,

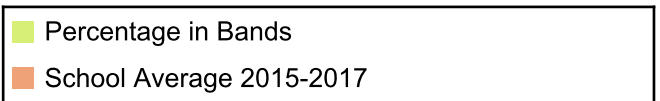
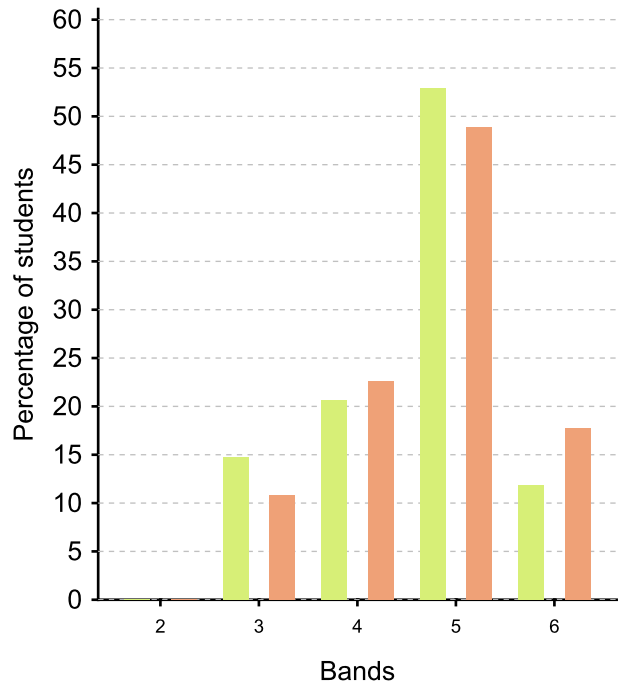
- 31% of students achieved results in the top two bands for reading.
- Results in Writing were 14 points above NSW DoE schools.
- Results in Spelling were 5 points above NSW DoE schools.
- Results in Grammar and Punctuation were 13 points above NSW DoE schools.



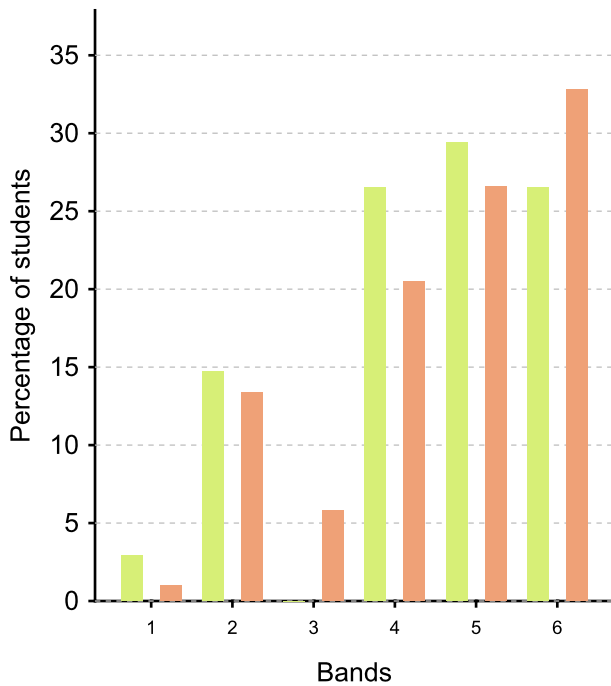
Percentage in bands:
Year 3 Reading



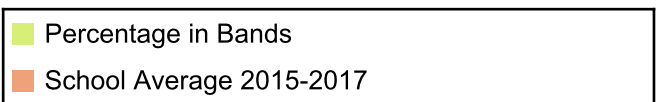
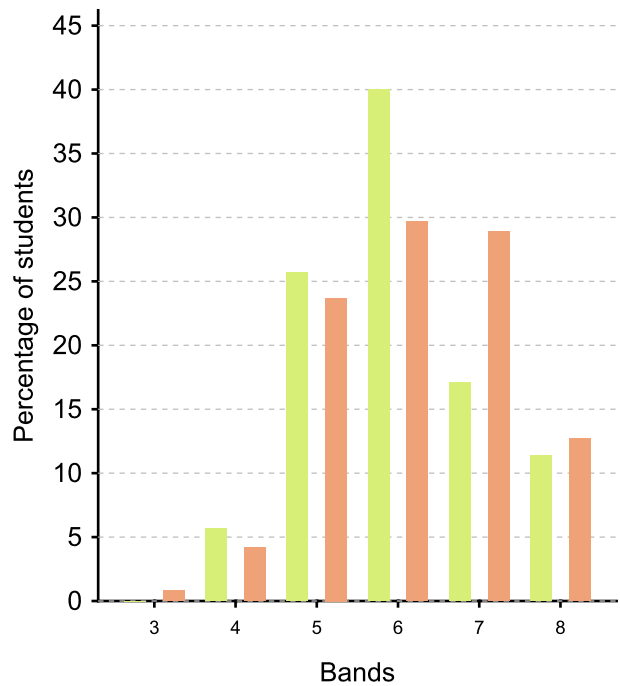
Percentage in bands:
Year 3 Writing



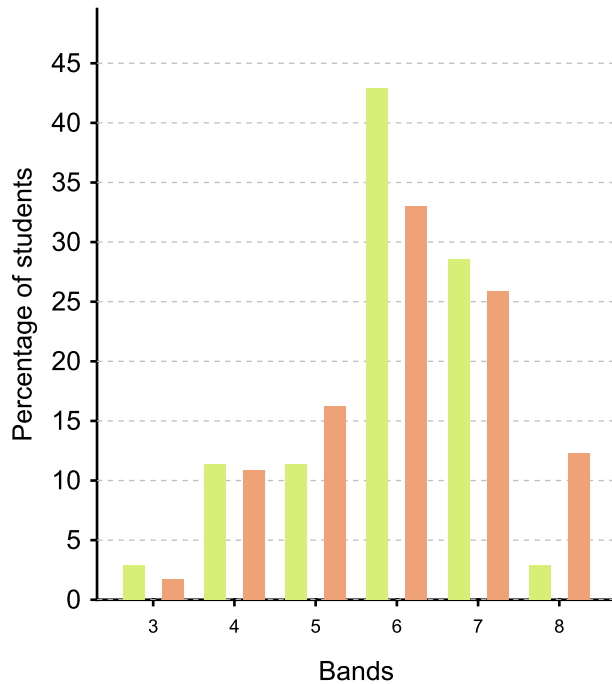
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

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

Year 3

In 2017,

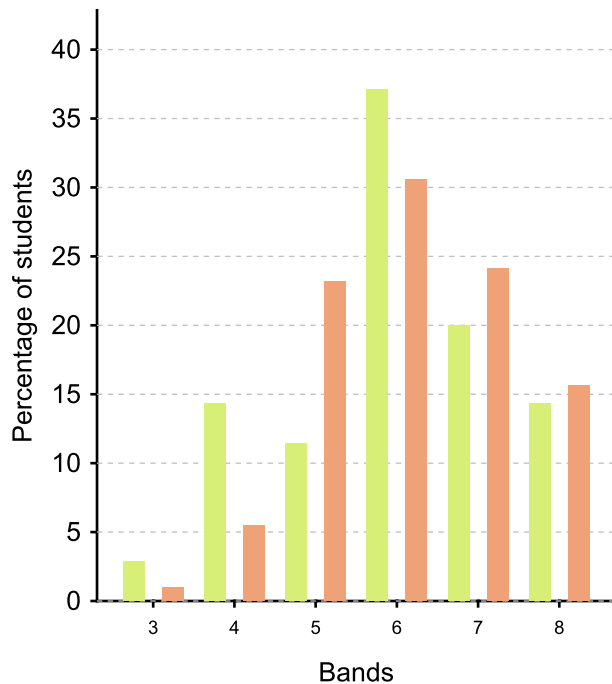
- Results in numeracy were 28 points above NSW DoE schools.
- Results in Data, Measurement, Space and Geometry were 24 points above NSW DoE schools.
- Results in Number, Patterns and Algebra were 31 points above NSW DoE schools.

Year 5

In 2017,

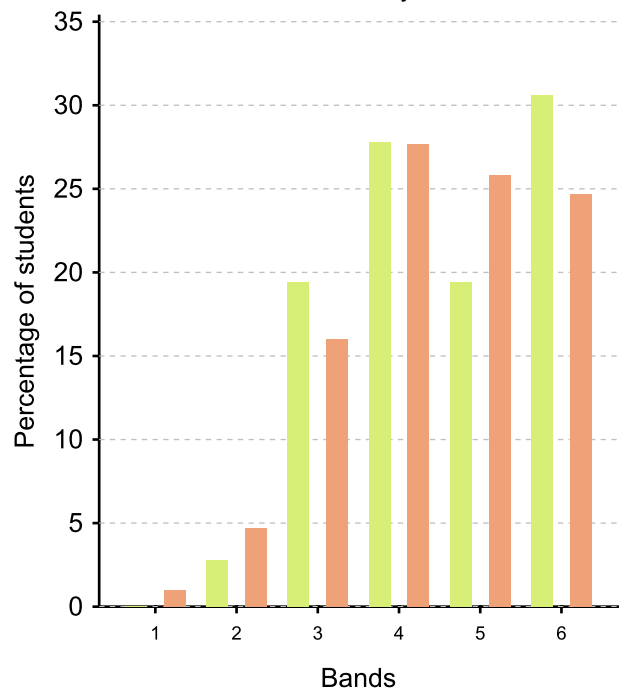
- Results in numeracy were 12 points above NSW DoE schools.
- Results in Data, Measurement, Space and Geometry were 16 points above NSW DoE schools.
- Results in Number, Patterns and Algebra were 8 points above NSW DoE schools.

Percentage in bands:
Year 5 Spelling



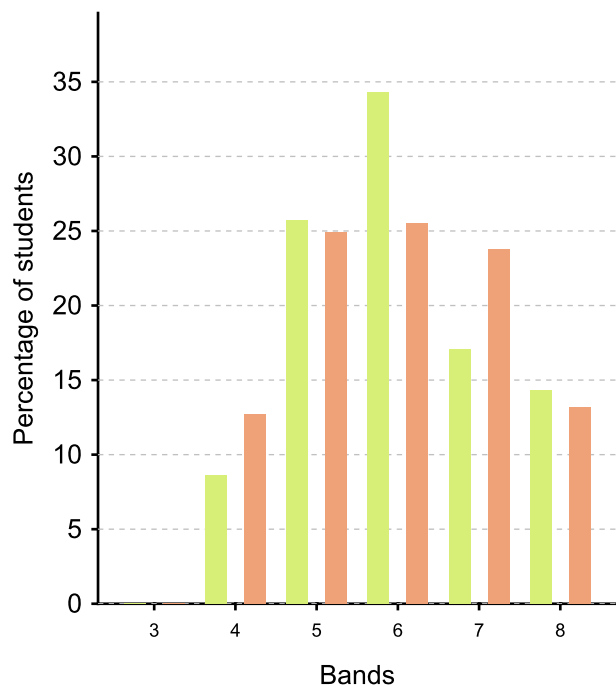
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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. The State Priorities are Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Year 3

The percentage of students in the top two bands for reading in 2017 was 65%.

The percentage of students in the top two bands for numeracy in 2017 was 53%.

Year 5

The percentage of students in the top two bands for reading in 2017 was 31%.

The percentage of students in the top two bands for numeracy in 2017 was 31%.

Parent/caregiver, student, teacher satisfaction

Figtree Heights Public School is always looking to improve 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.

In 2017, we sought parent and community feedback on the school experiences and opportunities we offer students at Figtree Heights Public School. Experiences and opportunities were ranked in the following order from what parents and community reported as most important to least important.

- Leadership
- Enrichment
- Creative Arts
- Inquiry Learning
- Sports Endeavours
- Public Speaking
- Excursions
- Fundraising

Parent and community feedback was also sought on how the school best develops resilience and/or mindset in our students. Data gathered indicated that there is a strong link between school values (88% of respondents), student/teacher relationships (75% of respondents) and the Peer Buddy Program (63% of respondents). Parents, carers and community members also indicated the following:

- 76% of parents and community indicated that Figtree Heights Public School is strongly developing positive student relationships.
- 83% of parents and community indicated School Values were effective in developing students responsibility and taking ownership for their actions.
- 74% of parents and carers indicated explicit teaching is a strength of Figtree Heights Public School.
- 70% of respondents indicated leadership development at all levels at Figtree Heights Public School is a valuable initiative.
- 57% of respondents highlighted Inquiry Learning (and The Hive) to be a continued focus in 2018.
- 83% of respondents believe that school leaders inspire and motivate students.
- 86% of responses indicated students have a strong sense of belonging at Figtree Heights Public School.

In 2017, 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 2017 **Tell Them From Me student survey** measured twenty indicators based on the most recent research on classroom and school effectiveness, the findings indicated that:

- 89% of students believed they *try hard to succeed at school*, which is higher than state average.
- 82% of students indicate they are *interested and motivated in their learning*.
- Students rated *Effective Learning Time* in classrooms as *7.9 out of 10*.
- Students indicated a score of *8.4 out of 10* for *positive teacher–student relationships*.
- 89% of students believe there are *positive*

behaviour practices at Figtree Heights Public School.

The 2017 **Tell Them From Me Focus on Learning teacher 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 indicated that:

- Figtree Heights Public School is *delivering* in the eight drivers for *Student Learning* (leadership, collaboration, learning culture, data informed practices, teaching strategies, technology, inclusiveness and parent involvement) in line with state average.
- Figtree Heights Public School is *delivering* on the four dimensions of *Classroom and School Practices* (challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning), again in line with state average.

The 2017 **Tell Them From Me Partners in Learning Survey 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. Parents and Carers indicated the following as areas of strength at Figtree Heights Public School:

- The friendly nature and quality of teaching staff.
- Level of support provided for students.
- Teachers show an interest in student learning.
- Accessibility of teachers.



Policy requirements

Aboriginal education

In 2017, five Aboriginal and Torres Strait Islander (ASTI) students were enrolled at Figtree Heights Public School. Through classroom teacher consultation with parent and student the development of Personalised Learning Plans (PLPs) allows for the fostering of authentic relationships between school and home. This relationship ensured that learning in the classroom was planned effectively to build on the learning experiences of the student, ensuring success in the classroom and support by parents at home. 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.

Implementing teaching and learning programs that continue to focus on including Aboriginal perspectives across all key learning areas has been a continued focus in 2017 in all learning environments.

In 2017, Reconciliation Week and NAIDOC was celebrated with great enthusiasm with Doing Things Together (DTT) mornings. Students were given opportunities to complete Indigenous art, listen to Indigenous Dreamtime stories and participate in Indigenous games. The students thoroughly enjoyed these experiences. Other significant events and programs provided students with additional knowledge of Aboriginal and Torres Strait Islander history, culture and gave an insight into their past. Our Aboriginal students participated in the NAIDOC public speaking competition at the zone level, participated in the Reconciliation Walk and one of our Aboriginal students had the opportunity to perform the Acknowledgement of Country on several occasions at teacher professional learning sessions and Primary Principal Association meetings.

Multicultural and anti-racism education

Figtree Heights Public School has a 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 2017, Multicultural education and perspectives were again integrated into all class programs and aligned with the 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 2017, Figtree Heights Public School continued to promote a racism-free learning and working environment. One staff member is currently trained as an anti-racism

Other school programs

Student Representative Council (SRC)

The Figtree Heights Public School Student Representative Council (SRC) has had a successful year in 2017, raising awareness and funds for a range of foundations, including Jump Rope for Heart and Loud Shirt Day. The members of the SRC Team are elected each term, with two students from each class being selected. Meetings are held each term to discuss possibly fundraising activities and foundations, as well as suggestions for Figtree Heights Public School. This year the SRC worked tirelessly to help raise funds to go towards improvements to the current school hall. These fundraising events include an Election Day BBQ, Talent Quest, Trivia Night and multiple fundraising BBQs, Cake Stalls and Mother's and Father's Day stalls. In total, the SRC has raised \$6500 that will go towards improvements to the Hall. The SRC has also raised over \$2000 for various foundations, including Loud Shirt Day and The Heart Foundation.

Live Life Well

The 2017 Live Life Well Team consisted of 16 volunteers who collaborated on a weekly basis to care for the Figtree Heights Public School environment by weeding and watering the gardens. Recycling has continued this year and was a great success. Along with this, the school vegetable garden also continued and was given a helping hand by the volunteers at Bunning's Warehouse, who came out to the school to give the garden a fresh start by providing more vegetable seedlings and improved soil. The Live Life Well Team participated in National Walk Safely to School Day, National Plant A Tree Day and Jump Rope for Heart Day to help promote healthy, sustainable living habits amongst the students.

The Hive Leadership Team

Fifteen students were selected to be on 'The Hive' Leadership Team, this included four Senior Leaders. Their roles and responsibilities included borrowing and returning books in the OLIVER library system, cataloging 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. Students ran lunchtime workshops on coding, computer maintenance and developing knowledge of the Spheros. It is a very popular initiative at Figtree Heights Public School, with many students participating in these student led workshops and being up-skilled by their peers.

Tournament of Minds

Tournament of Minds (TOM) is a problem solving program 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 we had one very enthusiastic team which comprised of seven Stage 3 students. These students selected the category they thought would best suit their interests and skills. The category they selected was Engineering Mathematics. Students' worked collaboratively 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 released they had six weeks to work together to create a script and performance, with minimal adult input. The team worked well together and learned a great deal about themselves as they developed better communication, critical thinking, time management and collaboration skills. The team received positive feedback from the challenge day in both the long term and spontaneous challenges.

Premier's Debating Challenge

Figtree Heights Public School enjoyed participating in the Premier's Debating Challenge for the third year in a row. Our students are enjoying working on their debating skills both in the classroom and in the FHPS Debating Team. This year, we entered two teams into the competition. Both teams were successful, with one of our teams winning all but one of their debates. All eight students involved in our FHPS Debating Team found the experience highly valuable and enjoyed the opportunities they were given to strengthen their public speaking skills and develop their confidence.

Premier's Reading Challenge

In 2017, 123 students completed the Premier's Reading Challenge. All students in Kindergarten, Year 1 and Year 2 completed the challenge. Seven students received their Gold Award, this being awarded to students who have successfully completed the challenge for four non-consecutive years. One student received their Platinum Award, this is awarded to students who have successfully completed the challenge for seven non-consecutive years. Additional Premier's Reading Challenge books were purchased with Scholastic Book Club Rewards.

Premier's Sporting Challenge (PSC) and 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. This year the PSC team also lead lunch time skill and game activities for students K–4 throughout in semester 2. Class members contribute the time they spend in physical activity each week to the class effort. Depending on the amount of physical activity recorded through class break time and extra-curricular physical activity, 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. Student leaders were given the opportunity to participate in activities run by the Figtree High students and professional coaches from around NSW which developed our students repertoire of drills and games for when they coached students back at school. Students used these skills and demonstrated leadership through leading lunch time games and 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 seventh year of implementation of the Kindergarten Language, Learning and Literacy (L3) program and the fifth year of Stage 1 L3.

The L3 program has assisted our teachers to continue to focus on data and research to inform their daily teaching practice and strengthen their students' abilities in both reading and writing. The explicit and highly differentiated teaching model allows for all students to be targeted at their point of need on a daily basis and participate in highly engaging and appropriately challenging learning tasks.

Our school has continued to produce outstanding results in reading in 2017. When exiting Kindergarten, the L3 expectation for students finishing, is a reading level of nine. 89% of 2017 Kindergarten students surpassed this requirement. The requirement for students exiting Year 1, is Level 18. 90% of Year 1 students are above this recommended level. In Year 2, the exit level reading requirement is a Level 22 and we had 84% of students achieve this target.

In writing, 85% of our students have exited Kindergarten having achieved at or above grade expectations. 90% of Year 1 students and 95% of Year 2 students exited their grade having achieved at or above grade expectations.

HOW2Learn

In 2017, we have continued our commitment to HOW2Learn (Higher Order Ways to Learn), with all teaching staff implementing parts of the philosophy

within their classrooms. It is now the third year in the implementation process and our focus groups proved that the knowledge of fixed and growth mindset and understanding of the learning pit is continuing to increase across the whole school.

We have more teachers who have introduced the HOW2Learn 20 Habits into our classrooms, with five classrooms having them visible and students saying that their teachers refers to them at various points during the week. Such habits include managing distractions and resilience.

Our goal for 2018 is to have this knowledge and conversation continue to increase in all classrooms, K–6. The impact of this philosophy on students' intrinsic motivation to learn is consistently evident in the classrooms where the teachers are implementing it successfully. Students are saying that they "like knowing that it's ok to just not get it yet" and that "the learning pit helps [them] to remember to not give up when it's really tricky".

Focus on Reading (FoR)

Focus on Reading 3–6 Phase 2 was introduced in 2017. It is a professional learning program designed for classroom teachers that focuses explicitly on teaching reading in the primary years of schooling and follows on further from the K–2 L3. This program is aimed at supporting teachers to equip students with strategies needed to meet the changing demands of texts as they progress through Years 3–6. Focus on Reading Phase 2 is an action research-based program that will see teachers complete research and analysis of their students reading, comprehension and vocabulary needs and build strategies to teach all students at their specific point of need. 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.

State Knockouts

In 2017, Figtree Heights Public School entered teams into the Netball and Rugby Union State Knockout competitions. The school Netball team was very competitive, making it to round 5 of the competition. The girls were unfortunately beaten by a team that progressed to the semi-finals. The girls demonstrated skill, fairness and determination in all games. They took the opportunity to train as a team at lunch times and in the holidays and this was evident in their game play.

The Rugby Union team won all games in their first pool and continued onto the second round, making it to the quarterfinals. One of our very dedicated and talented parents, Daniel Tully, was a driving force behind this team, he coached and motivated the team. This team continued to work hard and also played in the NSW Rugby 7's knockout, held at Kings College. Figtree Heights has had an outstanding year of achievement in knockouts; this demonstrates the sporting talent we have at our school.

School Band

This year, the School Band consisted of 11 players. Instrumentation was flute, violin, clarinet, trumpet, trombone, keyboards and drums. Their main performance was at the Combined Schools Instrumental Festival held at the Wollongong University Hall. They also performed at the Figtree High School CAPA presentation night as part of a combined primary/high school band. This band reformed at the Instrumental Festival as the Figtree CoS Band and played 'Bluesy' and 'Peter Gunn'. Two members of the band represented the school as part of the South Coast Music Camp as part of the Concert Band program.

Vocal Group (Choir)

In 2017 the School Choir consisted of 30 students from Years 2–6. Rehearsals were held before school on Wednesday mornings which required a commitment from both the students and the parents to attend. The main performance for the year was the Southern Illawarra Music Festival held at the Wollongong University Hall in August. The Figtree Heights Individual Item was 'Old Macdonald Had a Dog' and 'Money, Money, Money' which featured a solo singer. Other performances included special assemblies and the Kindergarten Orientation Day.

Dance Troupe

In 2017, Figtree Heights continued to run the K–6 dance troupe. Weekly rehearsals occurred on Friday mornings before school. The dance troupe consisted of approximately 50 students who performed at school assemblies, Twilight night and at a local preschool. The enthusiasm of the students was well received at all performances and their dedication to learning the items was evident as they remembered their steps and performed with high energy and confidence.

COS K–2 Public Speaking Competition

In 2017, all K–2 students participated in the Figtree Community of Schools (CoS) K–2 Public Speaking Competition. The competition started at a classroom level where 2 students from each grade were selected to present their speech at a formal in school competition. From this, the adjudicators chose 2 students from each grade to represent Figtree Heights Public School at the formal Figtree COS Public Speaking Competition, held in the Figtree Heights School Hall. The event was successful in preparing K–2 students for the primary level of public speaking and celebrated the talent that the infant students already have. At the final event one winner and one runner up was chosen from Kindergarten, Year 1 and Year 2 from 6 schools around the Figtree Area.

Innovative Technology

Over the year, students at Figtree Heights Public School have been given the opportunity to build their skills in word processing programs, iPad applications, coding and explore the world of robotics. Kindergarten

students became familiar with the laptops and login procedures, while students from years 1–6 developed their computer skills through programs, such as Google Slides, where they created digital presentations to share online.

A variety of coding programs were introduced throughout the year, where students could learn how to logically sequence events in order to manipulate characters or objects. These programs had students utilising problem solving skills and promoted critical thinking. Activities were completed with eagerness and students learned how to successfully complete programs through trial and error. As students became familiar with programming, more advanced coding was introduced. Students were able to use prior knowledge to build upon their coding skills.

Students in Stage 3 explored green screens with the iPads. They were able to create news reports with a background of their choice to really set the scene. Students were highly engaged and got right into character as they delivered some Figtree Heights special reports. Stage 3 also had the opportunity to create iPad apps in a 3D printing program, called Tinkercad. They carefully planned and developed a hypothetical icon that would represent their ideas.

Our school was lucky to gain a set of Robotics, called Spheros. Students used prior knowledge from coding apps to discover, experiment and explore what these little robots can actually do. The app, called SPheroEDU, utilised block programming where students could manipulate their robot. We learned to move Spheros through mazes, obstacle courses and mini cities.

K–2 Enrichment

The K–2 Enrichment Class continued in 2017. This class was run by three of the K–2 teaching team. Students were exposed to the SOLE (Self Organised Learning Environment) model and given regular opportunities to use technology and conduct research on a variety of topics. The students became familiar with understanding 'big questions' and creating a presentation for a K–2 and parent audience. Whilst students highly valued this opportunity, our enrichment teachers are passionate about enhancing the quality of the class in 2018 and moving more towards empathetic STEM learning tasks that span over a period of approximately ten weeks.

3–6 Enrichment

The 3–6 Enrichment class was provided with the opportunity to utilise our school robotics in an exciting way this year. Students were asked to pick a city from around the world that they could replicate with paper, paint and recyclable materials. They were challenged to include 4 famous landmarks that represented their chosen city. After completing their creative project, students then programmed a Sphero, to take observers on a tour of their city. The Sphero acted as a tour guide, driving through the city, making stops along the way and speaking about each landmark. Students worked together in teams and programmed their

Sphero with block coding. Critical thinking and problem solving skills were put to the test in order to create a logical sequence of events for the Sphero to follow through the mini cities.

Swim Scheme

School Swim Scheme continued in 2017 for all Year 2 students. The program ran every day for two weeks during Term 3. During the daily lessons, the students were taught skills and safety rules for all water sources, including backyard pools, the ocean and rivers. The skills that the students learned were invaluable and very relevant. All of the students who attended the program made significant progress in their ability to float, tread water and evacuate the water successfully and safely.