

Figtree Heights Public School

2019 Annual Report



4462

Introduction

The Annual Report for 2019 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.

School contact details

Figtree Heights Public School

St Georges Ave

Figtree, 2525

www.figtreehts-p.schools.nsw.edu.au

figtreehts-p.school@det.nsw.edu.au

4228 6770

School background

School vision statement

At Figtree Heights Public School, our motto is '*The Heights of Excellence*'. We ensure that we provide a highly supportive and inclusive environment; empowering our students to unlock their potential by transforming individualised learning outcomes, hence creating 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), is nestled amongst the leafy hills and lies at the base of Mount Keira, Mount Nebo and Mount Kembla. The current school population comprises approximately 240 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 our committed teachers and rigorous curriculum programs focused on academic growth and development. As a future focused 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 additional learning needs.

The inclusion of a wide-range of extra curricular activities aimed at developing the *whole child* ensures our students are afforded opportunities to grow as the best versions of themselves, thriving on their individual passions and talents.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning that is Engaging, Challenging and Supportive

Purpose

To inspire all students by embracing learning opportunities which are engaging, challenging and supportive.

Through best practice, our students will access powerful and enriched learning opportunities which push the boundaries of a future-focused education. Learners will be actively connected to their experiences and continue to work towards and reflect on their personal learning goals. All students will be motivated to engage in authentic and diverse learning experiences on a daily basis resulting in highly dedicated and responsible academic achievers.

Improvement Measures

In the School Excellence Framework domain of learning, Figtree Heights Public School will shift from sustaining and growing to excelling in the element of assessment.

An increase in students achieving expected growth in literacy and numeracy each year, as measured through NAPLAN and school based assessments.

A continual increase in the number of students achieving in the proficiency bands in literacy and numeracy NAPLAN tests.

All ATSI students will have continual growth in their literacy and numeracy skills, as evidenced by both internal and external data analysis. High quality intervention programs will be implemented for any student/s who are not making expected growth.

Progress towards achieving improvement measures

Process 1: Quality Literacy

Literacy teaching is based on quality pedagogy that is aligned with syllabus documents. There is a whole school approach to meeting the needs of all learners through evidence based teaching and differentiated instruction.

Evaluation	Funds Expended (Resources)
Spelling Mastery was introduced in 2019 as a need was identified to focus on improved spelling results. Given change can take longer than a year it was decided to maintain this program into 2020 and reassess the outcomes. Current results are positive with student growth being obtained.	Placement test Allocated time to formulate groups (throughout 2019 and heading into 2020) Spelling Mastery books, out standing cost to school – \$500

Process 2: Quality Numeracy

Engaging students in quality pedagogy that is research based and continually evaluated to the child's point of need. Ongoing reflection and evaluation of student learning outcomes will drive the teaching and learning cycle.

Evaluation	Funds Expended (Resources)
This process has not been a feature of our work in 2019.	

Process 3: Creating a Supportive Learning Culture

The HOW2Learn initiative provides insight into the ways in which all students acquire and retain knowledge and information. This places learning at the centre of school business, helping our students to become powerful learners and improving life opportunities for all.

Progress towards achieving improvement measures

Process 3: Our students are supported to be confident and resilient learners who take risks, demonstrate self-discipline, are agile and highly reflective.

Our school highly values the rich variety of cultures within our context. We place a large amount of importance on providing our students with a rich education about our country's Indigenous history.

Evaluation	Funds Expended (Resources)
This process has not been a feature of our work in 2019.	

Strategic Direction 2

Passionate, Reflective and Informed Educators

Purpose

To foster educators who are committed to creating optimal learning environments that focus on improving student outcomes and ensure all students make significant academic growth.

Through a consistent and collaborative approach, our educators will continue to engage with the Teaching and Learning Cycle to ensure a holistic approach to the academic process. A continuous commitment to ongoing professional development that is relevant to our context and learners will nurture a collaborative culture which supports instructional excellence by utilising staff expertise to build capacity in others.

Improvement Measures

In the School Excellence Framework domain of teaching, Figtree Heights Public School will shift from sustaining and growing to excelling in the element of effective classroom practice.

An increased number of teachers collecting, analysing and tracking student achievement. Teachers are then using this data to plan purposeful future learning experiences for their students.

Proficiency in teaching and learning is driven by the most relevant, innovative and research driven professional learning to cater for the needs of all students and teachers.

Progress towards achieving improvement measures

Process 1: **Assessment and Feedback**

Teachers flexibly use assessment for, as and of learning in determining teaching directions; monitoring and assessing student progress and achievement; and reflecting on teaching effectiveness.

Evaluation	Funds Expended (Resources)
Teachers have begun to develop a working understanding of how to identify, plot, interpret and utilise student data using the Learning Progressions, to inform effective classroom practice in punctuation and quantifying numbers. More time and practice across the Progressions is required to ensure effective tracking.	Use of allocated professional learning time and the Progressions

Process 2: **Quality Teaching**

Effective pedagogy is embedded and underpinned by the Quality Teaching Framework, consistently guiding best practice.

Teachers collaboratively employ evidence-based and effective teaching strategies, ensuring a whole school approach to explicit instruction.

Evaluation	Funds Expended (Resources)
Evaluation of progress to date to inform the 2020 direction (possibly take on 2 more areas) Teachers continue to assess, plot and use the Learning Progressions in identified areas. MAPPEN was not deemed to be the most successful way of creating units and other options have been explored.	Allocated professional learning time Plan2 evidence Classroom programs MAPPEN – \$3650

Process 3: **Professional Learning**

Professional learning drives ongoing, school-wide improvements in teaching practice and student results.

Progress towards achieving improvement measures

Process 3:

The school identifies expertise within its staff and draws on this to further develop its professional learning community. The executive make decisions on future professional learning in a collaborative context with all staff and with a strong focus on regular reflection and feedback.

Evaluation	Funds Expended (Resources)
Staff have both attended and lead professional learning. Attended professional learning includes working with Wollongong Literacy Leaders and L3 as well as mandatory training requirements. Staff expertise has been utilised to deliver professional learning in Smiling Minds, Seven Steps, Wellbeing, Difficult Conversations and other areas of need. All learning has been of benefit to other staff.	Professional learning funds = \$15710

Strategic Direction 3

Innovation, Creativity, Success

Purpose

To ensure individuals are supported to grow and flourish by embracing opportunities which promote innovation, creativity and risk taking.

Through a school-wide commitment to ensuring students, staff and the wider community can connect, succeed and thrive within and beyond the school environment, individuals will be respected, valued, supported and empowered. To further promote a school-wide culture of transformational leadership, all leaders will be presented with and encouraged to actively seek opportunities to further develop their capabilities and skills in an ever changing environment. To foster forward thinking and entrepreneurial skills, we will create socially aware and responsible citizens who take a responsive approach to local and global issues.

Improvement Measures

In the School Excellence Framework domain of leadership, Figtree Heights Public School will shift from sustaining and growing to excelling in the element of educational leadership.

In the School Excellence Framework domain of learning, Figtree Heights Public School will shift from sustaining and growing to excelling in the element of wellbeing.

Results from the School Self Evaluation Survey will indicate that the vast majority of the school community believe our school executive team is highly effective.

Focus groups conducted with the Stage 3 students will show that our students are given authentic and purposeful opportunities to feel empowered and take action on local, national or global issues.

Progress towards achieving improvement measures

Process 1: *Wellbeing*

A dynamic and collective responsibility will be maintained by all staff, to improve wellbeing through a positive mindset, self-regulation and self-discipline.

Staff will be familiar with the Positive Outcome Process and use it comfortably when communicating with students, parents, colleagues and the wider community.

Evaluation	Funds Expended (Resources)
An opportunity to take part in the Smiling Minds Wellbeing Trial has enabled further expertise in this area and will further drive future planning.	Smiling Minds books (free for schools selected to take part in the initial trial) Smiling Minds App – free

Process 2: *Leadership at all Levels*

Ensure that leadership at all levels is continuously evolving through a school wide dedication that recognises, promotes and creates opportunities to build adaptive leadership.

Evaluation	Funds Expended (Resources)
This process has not been a feature of our work in 2019.	

Process 3: *Citizens*

We will demonstrate a strong dedication to creating productive and entrepreneurial citizens who are empowered to take action on societal issues.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Students explicitly taught and consistently reminded of our school values through the use of related merit awards, value of the week focus and signage around around the school.

Value system– \$2488

Values signs – \$6197

Our school student leadership team took part in the Halogen Student Leaders Conference in Sydney to expose them to leaders across a variety of fields.

Student Leadership Conference – \$460

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	SLSO allocation Low level adjustment for disability = \$16500	Positive achievements of students receiving learning support and the flexible groupings to best cater for needs.
Quality Teaching, Successful Students (QTSS)	Quality Teaching Successful Students (QTSS) = \$42000 total	Interest based extension groups, additional learning support time and planning days to support assessment and reporting all provided.
Socio-economic background	SLSO allocation – Socio-economic background allocation = \$7600 Financial assistance program – Socio-economic background allocation =	Students supported with their learning, resulting in positive engagement and both academic and social growth. Student engagement enabled for all students in extracurricular activities.
Support for beginning teachers	Beginning teacher funds = \$13 450	Interviews with beginning teachers. PDPs and evidence. Reflection from mentoring sessions. Beginning teacher supported by a mentor through additional release-from-face-to-face time together to plan, assess and evaluate teaching and learning practices. Support enabled through the PDP process.
Targeted student support for refugees and new arrivals	Targeted support for refugees and new arrivals = \$1 011	Analysis of learning and support data to determine specific requirements to assist students settle into our school, thus allowing as smooth a transition as possible.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	120	117	121	115
Girls	124	123	119	117

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.8	96	95.8	94.5
1	96.2	96.2	95.2	94.4
2	97.5	96.8	94.9	94.2
3	94.7	96.2	95.7	94.7
4	96.4	94.6	96.3	92.8
5	95.2	95.4	96.2	93.8
6	93.3	95.6	94.7	94
All Years	95.7	95.8	95.6	94.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.32

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	191,412
Revenue	2,292,546
Appropriation	2,160,680
Sale of Goods and Services	9,963
Grants and contributions	119,470
Investment income	2,034
Other revenue	400
Expenses	-2,223,267
Employee related	-1,929,359
Operating expenses	-293,908
Surplus / deficit for the year	69,280

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	44,606
Equity Total	96,875
Equity - Aboriginal	4,424
Equity - Socio-economic	8,621
Equity - Language	13,972
Equity - Disability	69,858
Base Total	1,857,133
Base - Per Capita	56,313
Base - Location	0
Base - Other	1,800,819
Other Total	97,913
Grand Total	2,096,527

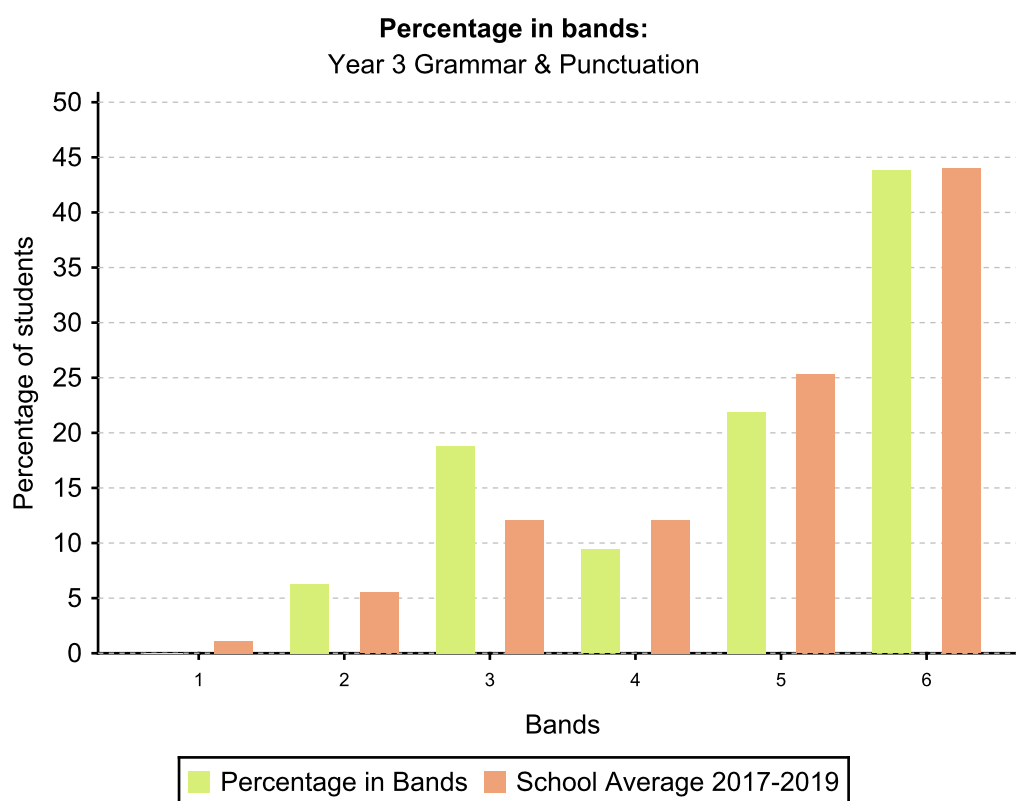
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

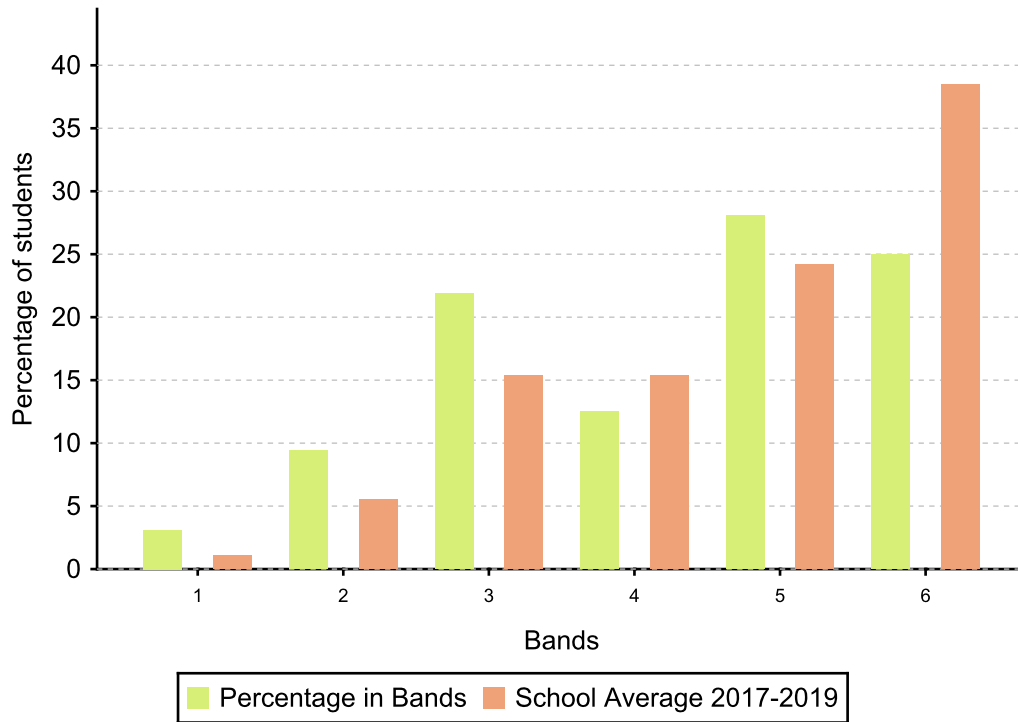
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



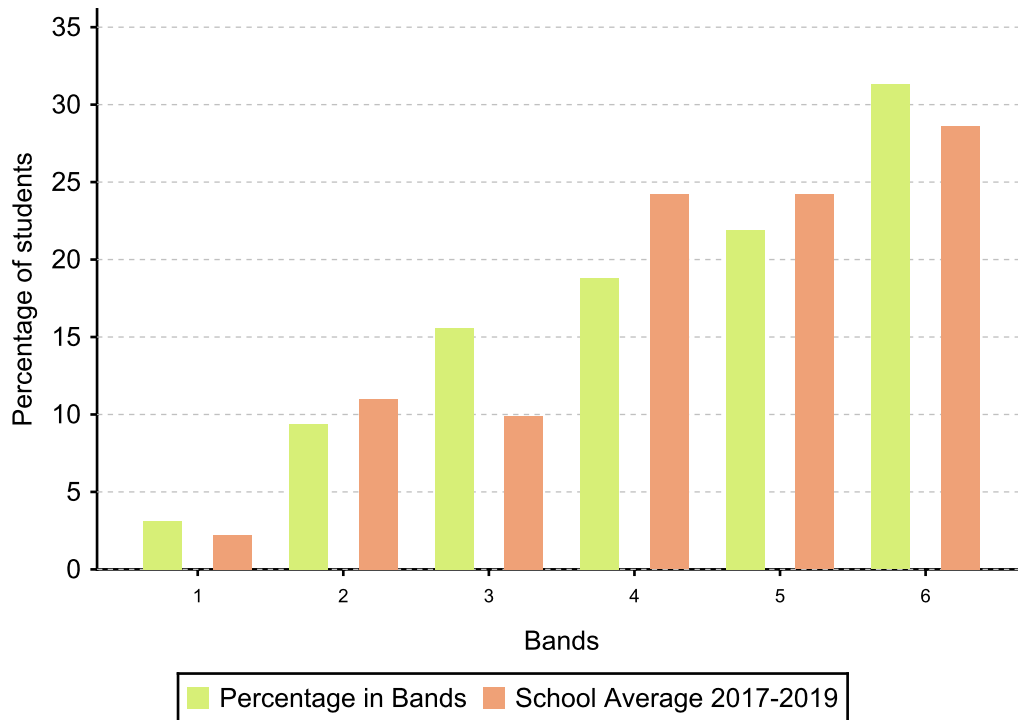
Band	1	2	3	4	5	6
Percentage of students	0.0	6.3	18.8	9.4	21.9	43.8
School avg 2017-2019	1.1	5.5	12.1	12.1	25.3	44

Percentage in bands:
Year 3 Reading



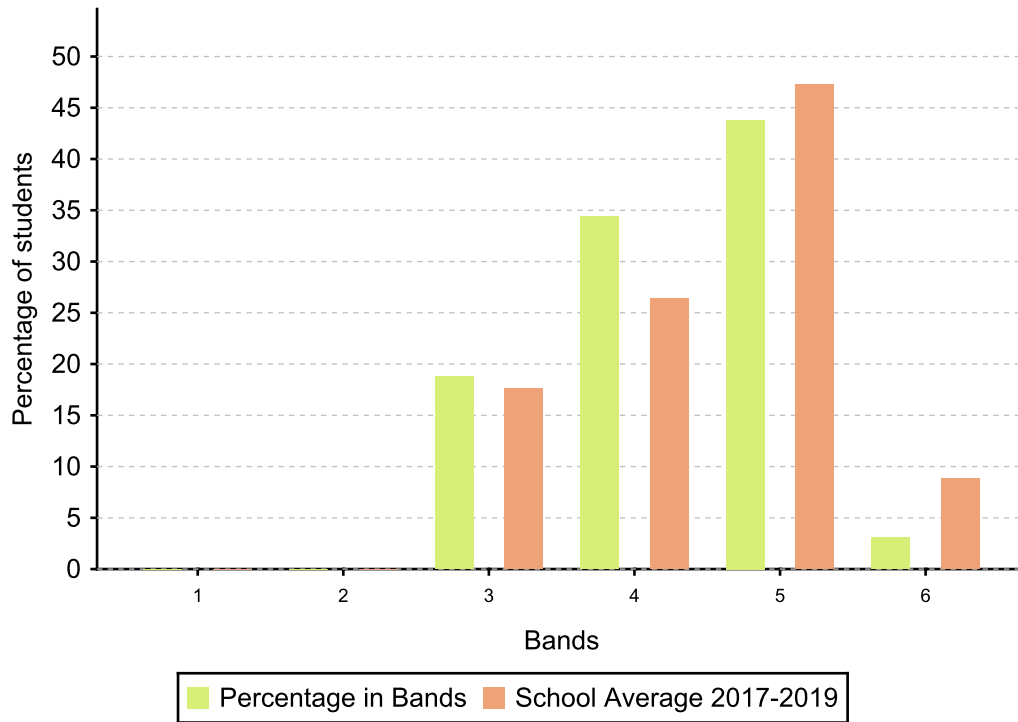
Band	1	2	3	4	5	6
Percentage of students	3.1	9.4	21.9	12.5	28.1	25.0
School avg 2017-2019	1.1	5.5	15.4	15.4	24.2	38.5

Percentage in bands:
Year 3 Spelling



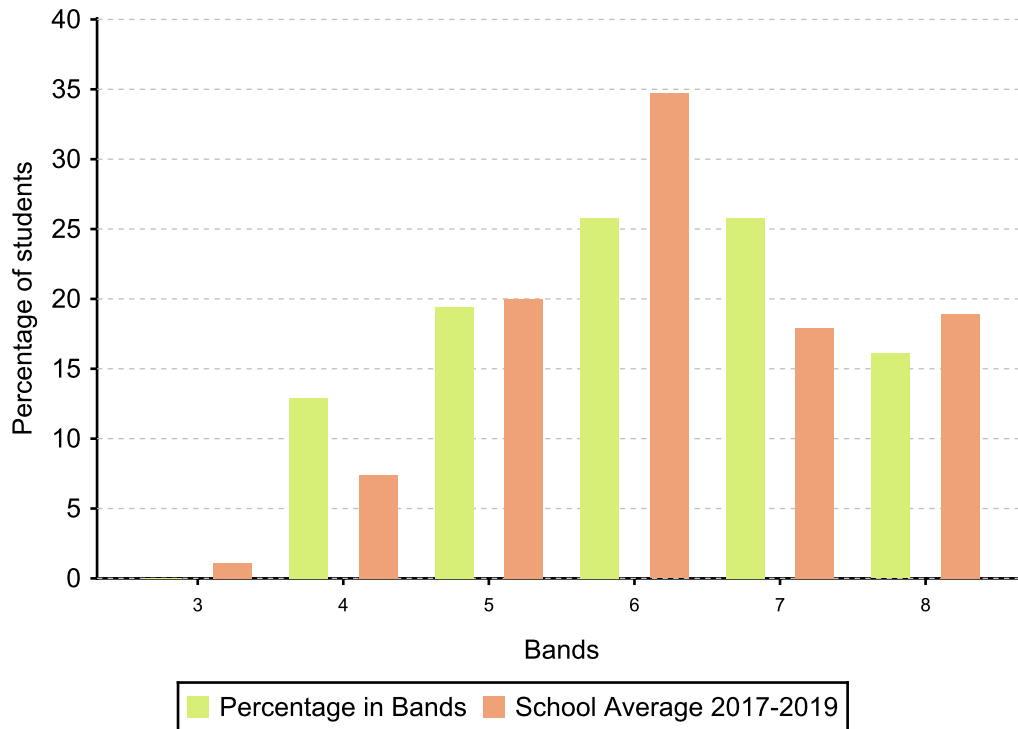
Band	1	2	3	4	5	6
Percentage of students	3.1	9.4	15.6	18.8	21.9	31.3
School avg 2017-2019	2.2	11	9.9	24.2	24.2	28.6

Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	18.8	34.4	43.8	3.1
School avg 2017-2019	0	0	17.6	26.4	47.3	8.8

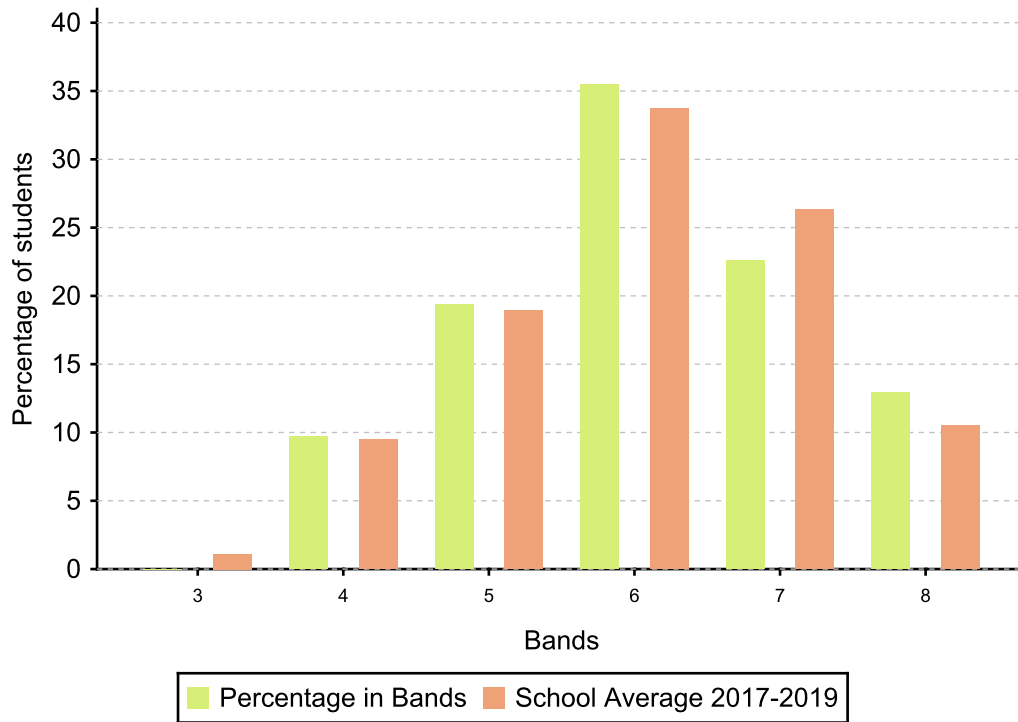
Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	0.0	12.9	19.4	25.8	25.8	16.1
School avg 2017-2019	1.1	7.4	20	34.7	17.9	18.9

Percentage in bands:

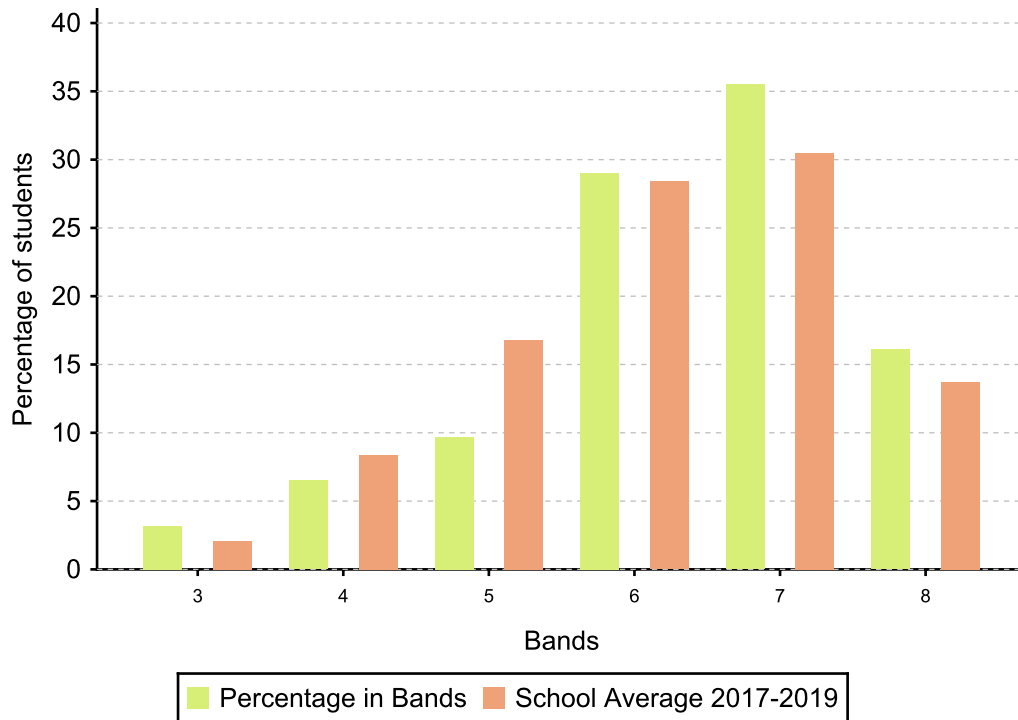
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	9.7	19.4	35.5	22.6	12.9
School avg 2017-2019	1.1	9.5	18.9	33.7	26.3	10.5

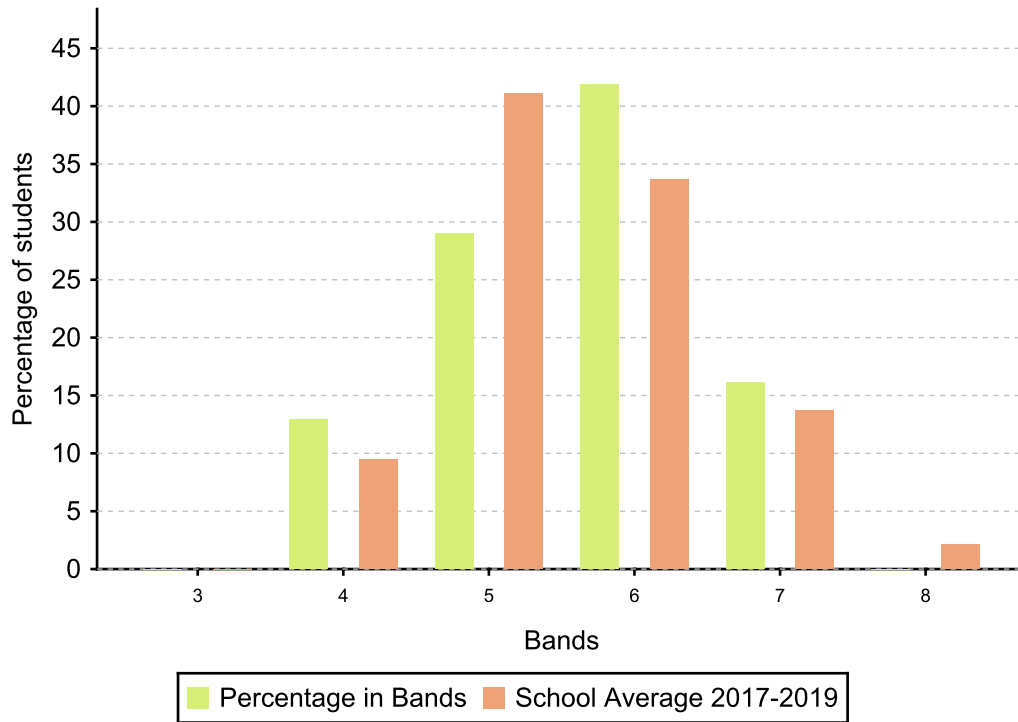
Percentage in bands:

Year 5 Spelling



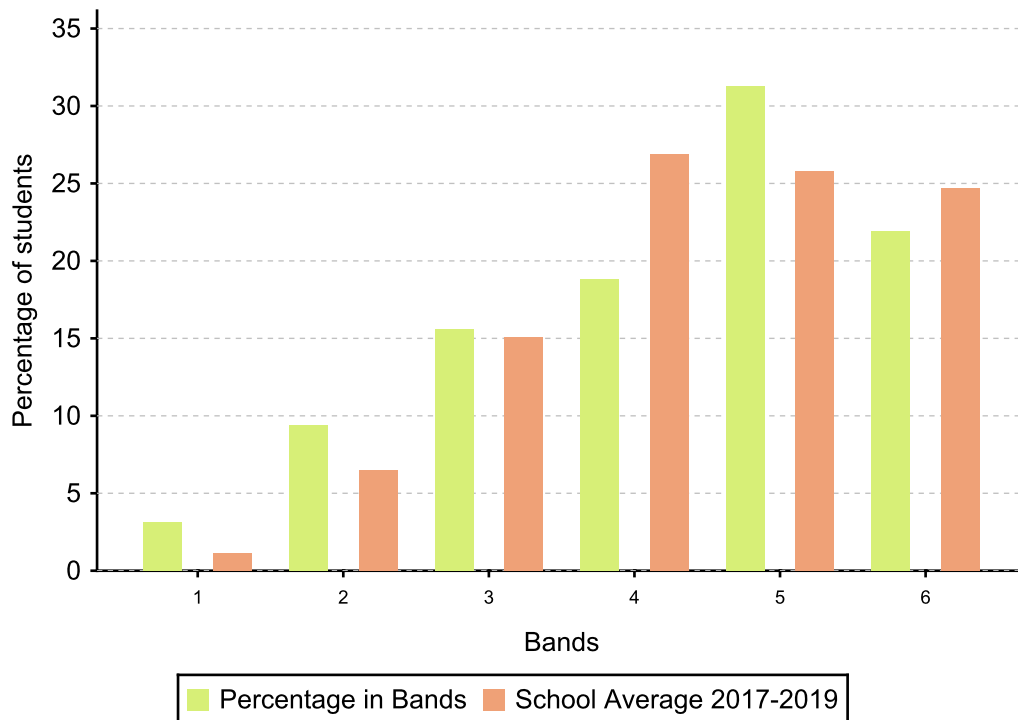
Band	3	4	5	6	7	8
Percentage of students	3.2	6.5	9.7	29.0	35.5	16.1
School avg 2017-2019	2.1	8.4	16.8	28.4	30.5	13.7

Percentage in bands:
Year 5 Writing



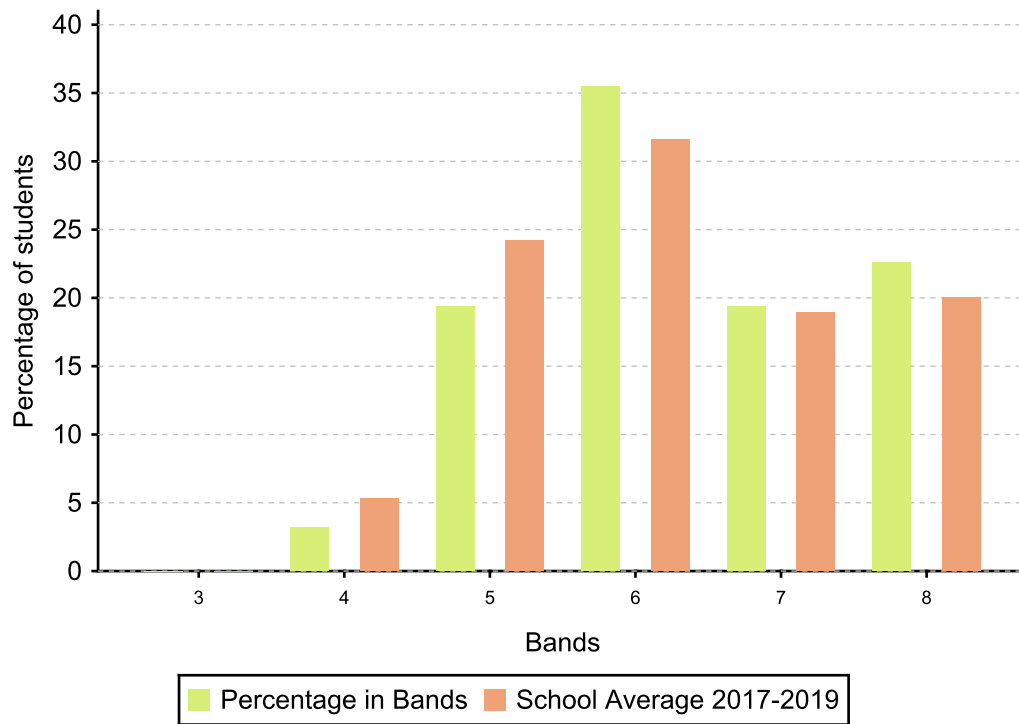
Band	3	4	5	6	7	8
Percentage of students	0.0	12.9	29.0	41.9	16.1	0.0
School avg 2017-2019	0	9.5	41.1	33.7	13.7	2.1

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.1	9.4	15.6	18.8	31.3	21.9
School avg 2017-2019	1.1	6.5	15.1	26.9	25.8	24.7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	3.2	19.4	35.5	19.4	22.6
School avg 2017-2019	0	5.3	24.2	31.6	18.9	20

Parent/caregiver, student, teacher satisfaction

Parents

Parent data was collected via a random survey. Of those surveyed over 90% expressed feeling welcome at the school with 100% having attended a meeting or event on school grounds. The most commonly utilised form of communication is the Newsletter although many also indicated they liked using Seesaw or our Facebook page with 93% of surveys indicating they feel well informed of what is going on in the school. All, bar one participant, *strongly agreed* that their child/children 'feels safe at school'. The area most in need, as indicated by those surveyed, is feeling informed about their child's academic and social progress, with 20% unsure. However, the majority responded positively to this question.

Students

Student data was collected via the Tell Them from Me surveys involving students from Years 4, 5 and 6. The sense of belonging of our Year 4 students are on par with the state, Year 5 are under the average and Year 6 exceed it. However, when looking at positive relationships both Year 5 and 6 are above the state average of 85%, sitting at 90%, while again Year 4 are on par. Over 50% of students surveyed have indicated they expect to attend university, with over 90% of each year group stating they value schooling. Although, between 45% and 57% indicate they have positive homework behaviours. The survey indicated we were a full 10% lower than the state average of bullying incidences, including over the internet. This is also supported by in school data.

Staff

Staff data indicated all staff enjoy a positive sense of belonging to our school and the positive staff relations and culture are evident of this. 83% of participants expressed they have been supported by the leadership team of the school with their teaching, and over 90% have felt the leadership team have supported them in stressful times. All, bar one participant, are comfortable to raise ideas or suggestions with the exception being unsure. Working with other teachers to develop common learning opportunities for our students has occurred for 83% of staff, however, we realise not all roles are able to function in this manner.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.