

2020 Annual Report

Figtree Heights Public School



4462

Introduction

The Annual Report for 2020 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.

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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)
We compared our 2019 Spelling Mastery results to our 2020 results and found: <ul style="list-style-type: none">• Below Expectation - 39.5% (2019) decreased to 19.8% (2020)• At Expectation - 40.3% (2019) increased to 53% (2020)• Above Expectation - 20.1% (2019) increased to 27.2% (2020) Based on this growth we will continue with our Spelling Mastery groups in 2021. As this program was started mid year we have students who are mid way through their book. Rather than have this be the case in following years we will supplement Spelling Mastery with additional spelling strategies and teaching programs in 2021 to line up future years more succinctly.	Placement test Allocated time to formulate groups (throughout 2020 and heading into 2021) Spelling Mastery books, outstanding 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 2020.	

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

Progress towards achieving improvement measures

Process 3: to become powerful learners and improving life opportunities for all.

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 2020.	

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)
Planned professional learning opportunities were disrupted this year due to Covid restrictions. However, as a staff we still used planning days to reflect with each other on our teaching practice, check for consistency in teacher judgment of assessments and reporting, and to plan best ways to further progress our students. Our additional LaST time was also used to support staff with using the progressions for tracking.	<ul style="list-style-type: none">• Planning days• Additional LaST times Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$30000.00)

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)
Planned professional learning opportunities were disrupted this year due to Covid restrictions. However, our internal PL focused on the <i>What Works Best</i> documents and aspects of the <i>Quality Teaching Framework</i> . Both of which are based on best practice, including explicit instruction. Planning days enabled stage colleagues to work together, ensuring a consistent approach.	<ul style="list-style-type: none">• Planning days (funding linked to Process 1)• Allocated PL time

Process 3: **Professional Learning**

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

The school identifies expertise within its staff and draws on this to further develop its professional

Progress towards achieving improvement measures

Process 3: 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)
<p>We ensured mandatory training took place as required, and some planned PL went ahead in a 'virtual' manner. This included L3, 7 Steps and the work we have been doing with Jann Farmer-Hayley.</p>	<ul style="list-style-type: none">• Allocated PL time• Casual days• Masterclass registration fee - \$2160• 7 Steps registration fee - \$880• L3 course costs - \$4000 <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$7000.00)• Literacy and numeracy (\$6000.00)

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)
Staff attended a combined schools professional learning session on the Smiling Mind program at the beginning of the year, prior to Covid restrictions impacting combined school events. We then had follow up sessions during our internal PL sessions. As this was a trial, the resources, including curriculum documents and student books, were free of charge. Although students have enjoyed using these books we don't think they will be cost effective annually and will investigate other means of delivering the same content.	<ul style="list-style-type: none">• Staff Development Day time and PL allocated• Smiling Mind workbooks arriving during Term 1 - free of charge during the trial period

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 2020.	

Process 3: *Citizens*

We will demonstrate a strong dedication to creating productive and entrepreneurial citizens who are

Progress towards achieving improvement measures

Process 3: empowered to take action on societal issues.

Evaluation	Funds Expended (Resources)
<p>School Captains and leaders attended the Halogen Student Leaders Conference in Sydney with the principal, to expose them to leaders across a variety of fields. This occurred before Covid regulations and was a beneficial leadership opportunity.</p> <p>A revamp of our award system has enabled wider student success and positive recognition that 'we all achieve at our own pace'. This was particularly beneficial this year as the Learning at Home program interrupted our normal award process.</p> <p>Though leaders were able to do our daily announcements whilst school was running, we had to halt assemblies for the majority of the year, thus impacting on additional leadership opportunities.</p>	<ul style="list-style-type: none">• Student Leadership Conference - \$460• New awards - \$480

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO time</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$3 318.00) 	Due to the inability to have any visiting groups during 2020, and the disruption to learning due to Covid and Home Learning, this funding was used to target our identified students and support them with SLSO assistance.
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$17 549.00) 	Throughout the year monitoring of students by both class teacher and our LaST allowed for individual programs and flexible groupings to support our students' academic, social and emotional growth. Students were supported both in class and through play activities during break times by our SLSOs.
Quality Teaching, Successful Students (QTSS)	<p>Casual days to implement Planning Days</p> <p>Enrichment program</p> <p>Additional LaST time</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$42 550.00) 	<p>Stage planning days enabled Consistency of Teacher Judgement while planning, assessing and reporting.</p> <p>Interest based enrichment groups provided opportunities for extension in physical, creative and academic areas.</p> <p>Additional LaST time enabled an increase in the number of students to be provided with additional support.</p>
Socio-economic background	<p>SLSO time</p> <p>Financial assistance program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$9 619.00) 	<p>Throughout the year monitoring of students by both class teacher and our LaST allowed for individual programs and flexible groupings to support our students' academic, social and emotional growth. Students were supported both in class and through play activities during break times by our SLSOs.</p> <p>This funding also assisted families who required financial support throughout the year.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$28 963.00) 	Beginning teachers were supported by mentors 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	<p>Funding Sources:</p> <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$0.00) 	No funds received in 2020

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	117	121	115	115
Girls	123	119	117	114

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96	95.8	94.5	95.9
1	96.2	95.2	94.4	95.2
2	96.8	94.9	94.2	95.6
3	96.2	95.7	94.7	94.8
4	94.6	96.3	92.8	94.4
5	95.4	96.2	93.8	94.8
6	95.6	94.7	94	96.4
All Years	95.8	95.6	94.1	95.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	7.17
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	260,692
Revenue	2,207,225
Appropriation	2,134,248
Sale of Goods and Services	9,699
Grants and contributions	62,617
Investment income	661
Expenses	-2,018,193
Employee related	-1,805,630
Operating expenses	-212,563
Surplus / deficit for the year	189,032
Closing Balance	449,724

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.

	2020 Approved SBA (\$)
Targeted Total	98,348
Equity Total	100,329
Equity - Aboriginal	3,318
Equity - Socio-economic	9,619
Equity - Language	15,151
Equity - Disability	72,241
Base Total	1,793,049
Base - Per Capita	55,797
Base - Location	0
Base - Other	1,737,252
Other Total	83,993
Grand Total	2,075,718

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

To determine the level of satisfaction with our school we surveyed parents, students and staff. Our results are as follows:

Parents

Using a Google form we established an online survey enabling all parents to participate. The link to this form was emailed out with our Newsletter to ensure maximum exposure. The only potential problem with the data is that individuals were able to resubmit, however, it also enabled both parents to participate should they wish.

All questions were based on a score of 1 (lowest) to 5 (highest) out of 5.

As a result of asking about their level of satisfaction with our school, 58.8% responded positively, with 33.8% indicating their satisfaction level was 4 out of 5, and the remaining 25% being 5 out of 5. Overall this was the equivalent of 40 out of 70 total responses. The number of participants that indicated they were not satisfied with our school was 4.4% (3 respondents) at 1 out of 5, and 5.9% (4 respondents) indicating 2 out of 5. Over 60% of responses indicated they would recommend our school.

Students

We surveyed Stage 2 as the sample of students used to gauge satisfaction. Of those surveyed 74% are satisfied with our school, 24% unsure and 2% unsatisfied. 58% would tell a friend to come to our school, 38% where unsure and 4% said they would not. However, some students later commented that they would feel funny telling a friend to come to our school if it meant leaving their current school and friends.

Staff

Our staff survey was also an online Google form, again with questions based on a score of 1 (lowest) to 5 (highest) out of 5.

When asked about their level of satisfaction with our school, all staff responded positively, with 36.4% indicating their satisfaction level was 4 out of 5, and the remaining 63.6% being 5 out of 5. The percentages stayed the same when asked if they would recommend our school as a work place for other staff. Interestingly, when asked about their level of satisfaction working for the Department of Education, 18.2% were 'unsure', 63.6% indicated 4 out of 5 and the reaming 18.2% answered 5 out of 5.

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.