School context statement

Figtree High School is situated in a well-established residential area south west of Wollongong. The school was established in 1969 but it did not move to its current site until 1970. The school has developed close ties with its community and has a reputation for high academic, creative arts and sporting achievement.

Figtree High School’s enrolment catchment area encompasses all or part of the suburbs of Figtree, Mt St Thomas, West Wollongong, Mt Kembla, Cordeaux Heights and Unanderra. The school reflects the cultural diversity of Wollongong. There are 26% of students enrolled from non-English speaking backgrounds (NESB) and they represent 30 cultural groups. In 2013 the Aboriginal enrolment is 5% which is currently 45 students. The school population is approximately 1035 students.

In addition to managing a comprehensive high school that includes an on-site a physical disabilities and autism class the school also operates a support unit annexe that is located at North Wollongong. The Flametree Annex comprises of three emotional disturbance and one behavior difficulties classes.

P & C and/or School Council message

The Figtree High School P&C Association has continued to be active throughout 2014. The P&C supports teaching staff in their goal of providing a quality educational facility for all students. We do this by providing funds to purchase equipment and resources to enhance the teaching of a wide range of academic, vocational and sporting pursuits. The P&C recognises student achievement by providing funds for student awards, and to help parents and students meet the cost of representing the school at sporting and academic events. In 2014 we continued to provide funding for seven, Year 7 school scholarships for students from our feeder primary schools.

The P&C generates the majority of its funds through the provision and effective management of the school canteen. As a result of the canteen income and book pack fundraiser the P&C was able to provide funds to the school for specific projects when requested.

The P&C supports and encourages student involvement in decision making through the Student Representative Council (SRC). The SRC and P&C share ideas for school improvement, and we provide funding for student initiatives.

P&C members have had numerous opportunities throughout 2014 to be representatives on merit selection panels. This is a valuable opportunity to work together to select new members of staff at our school. At the end of Semester 2, the school sadly said farewell to Deputy Principal, Mr. David Deitz. We thank him for his contribution to our school. Late in 2014 we welcomed Ms Patricia Morgan to Figtree High School as our new Deputy Principal.

The school has been very proactive in the area of social media, with the introduction of a Figtree High School Facebook page. Another major step forward in increasing information between home and school is the introduction of the FHS smart phone App – why not download it, it’s great!

The P&C is a small but dedicated team who work hard to ensure Figtree High School is a high quality school. This requires significant amounts of time from our members to run effectively. We work with part of a strong leadership team, led by Mrs. Carol Marshman, Ms Ellie Donovan and Ms Trish Morgan and we thank them for ensuring the bridge between home and school continues to be strengthened.

The P&C meet on the fourth Wednesday of each month at 7:30pm in the library. Invitations to attend our meetings are published in the newsletter and members of staff attend meetings regularly to update parents on activities and programs in the school. All welcome!

Sharyn Low
President
**Student representative’s message**

After elections in which students were asked to submit an application and give a speech, a team of dedicated and motivated students were elected as the SRC representatives for 2014. The election process that had been newly implemented has been highly effective in delivering students who are deserving and passionate, and this has been completely positive for the efficiency and effectiveness of the SRC.

We kicked off the year with a Council Training Day at the University of Wollongong; a day to set up the SRC for the year to come. Throughout the day, a number of guest speakers gave up their time to talk about the importance of leadership, what leadership meant to them and what makes a good leader. The events of the day concluded in our first SRC meeting, where we discussed strategies and plans for the rest of the year and the kinds of projects and fundraisers in which we wanted to participate. Overall, this was a highly successful day. The SRC had made some simple commitments including more regular meetings, a dedication to following through with plans and active spending on funds which will benefit the school.

Throughout the year, many of our representatives participated in other leadership training days. The GRIP leadership conference - held in Wollongong for the first time - was attended by some of best and brightest junior members, who no doubt learnt a lot from their experience and were keen to share it around their school. In addition, some senior members of the SRC, including presidents and the secretary were happy to be a part of the Elevate Young Leaders days, held at the University of Wollongong. This three day program taught the participants about the many different types of leaders, and also gave the students and opportunity to network with other young leaders in the area. In term 4, the newly elected captaincy team made their way to Sydney Olympic Park for the Halogen Foundation National Youth Leaders Day, another highly engaging and inspiring conference, where thousands of young leaders from across the state were in attendance. After such positive responses, it was clear that these leadership days were not only enjoyable, but highly beneficial.

The Figtree High School SRC has always been highly effective in the area of fundraising, throughout the year, we had held many fundraising projects for a variety of needs. As always, our Valentine’s Day, Cross Country and Athletics Carnival stalls were all raising funds in the first two terms of the schooling year in order to set up the SRC financially for the rest of the year. Our mufti days were all held to raise money for a number of charities that our SRC and school were and are passionate about. The Valentine’s Day stall saw the return of roses to order; a tradition first seen in SRCs of the past, but forgotten about in recent years. Fake roses were purchased and lovingly wrapped and personalised by the SRC, to be delivered to roll call classes. This initiative was a massive success, making the Valentine’s Day stall more profitably than it had ever been before.

As always, the Cross Country and Athletics Carnival stalls went well, with the SRC baking cakes and sweets to sell, as well as drinks and barbecue sausage sandwiches. In addition to creating excellent revenue for the SRC, a portion of profit raised from the Athletics carnival was also donated to the World’s Biggest Morning Tea - an initiative of the Cancer Council of Australia.

Our mufti days were, as always, successes, with much of the student body being involved. Our first mufti day of the year - held in honour of a student who passed away from the debilitating disease - was a fundraiser for the Muscular Dystrophy Foundation. Our second fundraiser - this time in support of an ex-student undergoing treatment for cancer - was a supplementary fundraiser to the World’s Greatest Shave. Our term 3 mufti day was in support of year 12, raising money for their formal, gift to the school and charity contribution, and our fourth and final mufti day was a Christmas themed day, with prizes and giveaways at assembly, raising money for our sponsor child in Guatemala.

The SRC have always prided themselves on listening to the needs of students, regardless of how simple the issue. This was reflected in two successful projects. A request of much of the junior school who use the basketball courts requested for the purchase of nets on the hoops. Such a simple request was obviously followed up by the SRC, who purchased new nets out of our funds and had them put up. In addition, year 11
student and representative, Jason Rees, noticed a need for better student access to water. While the school provided drinking water from taps, it was agreed on by the whole SRC that people attached a certain stigma to tap water and thought that the school would benefit from a filtered water station. The station was funded from the SRC account and implemented in the school in third term. The station has been highly successful and is used regularly by the student body, encouraging healthy habits and healthy students.

Overall, 2014 was an incredibly successful year for the SRC, full of brilliant ideas and contributions from a strong team of driven students. We hope that the new SRC of 2015 will see the continuation of this work, and look forward to what can be achieved for the overall benefit of our school.

SRC Presidents

Daniel Lucas & Jelena Zaric

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student attendance profile

Management of non-attendance

Student attendance is regularly monitored by the Head Teacher Welfare. Students who have a record of poor attendance are referred to the appropriate year group Deputy Principal and receive counselling and other appropriate support in an effort to improve the student attendance. The Deputy Principal may also decide to access regional support from the Home School Liaison Officer. Letters to parents are automatically generated after 3 consecutive unexplained absences. Excellent attendance records are rewarded with certificates presented at year group merit assemblies held once a term. Daily SMS notifications are generated each day.

Retention Year 12

<table>
<thead>
<tr>
<th>School</th>
<th>SC6-MS</th>
<th>SC7-M</th>
<th>SC8-MS</th>
<th>SC9-MS</th>
<th>SC10-MS</th>
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<tr>
<td>Year 9</td>
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</tr>
<tr>
<td>Year 10</td>
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<tr>
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<tr>
<td>Year 12</td>
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<table>
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<th>Year 10</th>
<th>Year 11</th>
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<th>Year 7</th>
<th>Year 8</th>
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<th>Year 10</th>
<th>Year 11</th>
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<th>Total</th>
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<tr>
<td>Region</td>
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<td>87.6</td>
<td>88.3</td>
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<td></td>
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<tr>
<td>State</td>
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<td>90.1</td>
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<table>
<thead>
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<th>State</th>
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<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
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<td>89.1</td>
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<td>Region</td>
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<td></td>
<td></td>
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</table>
Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>seeking employment</td>
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<td>employment</td>
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<td>TAFE entry</td>
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<td>university entry</td>
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<tr>
<td>other</td>
<td>7</td>
</tr>
<tr>
<td>unknown</td>
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</table>

A survey of HSC students conducted after the HSC examinations indicated that 52% of students eligible for an ATAR were offered University positions, 10% moved on to TAFE, 7% to work based training of some type, 5% took on part time employment, 14% went to full time work, 4% were looking for work and 8% could not be contacted.

Year 12 students undertaking vocational or trade training

In 2014, 42% of students were enrolled in vocational education courses at Figtree High and 28% of students studied TVET course placements at the local area TAFE.

Year 12 students attaining HSC or equivalent Vocational educational qualification

At Figtree High School 98% of students attained a HSC or VET qualification.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>12.0</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Careers Advisor</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Physical Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Autism</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Behaviour Disorder</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disorder</td>
<td>3.0</td>
</tr>
<tr>
<td>Out of Home Care</td>
<td>1.0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counselor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17.6</td>
</tr>
<tr>
<td>Total</td>
<td>105.8</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 we had 1 Aboriginal and 1 Torres Strait Islander teachers and 1 Aboriginal Student Assistance Officer on our staff. The skills, enthusiasm and perspectives they bring to our school community are greatly valued.

These teachers are located off-site; 1 Head Teacher Support, 1 Behaviour Disorder, 4 Emotional Disabilities and 1 Out Of Home Care teacher have traditionally occupied offices at the Flametree Annexe.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>18</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>23</td>
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Professional learning and teacher accreditation

Professional learning

100% of the staff participated in the whole school professional learning program in 2014. The whole school professional learning program included six staff development days and fortnightly staff meetings and executive meetings where professional learning was the central focus. The
school has 8 new scheme teachers working towards NSW Institute of Teachers accreditation at proficiency and 19 new scheme teachers in their maintenance period for professional competence. There was one teacher working towards accreditation at professional accomplishment and one teacher maintaining their accreditation at professional leadership.

A significant proportion of the professional learning funding was used to fund casual relief for the teachers attending professional learning. Over half of the total funds (56%) were spent on professional learning related to syllabus implementation, which was essential due to the implementation of the Australian Curriculum in English, Mathematics, Science and Australian History. Other significant professional learning was conducted in A Learning And Response Matrix (ALARM). The average expenditure per teacher on professional learning, at the school level was $717.20. There were 57 teaching staff who also attended other professional learning activities including; DEC organised professional learning activities and professional learning activities delivered by NSW Board of Studies, professional associations, Teacher Training Network Illawarra (CNI).

The whole school staff development days focused specifically on school and departmental priorities in regards to teacher learning. The content of these days included;

Term 1: All staff participated in a professional learning session focused on a revision of the use of the school’s new online roll marking program on SENTRAL, examining the modules on “Attendance” and “Period by Period” roll marking, the school app and school facebook page. The day also provided staff with knowledge about managing students with specific health needs including diabetes, asthma, epilepsy and allergies including anaphylaxis. Teachers were also engaged in collegial discussions focused on faculty planning and discussion about the implementation of the Australian Curriculum for English, Mathematics, Science and Australian History. Other key learning areas focused on key curriculum initiatives to improve staff knowledge and skills to improve student learning outcomes.

Term 3: All staff participated in the “No Gap No Excuses Module 4” training course focused on increasing teacher’s professional knowledge and understanding about Aboriginal Histories and Culture, to assist teachers to effectively integrate the teaching of Aboriginal perspectives into the curriculum. Also, ALARM in Action and implementation and programming of ALARM in Stages 4, 5 and 6.

Term 4 Day 1: All staff participated in a professional learning session focused on the School Plan 2015-2017. Teachers also spent time working on specific faculty priorities for curriculum implementation in 2014.

Term 4 Day 2: Staff continued their work in cross faculty groups, developing and refining the school’s milestones for 2015 to improve teaching and learning, staff and student welfare and community partnerships. Head Teachers led professional learning sessions for their staff on specific curriculum based faculty priorities.

Professional learning meetings for all staff occur approximately five times per term. These meetings provided an opportunity for teachers to participate in professional learning as mandated by the Department of Education and Communities as well as activities to meet both school and teacher identified needs, as described in teachers professional learning plans. Professional learning content in 2014 has included: Anaphylaxis e-learning, Emergency Care, Child Protection, Staff Code of Conduct, Every Student Every School, A Learning and Response Matrix (ALARM), Differentiating the Curriculum, Work, Health and Safety, Positive behaviour for Success whole school initiative, Record of School Achievement (ROSA) in Year 11 and developing and evaluating individual professional learning plans. Executive Professional Learning Meetings were also held approximately 5 times each term. These meetings focused on examining the Australian Standards for Teachers, exploring and discussing resources on the Australian Institute for Teaching and School Leadership (AITSL) website, completing the Self Assessment Tool to devise
appropriate professional learning goals, understanding LMBR and the development and analysis of data for the situational analysis.

**Financial summary**

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

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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
<td>623751.82</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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**Expenditure**

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<td>Excursions</td>
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<td>Maintenance</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
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</table>

**Balance carried forward** 540424.26

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
The Higher School Certificate results are to be commended and celebrated. The Higher School Certificate school average indicate above State averages in; Ancient History, Biology, Business Studies, Drama, English Standard, Food Tech, Geography, Industrial Technology, General Mathematics, Music, Personal Development, Health and Physical Education, Physics, Senior Science and Visual Arts. Within three marks of the state average in Business Studies, Family and Community Services, English Advanced, Legal Studies, Mathematics, Modern History and Society and Culture.

**Record of School Achievement (RoSA)**

The school retention from Year 10 to Year 12 in 2014 is greater than the state average and slightly less than the regional average.

Student will receive a Record of School Achievement when they leave the school to enter the workforce or further studies.

The Record of School Achievement (RoSA) is a new credential for all students, beginning with Year 10 in 2012, to recognise school achievement before receiving their Higher School Certificate (HSC).

A cumulative credential – recognising all student’s academic achievements instead of just showing what the results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

**Other achievements**

**Significant programs and initiatives – equity funding**

**Aboriginal background**

Aboriginal perspectives are taught as part of our school curriculum. Aboriginal culture and perspectives are embedded in our school’s protocols.

The Aboriginal Education Team provide support to students and staff and maintain and evaluate existing programs and new initiatives. There are a large group of teachers who make up the Aboriginal education committee here at FHS. The staff on that committee comes from many different faculties within the school but all maintain the same focus on improving the educational opportunities for the indigenous students within our school.

Aboriginal perspectives have been revisited and incorporated into all programs in line with the requirements of the Australian Curriculum. Students from Years 9-12 at our school attended the AIME (Australian Indigenous Mentoring Experience) program at the University of Wollongong. Indigenous students are given support, belief, guidance and skills to succeed at school. Through the mentoring program students
are encouraged to strive for success and we have seen great improvements in a reduction of absenteeism and increased academic results. Junior students were linked to a University of Wollongong student mentor over the course of 15 weeks, whilst our seniors attended four full days which focused on successfully applying for University.

As part of the AIME program tutor ‘squads’ of university students visit the school on a weekly basis to provide homework help and other tutoring to all our indigenous students from year 7-12.

Existing Personalised Learning Plans (PLP) were evaluated for students during 2014. All PLP’s were reviewed with parents and students in order to ensure they remain relevant to the specific needs of each Indigenous student. All indigenous students have been linked with a staff mentor who will maintain regular contact to ensure that PLP’s remain current and relevant throughout the year. The PLP outlines their goals and aspirations and is accessed by staff to assist in their teaching. All staff have been trained in how to access and use these plans.

Students participated in the Norta Norta tutorial program. Junior students accessed tutorial assistance in literacy and numeracy. The program enables senior students to spend one on one time with a tutor for up to 3hrs a week in a subject area of concern. Some of our most experienced recently retired teachers are the tutors and the students all seem to make great improvements after working one on one with their tutors.

Acknowledgement of Country is featured at all school and community gatherings, not just during formal events and occasions but also during Year Advisor Merit Award Ceremonies and on an ongoing basis during weekly School Assemblies. The roster of teachers accompanying students at the AIME program continues to expand, allowing more teachers to experience a highly valued aspect of Indigenous mentoring and create greater exposure towards Indigenous education. All staff have completed all 5 Modules of No Gap No Excuse and benefited from the input of local elders/community members in this program.

Our indigenous students created artworks for the NAIDOC week poster competition. The theme was ‘Serving Country: Centenary & Beyond’ which was selected by the National NAIDOC Committee to honour all Aboriginal and Torres Strait Islander men and women who have fought in defence of country. All the artworks were displayed in the school foyer.

The 2014 NAIDOC debate team made it to the finals. Four students, Krystal Catell Year 7, Taymin Pagett Year 7, Jasmine Lee Year 9 and Taranom Rahmani Year 9 travelled to Sydney to compete in the State NAIDOC Debating Challenge. They participated in traditional Indigenous games, cultural workshops, met students from all over the State and had dinner in the Botanical gardens. The next day the students travelled to State Parliament house. They watched rap performances from Aboriginal artist Brother Black and observed a number of primary schools engaging in public speaking. After the coin toss the Figtree High team were given the affirmative and argued that ‘the Australian Government has properly recognised the contribution of Aboriginal service men and women, during and after wartime.’ Figtree High won their debate and were placed 3rd overall in the State.

As part of NAIDOC week celebrations the school introduced a writing competition which attracted a high standard of entries for both the essay and creative writing strands based on the NAIDOC theme and Year 7 students participated in cross-faculty coordinated activities.

Planning has commenced for the Aboriginal Mural group for junior students which will be led by Mrs Roche (former HT of Creative Arts at FHS, a local Aboriginal artist and Ms Williams. The
Mural will be completed in 2015 and displayed in the main quad.

Ms. Williams conducted an introduction to Aboriginal culture with Korean exchange students and guests.

Our school nominated four of our students for Nanga Mai Awards; Sienna McDonald (Year 12 2013), Rebecca Neal (Year 12), Amy Livermore (Year 12) and Brittney Angus (Year 9). Nanga Mai Awards recognise the achievements of Aboriginal students each year. Our school nominations were considered by a regional based panel and this panel put forward nominations to the state panel. Amy Livermore won a state wide Nanga Mai – Encouragement Award. There were only two awards given in this category in NSW, so this is certainly a fantastic achievement. Amy was presented with her award at a Nanga Mai Awards Ceremony in Sydney in April.

Our school nominated a number of Aboriginal students and a member of staff for the regional Inspire, Succeed Excel Aboriginal Education Excellence Awards. The award nominations were assessed by a regional based panel and five of our students were successful in achieving awards including Amy Livermore (Yr 12), Kertina Puckeridge (Yr 12), Brittney Angus (Yr 9), Korey Ison (Yr 8) and Patrick Denham (Yr 7) for their achievements this year. The awards were presented at a special ceremony at Batemans Bay in November and one of our Year 7 students Taymin-Lee Pagett was asked to be the Master of Ceremony at this event following the outstanding public speaking skills that she had displayed on a number of occasions during the year, such as the NAIDOC Debating Challenge.

Rebecca Neal completed the UNSW winter school program in Medical Science during the July holidays. Brittany Angus was involved with the Bangarra dance performances and was chosen as a finalist in the AIME competition for students displaying their talents (dance) from right across Australia.

Chloe Winch was involved in the indigenous leadership program through the University of Wollongong and was elected to the SRC in term 3.

All Year 7 students participated in an Indigenous Sports Gala day where they were taught indigenous games. They learnt how to play the games as well as recognise why the games were played and in what region of Australia.

The games were taught by our Sports House Captains and their helpers. These students did a fabulous job and need to be commended on their leadership skills as well as their commitment to ensuring the day ran smoothly.

**Socio economic**

Significant career pathways programs were introduced in 2014. Students are offered a broad curriculum and a wide variety of different pathways to gain a HSC. Some students have taken the opportunity to enrol in 1 or 2 TVET interest courses, which are delivered through local Tafe campuses. Some students have taken the opportunity to engage in a SBAT that means they are able to have apart time job and ‘learn while you earn’. They also gain a nationally recognised qualification as well as gaining credit towards their HSC.

Through careers interviews and skill training, the students are able to make really informed decisions about their future in the current market.

Year 10 and 11 students participated in the Jobs Employment Training (JET). The students were mentored and taught by Illawarra Workplace Learning.

All Year 10 students complete a one week work experience program where they have chance to get a taste of what working life. At the same time
they see whether that particular industry is really the direction for them. There are many of benefits earned from being in a real life learning situation, such as, the development of self-confidence and communication skills. At the completion of work experience students are also encouraged to update their resume with the new skills and aptitudes.

Year 9 students were introduced to the world of work and began the initial phase of our Community Partnership Program with Westfields Figtree and Warrawong called GenZ-2Work. The aim of the program is to strengthen links between both Westfield sites and Figtree HS in relation to:

- Engaging students in the planning for their post school options
- Increased Work experience opportunities for students
- Goal setting and individual mentoring from business representatives within a range of professions
- Developing future career plans for students with clear goals
- Creating opportunities for student volunteering
- Developing further support for school based vocational education programs
- School Based Apprenticeships and Traineeships (SBAT’S) opportunities

All of our senior students have individual interviews throughout the year with the aim to explore the career options available to them and provide as much information as possible for each student. Students are also given advice and encouragement in regards to their subject selection to make sure they are challenged and supported, study habits and tips, stress management, resources to look at it such as the MyFuture Website and then give them an action plan to achieving it. All senior students visit the Illawarra Coal Careers Expo in term 2 to further develop career aspirations through Tafe, University, apprenticeships and training providers.

A weekly information bulletin is produced for senior students by the careers advisor. Students and their families are encouraged to use the Figtree High Careers website for the latest career news and information as well as “LIKE” the Figtree High careers Facebook page for urgent career opportunities, ranging from job vacancies to specific job training courses.

**English language proficiency**

In 2014 over 25% of the school population was of a Language Background Other Than English (LBOTE), which is representative of the diversity that exists in the Illawarra. Our students speak over 20 different languages in their homes.

Of the 251 LBOTE students, 24 have required English literacy and language support; 11 of these students have a refugee background. Those students included in the English as an Additional Language / Dialect (EAL/D) program received specialist support during the week. Students received assistance with their schoolwork, assessment tasks and were taught skills required for essay writing, exam preparation and resume writing. This support has enabled a number of our EAL/D students to achieve high results in their subjects.

The Multicultural Links to Learning Program, provided by the Multicultural Council Illawarra, was offered to Year 9 students of Non English Speaking Background (NESB). Ten students were selected to participate and they graduated from the program at the end of the year with such qualifications as a First Aid Certificate, Duke of Edinburgh Award and Certificate IV in Retail.

Some of our year 10 NESB female students were also involved in a program run by the Wollongong Women’s Information Service on a weekly basis. They met and discussed young women’s issues and participated in multicultural days in combination with students from other schools and other multicultural women’s groups.

Some of our EAL/D students from years 8-10 participated and were involved in the Multicultural Youth Conference held at the Wollongong Youth Centre, along with other EAL/D students from local schools, where they attended workshops about specialised topics regarding sexual health, bullying, confidence and self-esteem, and awareness of community and community support.

The Teaching English Language Learners (TELL) across the curriculum course was offered and run successfully again in 2014. Teacher participants from Figtree High School were introduced to a
wealth of teaching strategies designed to improve our EAL/D students’ learning outcomes and are now using these strategies in their classrooms.

Learning and Support
The support faculty provides important learning, social and behavioural skills to support students who require extra support and assistance to allow them to engage successfully at school.

We monitor each student’s progress and provide additional learning support if this is required.

Our school uses learning programs and specialized staff where needed and work in partnership with parents and carers to assist students who have special learning needs. The learning support teachers organise Parent Reading tutors who volunteer their time each week to assist our students.

Students in the Physical Support Unit have a range of physical disabilities. Students are integrated where possible into classrooms in all Key Learning areas with the assistance of specialists and School Learning Support Officer’s support. The students’ educational programs are designed to help them reach their maximum potential at school and find appropriate pathways into higher education, employment and into the community.

The autism class incorporates students with a diverse range of abilities. Each student has an Individual Learning Plan which is continuously reviewed and developed. This incorporates the specific learning needs of each individual student and necessary adjustments needed for school success, as well as specific goals. Students may complete with the mainstream or Life Skills curriculum, dependent on abilities and needs.

There is an emphasis on the use of technology to enhance engagement and assist students who require adjustments. Visual supports are utilized in a variety of ways, to inform and assist students as they navigate the high school setting. Social skills are developed through explicit teaching, modeling and practicing in mainstream classes and lunch time social groups.

The Flametree Annex
Flametree is an annexe of Figtree High School sited on a separate campus at North Wollongong 7 kilometres from the school. Flametree offers a specialised learning environment for students in Stage 4, 5 & 6 who are experiencing difficulties with managing their behaviour in mainstream schools. Students at Flametree are drawn from high schools across the Illawarra from Bulli High School in the north to Oak Flats High School in the south.

In 2014 Flametree comprised 3 Emotional Disability (ED) classes and 1 Behaviour Disturbance (BD) class.

The quality, individualised teaching and learning programs at Flametree exemplify Figtree High School’s core values of Respect, Safety and Learning and ensure that each student reaches their highest potential through positive and enriching learning experiences.

Student Placements In 2014

**Emotional Disability (ED Classes)**

<table>
<thead>
<tr>
<th>Total Students 2014</th>
<th>27</th>
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</thead>
<tbody>
<tr>
<td>Boys</td>
<td>19</td>
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<tr>
<td>Girls</td>
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**Behaviour Disorder (BD) Class**

<table>
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</thead>
<tbody>
<tr>
<td>Boys</td>
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<tr>
<td>Girls</td>
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**Student Outcomes 2014**

<table>
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</thead>
<tbody>
<tr>
<td>Students Completing Year 10</td>
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<tr>
<td>Students Completing Year 9</td>
<td>9</td>
</tr>
<tr>
<td>Students Exiting to Home Schools</td>
<td>5</td>
</tr>
<tr>
<td>Students Exiting to TAFE &amp; other programs</td>
<td>6</td>
</tr>
<tr>
<td>Continuing Placement in 2014</td>
<td>21</td>
</tr>
</tbody>
</table>
Community Partnerships

In order to best cater for the individual needs of Flametree students, productive partnership links with specialist DEC staff and community support agencies have continued in 2014.

The link with the Wollongong and Bulli PCYC staff remains extremely strong with the police officers visiting students at Flametree regularly. Senior Constable Darren Palk from Wollongong PCYC conducted a workshop to alert students to the dangers of abusive personal relationships which result in domestic violence and also alerted them to the services which could assist young people if they found themselves in this predicament.

Closer liaison with the NSW Department of Juvenile Justice resulted in Juvenile Justice case workers having access to meeting spaces at Flametree to enable them to supervise student clients while at school. This practice has encouraged school attendance with students who are under the supervision of the Juvenile Justice staff being able to meet with an officer without missing a school day.

An on-going relationship with the St George Illawarra Dragons has continued through the Players in Classrooms initiative. Jay Gallagher, a Dragons under 20s player, has been employed as a casual School Learning Support Officer throughout 2014. Jay has become a highly valued member of the Flametree staff.

In 2014, Flametree has enjoyed the continuing support of the following DEC and NSW Government agencies:

- Principal and staff Sydney Distance Education High School
- DEC Out of Home Care Team
- DEC Home School Liaison Team
- DEC Transition teacher
- TAFE Psychiatric Disabilities Transition Team
- NSW Department of Juvenile Justice
- NSW Department of Human Services (Community Services)
- NSW Department of Health Child and Adolescent Mental Health Services
- NSW Department of Health Illawarra Health
- NSW Department of Aging, Disability and Home Care

The non-government agencies, which supported student wellbeing and provided appropriate exit outcomes include were:

- Mission Australia “Links to Learning”
- Headspace Illawarra
- Essential Employment and Training
- Wollongong and Bulli PCYC
- Life without Barriers
- Barnardo’s Family Services
- Illawarra Aboriginal Medical Centre
- Myimbar and Biralee Aboriginal Family Services
- Salvation Army Youth Support Services
- Illawarra Family Services

Teaching & Learning

New DEC Guidelines for Rural & Distance Education were issued in December 2013. These guidelines meant that Flametree students were no longer eligible to access Distance Education in 2014. This posed significant challenges given that Flametree is an off-site setting located 7 kilometres from the main campus of Figtree High School.

Strong representation to senior DEC staff by the Principal and staff has resulted in Flametree students being permitted to continue to access Key Learning Areas through distance education on a more limited basis. Therefore, our teaching and learning partnership with Sydney Distance Education High School continued in 2014 with students enthusiastically participating in the curriculum and achieving numerous merits for effort and excellence in learning engagement. SDEHS Gold Achievement Awards were earned by 5 students while 10 students earned SDEHS Silver Achievement Awards.

Students also received 20 KLA awards at the annual presentation day with one student receiving 7 KLA awards. In May, students attended the Sydney Distance Education High School “Big Day In” curriculum enrichment day which was held on the school’s campus at Woolloomooloo. Flametree students were enthusiastic participants in a range of activities across the KLAs and student behaviour and learning engagement on the day was excellent. Distance Education teachers continued to visit Flametree in 2014 conducting lesson in Building and Construction, Food Technology, Visual Arts and Languages.

This year, two students successfully completed Year 10. One student has transitioned to another educational program for Year 11 while the other student exited to employment and TAFE.
Flametree’s individual employment preparation and training program continues to deliver sound outcomes. Two Year 9 students successfully completed TAFE Taster courses, while 2 Year 10 students completed the first year of a Certificate 2 TVET course.

Three Year 9 students successfully completed TAFE “Taster” courses which offered experiences across a range of TAFE options. One Year 9 student also completed an additional “Taste of Trades” Program.

In Year 9, 7 students were successful in the TAFE interview process, gaining entry to TVET courses for 2015. Also, 3 students completed successful work experiences while 4 students gained and maintained casual employment.

Unfortunately, due to changes to guidelines for post-school programs for students with a disability has resulted in Stage 5 students being unable to access funding for post-school programs. Under the new guidelines post-school programs cannot be accessed by school leavers until the end of Year 12. Therefore, options for our Year 10 school leavers who need a supported training and employment option are no longer available. To remedy this situation, the Flametree team has worked more intensively with the TAFE disabilities staff to ensure that when students wish to exit school to employment at the end of Year 10, they are better prepared to continue their education in regular, post-school environments.

School to work preparation activities remain a strong focus at Flametree. Students continued to work on the school barbeque area with seating being installed, cement rendering being painted and the barbeque counter being tiled.

Work in the school vegetable garden continued to be a popular activity with students enthusiastically growing, harvesting and cooking organic vegetables from the garden.

In 2014, our strong association with BHP Billiton Illawarra Coal continued. The company donated 11 used laptops which were re-imaged by Figtree High School for student use in the classroom. This has been a very useful addition to our technology resources. Addition digital cameras were purchased for each classroom and student photographers were taught how to use Adobe Photoshop Elements. Students used their digital media skills to participate in an Autism Australia Positive Partnerships Project, writing, photographing and presenting their own social stories to teach other students the Flametree school rules and routines.

New behaviour signage was purchased to further embed our school behaviour values (RESPECT, SAFETY and LEARNING). This signage is now displayed in all teaching areas.

The school sports program has continued to challenge and engage our students. In 2014 students participated in around 8 different sports, most of these off the school site. Students also participated in the Happiness Cycle event sponsored by Coca Cola where each student was given a bicycle which they needed to assemble themselves. The day which was a large public event involving hundreds of other students, proved a very challenging one for our students but they participated very positively and completed their various tasks with skill and confidence.

Flametree staff continued to provide support for the DEC University of Sydney Special Education Retraining Program by hosting teacher work placements and practice teaching. Cathy Little course lecturer and coordinator at the University of Sydney has provided extremely positive feedback with the cadets’ really enjoying their work placement at Flametree.

Flametree staff has also continued to provide leadership in supporting other Illawarra ED settings by providing site visits, advice and program resources to staff from other schools wishing to increase their skills and knowledge in student behaviour management systems.

At the annual Illawarra Secondary Special Education Network School Development Day, 3 staff presented a workshop on Flametree’s very successful student behaviour incentive and reward system which is based on positive behaviour support principles. This system has gained strong interest from teachers in other ED settings and is now also been implemented by the Wollongong High School of the Performing Arts Smith Street Unit.

Staff & Student Well-Being

To ensure that placements at Flametree are utilised by the students who have them, in 2014, a new attendance and engagement policy was developed and implemented in consultation with the DEC Learning and Engagement Team.
The policy involves making systematic daily contact with parents and carers by both phone and letter in order to provide intensive monitoring of student attendance and to ensure student placement is proving effective for each individual student. Home schools and the Home School Liaison team are regularly involved in decision making about student placement, in order to determine the necessity for legal action. Where students are not using their placement, home schools are involved in decision making about the continuation of the placement.

An intensive sex education and drug education program was introduced for Stage 4 students with students being taught these sensitive areas of personal development in small discussion groups. This program has received very good feedback from both students and parents.

There was also continuing involvement with the Wollongong Local Area Command Police Youth Liaison Officer and Schools Liaison Officer who helped guide students through the legislation around sexting, cyber-crime and cyber bullying. They also assisted students with processes available to them if they become victims of a crime.

The Flametree staff continued to implement best practice in terms of team building practices, and using effective problem solving, briefing and debriefing processes to ensure that each member of the team feels supported and valued. The staff remain a strong, supportive, cohesive team.

Goals For 2015
- Refine the TARS process to assist new scheme and experienced teachers to review their skills at proficient teacher level in order to explore and maintain teacher accreditation.
- Work collaboratively with the Wollongong PCYC to explore the possibility of establishing a satellite ED class at the club. It is envisaged that this class will cater for the late Stage 5 and early Stage 6 students who are not ready to transition to mainstream school, other training or work and need further training in an employment focussed, educational program.
- Work closely with the Board of Studies Liaison Officer and staff at Figtree High School to develop processes for student accreditation in Stage 5 in KLAs no longer provided by Distance Education.
- Develop reporting processes for KLAs no longer provided by Distance Education.
- Continue to provide support and advice for other schools setting up and reviewing their ED class behaviour management practices.

Other significant programs and initiatives

University of Wollongong: NSW Technology Awards 2014

Several projects from the Technology Timber department were entered into the prestigious University of Wollongong- Faculty of Engineering: NSW Technology Awards.

There were a vast number of categories to apply for.

2014 UOW Engineering Studies Competition Award recipients:
- Haydn Hunt - Winner of the Illawarra Coal Mechanical Engineering Award sponsored by BHP Billiton - Illawarra Coal and Runner up for the Personal & Public Transport Module Award sponsored by NSW Ports
- Danny Ly - Winner of the Illawarra Coal Electrical Engineering Award sponsored by BHP Billiton - Illawarra Coal

Year 12:
- William Searle: Finalist- Timber products and furniture Technologies
  (William was also accepted into InTech)
- Blake Spencer: Finalist- Timber products and furniture Technologies

Year 11:
- Matthew Sharpe: Runner up- Timber products and furniture Technologies
  KJS Publications Student Awards- (folio)
- Daniel Lucas: Finalist- Timber products and furniture Technologies

Year 10:
- Mathew McGregor: Equal Winner- Timber products and furniture Technologies
- Reid Spencer:
Equal Winner- Timber products and furniture Technologies
Alexandra Nelson: 
Winner- Women in Industrial Technology
Addison Gillespie: 
Runner up- Indigenous students award- Industrial Technology
Year 9: 
Kieren Brodnik: 
Equal Winner- Timber products and furniture Technologies
Andrew Watson: Equal Winner- Timber products and furniture Technologies
Figtree High School: 
Indigenous Community/Rural Schools Award Winner

Illawarra Partners In Education (iPie) – Figtree HS, Illawarra Sports HS, Warrawong HS, Five Islands Secondary College

The Accomplished Teachers, Beginning Teachers and Aspiring Leaders Professional Learning courses occurred each term.

Figtree High School continued to participate in an inter-school collegial professional learning program, the Illawarra Partners in Education (IPiE) program. This was available for interested staff. There were two key groups in 2014 that staff accessed. This included a professional learning group for teachers working towards achieving or maintaining their accreditation at the various levels and a professional learning group for school leaders aspiring into senior executive positions. These sessions were held after school hours an advertised at school to all staff.

The IPiE group was successful in implementation of the National Partnerships Principal Professional Learning Project to provide support for the professional learning needs of substantive and aspiring Principals, Deputy Principals and Head Teachers. A program of collegial support and leadership development has been developed to further extend their leadership skills and capabilities.

Community of Schools
The Figtree Community of School Stage 3 (Year 5 students) Enrichment Class completed a very successful 15 week program (one day/week) at Figtree High School. This was the sixth year this innovative program has operated at our school.

The Figtree Community of Schools (CoS) continued to organise an annual schedule of special learning events for students from Figtree High and its partner primary schools. In 2014 these events included a focus on the 2014 implementation of the Australian Curriculum, training, English, Mathematics and Science. The Stage 3 and 4 Premiers Sporting Challenge was hosted at Figtree High School. This event allowed Year 5, 6, 7 and 8 students to experience a wide range of sports including rugby union, rugby league, softball, tennis, golf, fitness and AFL. Students received instruction in these sports from professional sports coaches. The Premiers Sporting Challenge also aims to foster leadership skills in students who work with the professional coaches to instruct more junior students.

Creative and Performing Arts
The 2014 school year was a productive and successful year in the Creative Arts faculty at Figtree High School. Mrs Gloria Roche retired from teaching at Figtree High in May 2014. She has been a highly valued Head Teacher of Creative Arts at our school since 2005. Her final words to the staff were positive and encouraging, reminding us all of the difference that we can make to the learning outcomes of each child in our care. We thank her for her kind words and for the years of service to the staff and students at our school.

In December 2014, HSC Visual Arts student, Sharnie Loija received notification from the Board of Studies that her artwork, *Manhattan - the Himalayas of cityscapes*, had been selected to be exhibited at the Art Gallery of New South Wales in the prestigious Artexpress exhibition. The Figtree High HSC Visual Arts exhibition was held in term three and the work was of a high standard. The students were grateful for the care and guidance they had received from Ms Joanna Clifford. Danny Ivanovski won the People’s Choice Prize which was presented at a whole school assembly.

Last year we were thrilled that Elyse Kambisios achieved highly in Music, her Band 6 result was amongst the best in the school for HSC. Our students also performed at several school and
regional events, including merit assemblies and graduations. One of the highlights being the performances at the Victor Chang Science Awards in term 4.

Mackenzie Simpson from year 11 won a place in the National Arts School intensive studio practice course in term one. This course is highly competitive and the participants attend the workshops during the school holidays. They are credited with an extra unit of study on their Higher School Certificate.

Two year 11 students, Megan Low and Karlee McNamara, attended the Visual Arts Camp at Bundanon in Term 4. They were inspired and found the experience very worthwhile. We will continue to offer these experiences to our students in 2015.

During 2014 we took advantage of the educational programs on offer at the Wollongong Art Gallery. These programs extend students and it gives us the opportunity to reward promising junior students by offering them a place in the workshops on offer. Year 11 Visual Arts students attended the Artexpress exhibition and spent a day attending a workshop given by Artist in residence Jasmine Carter.

The biggest single musical event for 2014 was our Talent Quest. With over 40 entrants in several categories, our lunchtime heats were well attended with full houses a regular occurrence. The quality of our performers at the final evening performance was commendable and our audience of around 400 were thoroughly entertained.

Our VET Entertainment students provided technical support in Audio, Lighting, Vision Systems and Staging for several events throughout the year including the Victor Chang Science Awards, Year 12 Graduation, Presentation Night, SRC Inductions, Talent Quest and more. They are a valuable team and with the guidance of Mr Malouf, they have become an important part of our school.

During the year we have run colour and design competitions for year 7 and year 8 students. The winners were awarded their prizes at whole school assemblies.

Shannai Brasington won the 2014 Creative Arts Prize for her outstanding work in Visual Art, Music and Photography Digital Media. She was a very worthy recipient of this award.

Students again participated in Southern Stars and we were proud to present 40 dancers who acquitted themselves skilfully. The teachers were very supportive and volunteered to supervise several performances.

Students are always encouraged to enter competitions and put their work into community exhibitions or performances. Jason Bloomfield has exhibited his work locally and several students enter the annual festivals in Thirroul and Wollongong. We are proud of our students and encourage them to extend themselves in 2015.

Illawarra 2014 Youth Achievement Awards

12 students and 1 ex-student finalists

Junior Academic Excellence Award
- Payton Williams
- Meghan Fox

Senior Academic Excellence Award
- Savannah Reali
- Jelena Zaric

Junior Achievement in the Arts and Digital Media Award
- Chris Rutter

Open Age Category Citizenship Award
- Shannon Fox

Junior Sports Achievement Award
- Jarrod Twigg
- Payton Williams
- Jarrod Buick
- Joseph D'Souza-Bullman
- Jayden Smileski

Senior Sports Achievement Award
- Rebekah Clark
- Mecenzi Howard

Sporting Achievements

South Coast Sports Blues Award.
Brad Simon a Year 12 student received a South Coast School Sport Blues Award. This is a prestigious award where only 9 secondary
students in the South Coast were recognised. Brad received this award for his dedication and skill in the sport of Baseball.

**Swimming Carnival 2014**

Our swimming carnival was held on the 14 February 2014. The winning house for the day was RED.

The age champions were:
- 12 Years – Jayden Tye, Madeline Noronha
- 13 Years – Jason Vugrek, Molly McNair
- 14 Years – Connor McMullen, Jade Gray
- 15 Years - Ben Hubert, Bryanne Sloot
- 16 Years – Alex Costello, Caitlin Smith
- 17+ Years - Wesley Roberts, Elise Oakman

We also had some records broken on the day:
- Jason Vugrek broke the 50m freestyle with a time of 29.42, 200m freestyle with a time of 2.32.88 and the 50m butterfly with a time of 34.81.
- Caitlin Smith broke 5 out of 6 records. The 50m freestyle with a time of 28.59, 100m freestyle with a time of 1.02.51, 200m freestyle with a time of 2.11.90, 50m butterfly with a time of 31.25 and the 50m backstroke with a time of 34.30.
- Wes Roberts also broke 5 out of 6 records. The 50m freestyle with a time of 26.5, 100m freestyle with a time of 57.78, 200m freestyle with a time of 2.04.88, 50m butterfly with a time of 28.59 and the 50m backstroke with a time of 32.19.

**Zone Swimming**

Figtree HS came 4th overall and we had some outstanding individual results.

- **Jason Vugrek** competed in the 13 year boys events. He competed in 7 individual events and came first in 6 of these events. This was an outstanding effort and he was rewarded with being named the 13 years Age Champion.
- **Jade Gray** also had a fantastic meet. She swam in 7 events and was placed in the top 3 in 6 events. Jade was named 14 year Age Champion.
- **Wesley Roberts** who was in Year 12 competed in his last Zone Swimming Carnival. He was named Age Champion for the 17 years. He swam in 8 individual events and was top 3 in all of these events.
- **Caitlin Smith** is a Year 10 student. She wrote herself into the record books – breaking 2 records. She broke the 200m Freestyle by 3 secs and the 400 Freestyle by almost 10secs. This record has also stood for 23 years.

Our relay teams performed remarkably well all day. The following teams competed at the Regional Carnival on the 6th March.
- 13 years boys – Jason Vugrek, Daniel Gray, Jack Rudd, Jeremy Jones
- 16 years boys – Alex Costello, Kieran Churchill, Connor Lodge, Dylan Kanaris
- 17 years boys – Wes Roberts, Scott Mills, Joshua Burley, Mitchell Acev

Girls Medley Relay – Jade Gray, Meghan Fox, Bryanne Sloot, Caitlin Smith

Girls 6 x 50m Relay – Natasha Hynoski, Molly McNair, Jade Gray, Bryanne Sloot, Caitlin Sloot, Rebecca Soper

- 12 year girls – Natasha Hynoski, Madeline Noronha, Zoe Williams, Alissa Neden
- 13 year girls – Molly McNair, Kaitlin Hearne, Tazmin Fulcher, Georgia Sturman
- 16 year girls – Caitlin Smith, Aimee Cunningham, Erika Peterson, Tayla Chambers

**NSW Combined High Schools Swimming**

The NSW Combined High Schools Swimming Championships were from the 6th -8th April. All our students represented our school and region with great pride and sportsmanship. A special Thank you to **Alex Costello a Year 10 student**. At the very last moment Alex was asked to fill in for one of our relay team members who had been injured. This was a fantastic effort and allowed our relay team to compete.

We had some fantastic results over the carnival –

- **Caitlin Smith** – 16 year old
  - 400m Freestyle – 2nd
  - 100m Freestyle – 6th
  - 50m Freestyle – 7th
  - 200m Freestyle – 2nd
  - 800m Freestyle - 2nd

- **Wes Roberts** – 17 + age group
  - 400m Freestyle – 4th
  - 100m Butterfly – 10th
  - 100 Freestyle – 4th
  - 100 Backstroke – 8th
  - 200m Freestyle – 5th

**Cross Country**

Our school Cross Country was held on the 1st of May 2014. The winning house was RED.

The Age Champions are
- 12 years – Natasha Hynoski, Jayden Tye
- 13 years – Takirah Coulson, Jayden Smileski
- 14 years - Aimee Trowbridge, Tyson Arnold
- 15 years – Ashleigh Matthews, Joshua Head
- 16 years – Caitlin Smith, Adam Bassuni
17+ years - Simone Botting, Tim Tschentscher

Zone Cross Country
Figtree HS came 5th overall. We had 2 age champions
13 year boys – Jayden Smileski
18 year boys – Tim Tschentscher
Our 15 year boys team were the winners- Joshua Head, Tyren Maclou, Cody Gillis and Sam Oyston.

Regional Cross Country
On Friday 30th June we had a group of students who competed in the Regional Cross Country at Nowra. Our Zone (Northern Illawarra) had some excellent results which saw us placed first in the boys point score and first in the girls point score. This meant that we were the overall winning Zone on the day.
Our students had some exceptional results .Our 15 year boys team won their age division and will get to compete at the State as a team. The following students made it through to the State Cross Country which was held on the 18th July.
- Jayden Smileski – 1ST
- Cameron Lodge – 2nd
- Joshua Head – 2nd - 15 year boys team winner
- Tyren Maclou – 9th 15 year boys team winner
- Sam Oyston – 10th 15 year boys team winner
- Cody Gillis – 15 year boys team winner
- Bainous Dumbuya – 5th
- Simone Botting – 6th
- Tim Tschentscher – 3rd

School Athletics Carnival
Our school carnival was held on the 23rd May. The winning house for the Athletics carnival was BLACK house.
Our age champions for 2014 were
- 12 years – Jayden Tye, Zoe Williams
- 13 years – Cameron Lodge, Krystal Solevski
- 14 years – Matthew Hobbs, Payton Williams
- 15 years – Jarrod Twigg, Teghan Barklay
- 16 years – Adam Bassuni, Erika Peterson
- 17+ years – Aaron LLatse, Chantelle Botting
A number of records were also broken on the day
13 years boys – Cameron Lodge- 400m – 1.03.50
14 year boys – Matthew Hobbs – Discus – 37.10
15 years boys – Jarrod Twigg – Discus – 47.36
15 years boys – Momolou Sirleaf – 400m – 58.37
17+ years boys – Bainous Dumbuya – 1500m – 4.50.10 also Tim Tschentscher broke the record coming 2nd with 4.52.20
12 year girls – Natasha Hynoski – 400m – 1.18.72
13 year girls – Camelia Ali – 100m – 13.50
13 year girls – Krystal Solevski – 1500m – 7.08.03 also Takirah Coulson broke the record coming 2nd with 7.19.91
15 year girls – Teghan Barklay – High Jump – 1.55
16 Year girls – Erika Peterson – 400m 1.08.88 and 800m – 2.50.28

Zone Athletics
On the 20th June the Zone Athletics carnival was held at Beaton Park. Figtree High was narrowly defeated by Smiths Hill which meant we finished 2nd overall in the Zone.
Out of the 12 Age Champions we had 6 of them from Figtree High.
13yrs Girls Ali Camelia
13yrs Boys Cameron Lodge
14yrs Girls Payton Williams
15yrs Girls Teghan Barklay
15yrs Boys Jarod Twigg
16yrs Boys Adam Bassuni

Congratulations to the following students who broke records on the day
Twigg, Jarrod - 100 Meter Hurdles New Time 13.28 (14.40 old time)
Barklay, Teghan - 13-15 Triple Jump New Distance 10.48m (10.46 old distance)
Twigg, Jarrod - 15 Discus Throw New Distance 43.56m (42.58 old distance)

Regional Athletics
- Teghan Barklay, who is off to state for SEVEN different events.
- Natasha Hynoski, who came 1st in the 200m dash.
- Cameron Lodge, who ran brilliantly in the 800m run.
- Momolu Sirleaf, who smashed the long jump and 100m sprint events.
- Jarrod Twigg, who is off to state for SEVEN different events.

CHS Athletics Results
Out of 293 schools that competed Figtree HS came 14th overall, a magnificent effort and the South Coast Zone came 3rd.
Congratulations to the following Athletes
- Barnabus Johnson – 3rd in the 12 year boys 100m
Natasha Hynoski – 8th in the 12 year girls 100m and 7th in the 200m
Payton Williams – 6th in the 14 year girls 100m
Teghan Barklay – 9th in the 15 year girls 100m, 1st in the 90m hurdles, 3rd in 200m hurdles, 5th in triple jump, 2nd in high jump.
Jared Twigg – 1st in 15 year boys 100m, 1st 100m hurdles, 1st in 200m hurdles, 3rd in discus
Momolou Sirleaf – 3rd in 15 year boys long jump
4 x 100m relay – 6th

Wednesday Competition Sport
We had an extremely successful year at grade sport, where we won the following sports –
Junior Girls VBall
Junior Boys V'ball
Senior Girls Soccer
Senior Girls Oztag
Junior and Senior B'Ball
Junior and Snr Netball
Junior Girls Futsal
Boys and Girls Ultimate Frisbee
Junior boys Soccer and Darts
This meant that with the combined scores from our Zone carnivals and Grade sport Figtree HS were the winners of the Baron Trophy. A trophy between all schools in our Zone.

South Coast Netball Selection
The following students made the South Coast Netball team. These students competed in Coffs Harbour from the 27th – 29th May.
- Amelia Holtz
- Shaye Wilkinson
- Lauren Neto.

Gymnastics Achievements
Joseph D’Souza-Bullman (Year 10) and Jarrod Buick (Year 8) competed in the Gymnastics State Championships Level 7 open division.
Joseph came first in the state winning 3 gold medals for his Floor, Rings and High Bar routines and two bronze medals for Vault and Parallel Bars.
Jarrod placed 3rd overall and received two individual bronze medals on Pommel and Rings as well as placing in the top 6 for most of the other routines.

Both boys have now been selected for the NSW State team and will travel to Melbourne to compete for NSW at Nationals in May.
Myah Howard, Natasha Hynoski, Kaitlin Hearne and Payton Williams represented at the NSW CHS Women’s Gymnastic Championships.

CHS Netball
The Figtree HS U15’s team competed in the CHS State Netball finals. The girls were 1 of 16 teams to make this prestigious event. They competed in 15 games of Netball over two days. The girls all played with brilliant sportsmanship and always had a positive attitude when on the court.
The girls in the team were Lachey Thompson, Kiah McComish, Ebony Tasker, Lauren Neto, Kiara Grover, Teghan Barklay, Mikayla Malaki, Mikayla Markham Sara Clarke, , Georgia Sturman, Jade Gray.

CHS State Hockey
Four of our students made the South Coast Hockey team. The students were Peter Cowan, Rhys Castle, Thomas Miottto and Mitchell Galea. The boys competed in the CHS State Finals which were held at Unanderra Hockey Stadium from the 27-29th May. The South Coast team won their first match 16-0 against Sydney West, their second match they won 8-1 against North Coast, their third match 12-0 against Sydney South West and their forth match 8-2 against North West.
This saw the South Coast team make the semi final against western Division however they lost 2-1. This meant that South Coast came Third overall.
Thomas Miottto was selected into the NSW CHS Hockey Team.

Baseball
We had a number of students make the South Coast Baseball team. They were Mitchell Davis, Peter Faulks, Corey Rower, Dylan Rower and Brad Simon.
Brad Simon was also selected in the NSW CHS baseball team.

Football
Two of our students made the NSW CHS Football team
Robbie DELBANCO
Jake RAVNIJAK

Rugby League
Matt Delbanco was selected in the U15’s NSW CHS Rugby League team.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

The school community participated in an evaluation and revision of the current school strategic directions. The evaluation was based upon systematically collected and interpreted data. The evaluation was based upon a situational analysis that included; the revision of school targets, the continuation or cessation of current strategies and whether new strategies need to be developed and implemented. The evaluation was led by the relieving school principal and involved participation of and consultation with key stakeholders. These findings will be used to develop the school plan for 2015-2017.

The data collection included:

- Student attendance
- Student retention
- Student literacy and numeracy performance including NAPLAN
- Student Higher School Certificate performance
- Tell Them From Me Survey
- PLASST Data
- PBL data
- Professional learning
- Teacher Professional Learning Plans
- Parent/community group discussions
- Student engagement data

Staff continued to examine the data from the situational analysis that occurred at the end of the 2013 school year and this formed the basis for the development of the strategic directions and strategies for inclusion in a school plan for 2015-2017.

The development of the school plan 2015-2017 will continued throughout 2014 in consultation and collaboration with the school community.

School planning 2012—2014: progress in 2014

School priority 1

Outcome for 2012–2014

Curriculum and Assessment

Successful implementation of new syllabus incorporating the Australian curriculum.

A clear alignment between curriculum, assessment and reporting practices in all KLAs to support students in their learning.

2014 Targets to achieve this outcome include:

Revision and evaluation of Stage 5 & 6 assessment schedule booklets and assessments.

Assessment tasks will reflect differentiated curriculum and provide meaningful feedback on student achievement Staged programming of Australian Curriculum in KLAs.

Joint sharing of programming and assessment across iPie. Greater communication and collaboration with COS in using Australian curriculum as an opportunity to extend middle years strategies and pedagogy.

Strategies to achieve these targets include:

Review of common assessment tasks that are used by all faculties when designing and distributing assessment tasks to students in years 7-12.

Teachers develop differentiated curriculum and differentiated assessment tasks that enable all students to achieve at least some of the course outcomes.

School To Work learning outcomes are included in programs.

Assessment and marking deadlines adhered to with feedback and reflection time provided for all assessment tasks.

COS Australian Curriculum Implementation Plan.

CoS school plan developed in English, Science, Mathematics and History. HT Science to offer expertise to primary schools in exploring new
science curriculum. Map out prior learning, skills and science content explored in primary setting.

**School priority 2**

**Outcome for 2012–2014**

**Engagement and Attainment**

Improved student attendance rates throughout schooling.

**2014 Targets to achieve this outcome include:**

Improved attendance rates throughout schooling:

Improved attendance rates throughout schooling

An increase of attendance rates which will have Figtree High School at 1% above state average for attendance (currently 1% below).

Successful implementation of an improved attendance policy ensuring every full time student attends school over 90% each term.

**Strategies to achieve these targets include:**

High expectation of every student to have over 85% of attendance to be communicated and followed up.

Review school attendance policy.

SMS attendance system introduced.

Introduction of electronic roll marking.

Review of role of Head Teacher Administration and Head Teacher Welfare.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents, staff and students participated in discussions in relation to the future strategic directions for the school and in particular the school environment and technology.

The students, staff and parents nominated to continue to increase the availability of technology throughout the school. In particular interactive data projectors and efficient wifi in all classroom areas. Increased undercover playground areas were high on the agenda for development.

Staff, parents and students participated in discussion groups to convey their points of view.

Parents were involved in further discussions to continue to remain focused the school community image.

Year 7 Scholarships are to be continued.

**Program evaluations**

**Background**

**Flametree Annexe**

New DEC Guidelines for Rural & Distance Education were issued in December 2013. These guidelines meant that Flametree students were no longer eligible to full access of Distance Education in 2014. This posed significant challenges given that Flametree is an off-site setting located 7 kilometres from the main campus of Figtree High School.

Strong representation to senior DEC staff by the Principal and staff has resulted in Flametree students being permitted to continue to access Key Learning Areas through distance education on a more limited basis. Therefore, our teaching and learning partnership with Sydney Distance Education High School continued in 2014. Planning for 2015 curriculum was critical in 2014. Staff nominated for the coordination of Key Learning Areas and individual student programs were assessed. Stage 4 and 5 students are able to access 4 subject through distance education from 2015 onwards. Teachers reviewed programs and resources to meet BOSTES requirements. Negotiation with all student home school’s were conducted to ensure BOSTES requirements were met for every student.

In 2014 Mrs Robyn Christofides led and supported the development of programs across all Key Learning Areas in Stage 4 and 5.

As part of the review all Flametree teaching and learning programs were surveyed in reference to current syllabus content, student learning activities and outcomes, evaluation and registration.

**Findings and conclusions**

The documentation associated with teaching and learning programs across the Key Learning Areas showed some variance. This can be attributed in part to the large and diverse nature of the subjects offered.

**Future directions**
In addition to implementing the Australian Curriculum: Flametree worked towards a more consistent and uniform documentation of teaching and learning within the unit in 2014.

**Background**

**English**

As part of the cyclical review of faculties, the English teaching and learning programs and assessment tasks were evaluated. The implementation of the Australian Curriculum syllabus content, student learning activities and outcomes, evaluation and registration were examined. Consistency in assessment task design was also evaluated.

**Findings and conclusions**

There was a wide variation in the formatting of programs. The wide range of courses offered has led to this variance in program and assessment task design. These variations were revised and rectified through program development, consistency in assessment tasks and teacher mentoring from within the faculty.

**Future directions**

The English faculty has revised all of the programs for Stage 4 and 5 in 2014. There has been a revision of the assessment tasks and a consistent approach to the formatting of assessment tasks was implemented in 2014.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Carol Marshman – Principal
Ellie Donovan – Deputy Principal
Johanna Clifford – Deputy Principal rel
Carolyn Cunningham – School Administrative Manager
Sharyn Low – P & C President
Jelena Zaric – SRC President
Daniel Lucas – SRC President

Robyn Christofides – Head Teacher Support
Cathy Smith – Head Teacher TAS
Peter Liddle – teacher TAS
Anglea Mintzas – Head Teacher English
Tanya Markham – Sports Coordinator
Adam Sargent – Wilson – Careers Advisor
Evia Kyriacou – teacher ESL
Ellen Foord – teacher Physical Support
Elizabeth Monro – teacher Autism
Julie Liddle – Aboriginal Education Committee
Amanda Buxton – Head Teacher Creative Arts (relieving)
Judy Markham – teacher Learning Support
Susan Clifford – teacher Learning Support

**School contact information**

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: