

Artarmon Public School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Artarmon 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.

Mrs Louise Green

Principal

School contact details

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Message from the Principal

It is a great pleasure to present the 2017 Annual Report of Artarmon Public School. As I complete eleven years as Principal of Artarmon Public School I feel very privileged to have the honour of leading such an outstanding school. It gives me great delight to report on the amazing qualities of our students and on the many activities and achievements of the students and the staff and of the wider Artarmon Public School community for 2017.

Artarmon Public School is indeed a vibrant learning community where the students are continually challenged, extended and nurtured.

One of the most notable and evident aspects of Artarmon Public School is that it is a place where the students are enthusiastically engaged with their learning and with all aspects of their education. The learning environment is rich and stimulating and the students are given every opportunity and encouragement to grow and develop academically, personally, socially, creatively and physically. It is a great joy for me to be able to share this journey with the students and to actively support and encourage them in their interesting and varied endeavours.

I continue to be amazed by the wonderful spirit, vitality and enthusiasm of the students and impressed by the passion of the staff and by their strong ongoing commitment to provide the very best education for the students.

Artarmon Public School is a school that is renowned for its academic excellence and rigour, its innovative thinking and learning programs, its rich and diverse co-curricular programs, its clear strong wellbeing programs with a focus on the development of leaders and the service of others, and a positive affirming culture that celebrates engaged learning and the achievement of personal best.

2017 has been an exciting year that has seen much change and innovation as we have continued to move forward in the development of our facilities, in our academic, wellbeing and leadership programs, in the rich and extensive co-curricular and extension programs offered to the students, and in the appointment of new staff.

During 2018, the new Strategic Plan will become a working document for us as a school, with many target teams being established to work through the different sections of the plan and start to develop goals, outcomes, timelines and priorities for each of the key areas identified in the plan. Target teams have been established to prioritise and implement the strategic directions across the key areas in the life of our school.

Our students need to develop future ready capabilities – they need to be globally good, not just locally good; they need to be able to create a job, not just get a job; they need to have a capacity to learn, relearn and unlearn; they must have human-centric abilities such as resilience, persistence, resourcefulness, empathy, compassion, and be able to form connections with others.

With our focus at Artarmon on fostering a culture of learning in which thinking is visible and valued, and our student well-being program focusing on character attributes, we are equipping our young people for life beyond school.

All too often schools are measured by a narrow set of statistics and whilst Artarmon Public School has all the data to indicate it is a most successful school, it is so much more. In reading the content of this report please keep in mind that behind every section are stories of student achievement, stories of our commitment to our students and, further each section is a celebration of the unique learning environment that has been created at Artarmon Public School in the interests of providing a quality and well-balanced education to all who attend. We have continued to explore opportunities this year to prepare and plan for a preferred future ensuring we maintain our place at the forefront of education.

I publicly acknowledge all students, staff, parents, school P&C, school partners and thank all who have contributed to the School and its outcomes in 2017. I commend the 2017 Annual Report to you.

Mrs Louise Green

Principal

School background

School vision statement

The school's motto "Live to Learn" underpins all that we do.

Artarmon Public School fosters positive, respectful relationships and aims to develop each individual's full potential; striving for excellence, celebrating achievements and valuing cultural diversity.

The staff, students and community value a school that is united, well equipped and collaborative. The focus on teaching and learning is aimed at supporting future focussed learners through the use of engaging teaching time and choice of extra curricula opportunities. High expectations are set for all and a focus is kept on high academic standards and supporting the whole child.

School context

Artarmon Public School is situated on the lower North Shore, opened in 1910 and shares a split site.

There are approximately 1200 students enrolled from Kindergarten to Year 6, including 4 Opportunity Classes. Students come from diverse language backgrounds with approximately 75% from language backgrounds other than English. There are many cultures represented within the school community, with Chinese, Indian and Japanese being the predominate groups.

Artarmon Public School has a reputation for excellence in academic achievement and is also a centre for four opportunity classes. It provides a rich educational experience for 1200 students in Years K–6, with particular emphasis on curriculum differentiation, effective integration of ICT and a strong creative arts program.

There are approximately 80 school based personnel including executive staff, classroom teachers, specialist EAL/D teachers, a Teacher Librarian, School Counsellors, School Learning Support Officer, administrative staff and a general assistant.

School staff are highly committed and enthusiastic. There is a good mix of young teachers who are ably supported by highly skilled, experienced teachers.

The school has a strong relationship with the community which fosters active participation by parents within the school. The P & C support the school with a number of initiatives to provide additional resources for students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of learning Artarmon Public School has been focused on an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the learning needs of all students. School evaluation has highlighted the following areas of strength:

- Most of our students achieve high levels of performance on external performance measures. • There is a school–wide, collective responsibility for students learning and success, with high levels of student, staff and community engagement.
- There are systematic policies, programs and processes to identify and address student learning needs.
- Students are self–aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Teaching

In the domain of teaching our focus has been on new syllabus implementation, including effective teaching methods and evidence–based teaching techniques. Staff have demonstrated personal responsibility for maintaining and developing their professional standards. School evaluation has highlighted the following areas of strength:

- Teachers work together to improve teaching and learning.
- Teachers take responsibility for changes in practice required to achieve improved school performance and are recognising the importance of using data to monitor the effectiveness of their efforts.
- Teachers work beyond their classroom to contribute to broader school programs.
- Teachers are actively engaged in planning their own professional development to improve their performance.

Leading

At the core of education at Artarmon Public School we have been focused on continuous improvement through an embedded culture of high expectations and community engagement. We have been working towards an environment where school management systems, structures and processes underpin ongoing improvement and the professional effectiveness of all school members. School evaluation has highlighted the following areas of strength:

- Staff having purposeful leadership roles based on professional experience.
- Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. • The school has productive relationships with external agencies such as universities, businesses, industry and community organisations to improve educational opportunities for students.
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To provide quality teaching and learning that is embedded in curriculum, assessment and teacher practice resulting in highly engaged, resourceful and reflective lifelong learners.

Overall summary of progress

The school has established a strong improvement agenda grounded in evidence from research and practice.

Students are engaging in self-assessment of their learning through the development of learning goals and success criteria.

Teachers have engaged in regular collegial discussions and the research into what best practice looks like in all classrooms.

School leaders are building and understanding of how to effectively and systematically evaluate programs and performance. They then use that data to plan the next phases of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved average NAPLAN performance: more students in the top bands, fewer in the bottom bands.	Funding from Voluntary Contributions of \$92000 for an additional Learning and Support teacher. \$5085 Numeracy resources, \$10 505 Literacy resources, Literacy / Numeracy Resources: \$16 818.20	In 2016 79% of Yr 3 students were at or above proficiency in Reading. In 2017 this percentage increased to 81%. In 2016 78% of Yr 5 students were at or above proficiency in Reading. This percentage increased to 79% in 2016.
School has developed explicit processes to collect, analyse and report internal and external student school performance data	Term 4 planning day across grades. Relief teachers employed for 1 week : \$24 000 Staff Development Day and staff meeting time allocated to consistent teacher judgment	PAT and PLAN data have been used to inform teaching/learning programs and report to parents.

Next Steps

Term 4 planning day across grades will continue in 2018. One Staff Development Day will be shared with our colleagues at Willoughby PS and Northbridge PS. One staff development will be spent with Dr Simon Breakspear and Artarmon staff.

Professional learning will support our target teams and also the implementation of the Literacy and Numeracy Progressions.

Strategic Direction 2

Quality Relationships

Purpose

To build positive, inclusive partnerships and develop community trust and strategic support, with a shared vision, to ensure our students become successful global citizens.

Overall summary of progress

Staff have supported relationships created with the school community and have taken steps to ensure they are sustainable and an accepted part of the culture of the school community. The Professional Learning Community that has grown with Willoughby PS and Northbridge PS has brought strength to our learning. The school's partnerships have been successfully implemented and have been adequately resourced and sustained. Partnerships will have their intended impact and have been consistently reviewed and adapted for purpose.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents, families and communities will attend events at the school and be involved in different ways.	NIL	Spring Fair – Organised by the P&C fundraising committee, a celebration of school and community culture. Open day – To deepen the community involvement, an invitation encouraging grandparents to attend our open day and celebrate the learning at Artarmon PS Parent / community maths and English workshops – To help understand the English and maths curriculum parents were invited to attend workshops delivered by teachers around the different teaching strategies used in classrooms. Yr 6 Performance – Written and directed by teachers, the Year 6 performance offers opportunities students to perform on stage within the creative arts. Parents and community members are invited to attend to be entertained.
Professional learning community link will be enhanced with Willoughby PS and Northbridge PS. Targeted and explicit professional development opportunities for staff in all three schools	\$6000casuals for planning days \$6000 for Dr Simon Breakspear professional learning day.	Through the professional relationship with Dr Simon Breakspear Artarmon, Northbridge and Willoughby PS attended professional development on Agile Learning. All three schools worked closely together to develop their skills and knowledge around collecting data and using evidenced based teaching practices in the classroom. An online platform was created to share current research and learning sprint progress across all three schools.

Next Steps

Professional learning community link will be enhanced with Willoughby and Northbridge PS

Targeted and explicit professional development opportunities for staff in all three schools.

Strategic Direction 3

Quality Systems

Purpose

To provide students with an environment where they will be capable learners who articulate their learning, take risks, track their own progress and work in strategic and sustainable manner based on measurable outcomes.

Overall summary of progress

The school has established a strong improvement agenda grounded in evidence from research and practice.

Students are engaging in self-assessment of their learning through the development of learning goals and success criteria.

Teachers have engage in regular collegial discussions and the research into what best practice looks like in all classrooms.

School leaders are building and understanding of how to effectively and systematically evaluate programs and performance. They then use that data to plan the next phases of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Inquiry based learning aligned to the new NSW Curriculum embedded in all programs.	NIL	Inquiry based learning strategies embedded in the implementation of the new History syllabus. The new Geography syllabus being integrated with inquiry based learning strategies.
Staff full participation in the PDP process with Executive staff as mentors and whole school focus on visible learning strategies	\$52000 on time for staff to work with mentors and supervisors \$80840 for professional learning time for Beginning Teachers	100% of staff delivered PDP's 100% staff involved in mentoring programs either as mentors or mentees. 100% engaged in professional development on Visible Learning (John Hattie) 100% staff using Learning Sprints through the Agile learning professional learning

Next Steps

A review of the PDP process and the time allocated to the Quality Teaching Successful Students funding will take place. Staff will be surveyed and adjustments made as needed.

The school will continue their professional relationship with Dr Simon Breakspear and will work towards a deeper understanding of the agile learning process.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	English Language Proficiency –\$24531	Students from non–English speaking backgrounds form 85% of the school population. The English as an Additional Language or Dialect (EALD) allocation included four full time teachers plus additional teachers two days per week. Students are supported in the classrooms with extra resources to enhance their attainment of English Language. Students from a NESB continue to achieve highly in NAPLAN tests and Australian Schools Competitions.
Low level adjustment for disability	RAM Low level adjustment –\$55835	Additional SLSO Support to supplement teacher aide timetable. Time for staff to develop IEP's for identified students. All students requiring adjustments and learning support are catered for within class differentiated programs.
Socio–economic background	Equity loading, Socio–economic background – \$7612	Enhancing student access to a wide range of educational experiences. Extra assistance was also provided in the class learning environment. This resulted in increased student participation and engagement leading to an improvement in learning outcomes.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	498	553	576	607
Girls	482	532	549	566

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	96.3	96.1	95.2
1	97	96.7	96	95.4
2	97.2	97	97	96.8
3	97.8	96.5	96.9	97.7
4	98.3	97.7	97.7	97.5
5	97.7	97.3	98	96.3
6	95.8	95.8	95.1	96.3
All Years	97.3	96.8	96.7	96.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance at Artarmon Public School is stable with the attendance rate above the state average. Rolls are marked electronically via ebs4 and notes for non-attendance followed up. Our attendance is affected to a large degree by families taking holidays out of school holiday periods.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	41.55
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.6
Teacher of ESL	2.8
School Counsellor	2
School Administration & Support Staff	6.67
Other Positions	0

*Full Time Equivalent

In 2016 one staff member at Artarmon Public School has identified as being Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

The school received \$86,076 in Teacher Professional Learning funds for 2017.

The school recognises the importance of supporting the continuous development of professional practice for all staff. In 2017, topics/areas covered in weekly TPL sessions, were linked to school initiatives as part of our strategic plan. Staff undertook a range of Professional Development as part of their individual Performance and Development Plan (PDP).

The school is committed to supporting and developing beginning teachers to ensure they become capable and confident educators. The school offers an extensive mentoring program for new staff.

Funds were used in the following ways:

- Training for Executive staff in Coaching strategies.
- Release for teachers and associated costs to work collaboratively with selected mentors in areas such as literacy, numeracy, gifted and talented, drama, music, sport and dance.
- Enabling teachers to collaborate in the evaluation and refinement of their Professional Development Plans
 - Providing training and development on School Development Days. This included mandatory training such as First Aid and CPR.
 - Time for professional learning and feedback for those teachers seeking accreditation at proficiency.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	1,511,134
Revenue	9,510,652
Appropriation	8,169,092
Sale of Goods and Services	243,223
Grants and Contributions	1,073,762
Gain and Loss	0
Other Revenue	0
Investment Income	24,574
Expenses	-8,750,451
Recurrent Expenses	-8,750,451
Employee Related	-7,564,275
Operating Expenses	-1,186,176
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	760,201
Balance Carried Forward	2,271,335

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

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,814,660
Base Per Capita	171,930
Base Location	0
Other Base	6,642,730
Equity Total	434,635
Equity Aboriginal	1,306
Equity Socio economic	7,612
Equity Language	308,938
Equity Disability	116,779
Targeted Total	73,696
Other Total	345,522
Grand Total	7,668,513

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

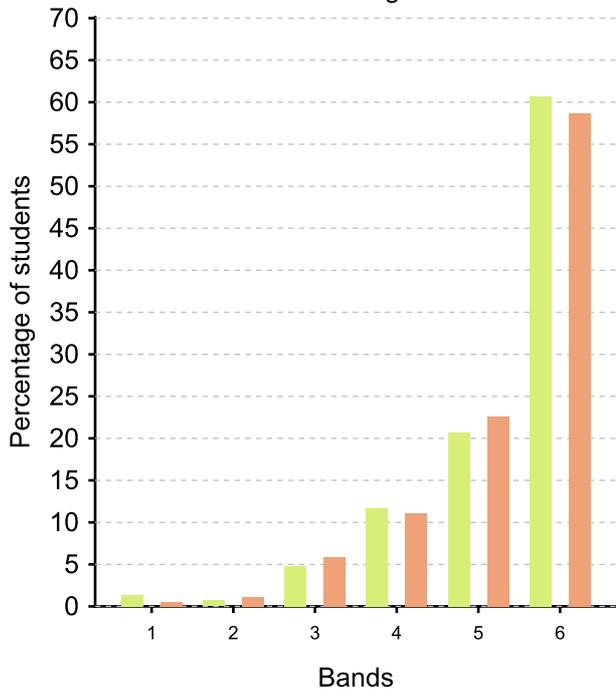
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

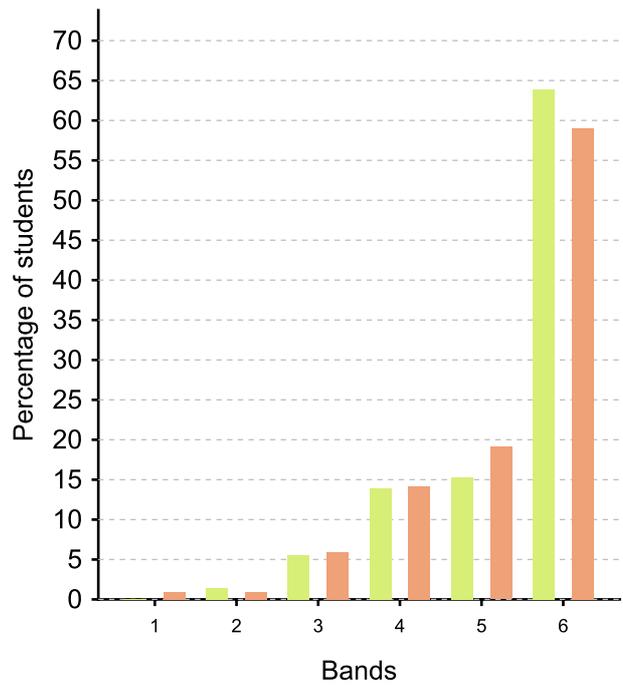
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

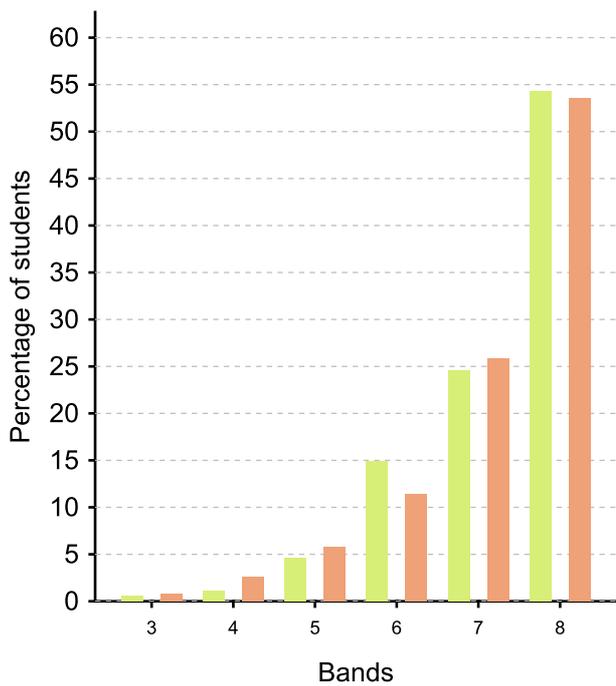
Percentage in bands:
Year 3 Reading



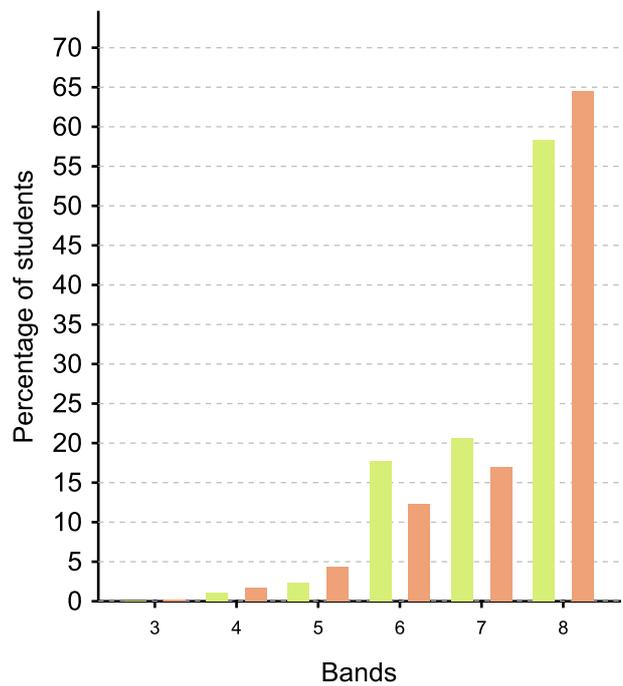
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



Policy requirements

Aboriginal education

Aboriginal perspectives are embedded into units of study in many subject areas at the school. This is in line with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present.

Multicultural and anti-racism education

Artarmon Public School prides itself on being a harmonious and multicultural school. The Welcome Picnic at the beginning of the year has a strong input from our multicultural community and welcomes all new families to our school. Everybody enjoyed a great variety of multicultural food, games and performances.

A highly successful Harmony Day further enhanced the multicultural education of students at Artarmon Public School.

The school has a teacher who is appointed as the Anti-Racism Contact Officer (ARCO). This officer is the first contact in dealing with any allegations of racism.