

Artarmon Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

Artarmon Public School

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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 extracurricula 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 recently undergone a major upgrade to school facilities.

There are approximately 1200 students enrolled from Kindergarten to Year 6, including 4 Opportunity Classes. Students come from diverse language backgrounds with over 80% from language backgrounds other than English. There are many cultures represented within the school community.

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 students K–6, with particular emphasis on curriculum differentiation, effective integration of ICT and a strong creative arts program.

There are approximately 70 school based personnel including executive staff, classroom teachers, specialist EAL/D teachers, a Teacher Librarian, School Counsellors, School Learning Support Officers, administrative staff and a general assistant.

School staff are highly committed and enthusiastic. There is a 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Quality Teaching and Learning. Every student is a resilient, creative and empowered global citizen.

Purpose

The purpose is to ensure the school has a coherent, sequenced plan for curriculum delivery that ensures consistent quality teaching and learning expectations, including feedback and self regulation and a clear reference for monitoring learning across year levels.

Improvement Measures

All classrooms are engaged in Digital Technology. eg. Robotics

Tell Them From Me (TTFM) surveys to reflect growth in scores relating to student engagement in learning.

All students are self reflective learners.

School leaders have a consistent approach across the whole school of monitoring and providing feedback for teachers.

Progress towards achieving improvement measures

Process 1: Formative practices focus on explicit quality criteria, consistent teacher judgement and quality feedback.

Evaluation	Funds Expended (Resources)
Data collected across the school	Time allocation at regular intervals in professional learning sessions
Formative assessment systems created across each grade	
Formative/Summative assessment system annotated on program registrations	

Process 2: Assessment practices emphasise learning progression and focus on student growth.

Professional learning is established within and across stages and curriculum areas

Evaluation	Funds Expended (Resources)
Assessment data collected by executive staff	
Complete data triangulation Professional Learning, Digital Technology , Beginning teacher and QTSS	

Process 3: All students set goals through the processes of reflection, self assessment and feedback strategies.

Evaluation	Funds Expended (Resources)
complete data triangulation	

Strategic Direction 2

Quality Relationships. Authentic partnerships are built with teachers parents and our community.

Purpose

To create life-long learners through positive relationships with the community. Facilitating open dialogue among and with all stakeholders in the community will encourage positive student wellbeing. By nurturing these relationships diversity will be celebrated, creating a positive school and community.

Improvement Measures

Data collected from annual TTFM survey.

Increased number of people attending organised events.

To build upon our current staff induction processes

Progress towards achieving improvement measures

Process 1: Students:

Students will build relationships to develop their individual educational goals.

Evaluation	Funds Expended (Resources)
Survey data distributed to Agile Team for analysis. results showed support for the continuation of this learning.	Professional learning time allocation during the year and on Staff Development Day

Process 2: Staff:

The school fosters collaboration, use of data and evidenced based thinking in designing improvements in student outcomes through stage meetings, team meetings and professional learning activities.

Evaluation	Funds Expended (Resources)
Feedback through focus groups, individualised and surveys	Time allocated in professional learning sessions

Process 3: Community:

The school has a range of systems in place to provide ongoing information on a range of educational priorities and topics contextual to the needs of the students, staff and community.

Evaluation	Funds Expended (Resources)
Data collected shows significant impact for parents from information nights. P&C monthly drop and chat has not commenced.	

Strategic Direction 3

Quality Systems. The school has established a strong improvement agenda grounded in evidence from research based practice.

Purpose

The school is driving a strong improvement agenda, grounded in evidence from research and practice and expressed in measurable student outcomes.

Improvement Measures

Tracking student growth in areas of literacy and numeracy.

Teachers gain and maintain accreditation.

Increased collective efficacy of teacher teams. Digital technology, Agile team, Wellbeing and PDHPE team

Progress towards achieving improvement measures

Process 1: Schedule regular professional learning sessions, support staff in the effective use of assessment data to support the learning needs of students.

Evaluation	Funds Expended (Resources)
Survey analysis showed continued support from staff. and a recognition of their own professional growth.	Allocated organisational time

Process 2: Strengthen whole school pedagogy around student goal setting and reflection through PL, learning communities and professional development of PDP's.

Evaluation	Funds Expended (Resources)
Researching and sharing of learning amongst staff has been positive and many staff have chosen to incorporate that into their PDPs.	Yearly planning for professional learning for all staff

Process 3: Teachers draw on and implement evidence based research to improve their performance and development.

Evaluation	Funds Expended (Resources)
Data collected and triangulated. Results show continued support for programs and impact on staff professional practice.	Allocating time through professional learning funds.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	EALD staffing 3.4 teachers Funding Sources: • English language proficiency (\$0.00)	Team work collaboratively to implement quality teaching /learning programs.
Quality Teaching, Successful Students (QTSS)	2.0 staffing allocation	Timetabling QTSS time for all teachers has had significant impact.
Socio-economic background	SBAR funding \$7195.00	Funding support Learning Support teacher and also provision of SLSO .
Support for beginning teachers	Beginning Teacher funding	Program has received positive feedback from participants in the review process.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	576	607	631	665
Girls	549	566	544	583

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.1	95.2	95.6	95.6
1	96	95.4	96	95.9
2	97	96.8	95.5	95.1
3	96.9	97.7	95.9	95.8
4	97.7	97.5	97.5	95.8
5	98	96.3	97.1	96.2
6	95.1	96.3	94.3	94
All Years	96.7	96.4	96	95.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	47.97
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.8
Teacher ESL	3.6
School Counsellor	2
School Administration and Support Staff	7.07

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	2,849,809
Revenue	10,766,666
Appropriation	9,358,321
Sale of Goods and Services	262,405
Grants and contributions	1,119,735
Investment income	23,405
Other revenue	2,800
Expenses	-10,341,124
Employee related	-8,418,353
Operating expenses	-1,922,770
Surplus / deficit for the year	425,542

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



Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	21,358
Equity Total	563,403
Equity - Aboriginal	658
Equity - Socio-economic	7,195
Equity - Language	423,636
Equity - Disability	131,914
Base Total	7,817,850
Base - Per Capita	275,700
Base - Location	0
Base - Other	7,542,150
Other Total	743,950
Grand Total	9,146,562

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

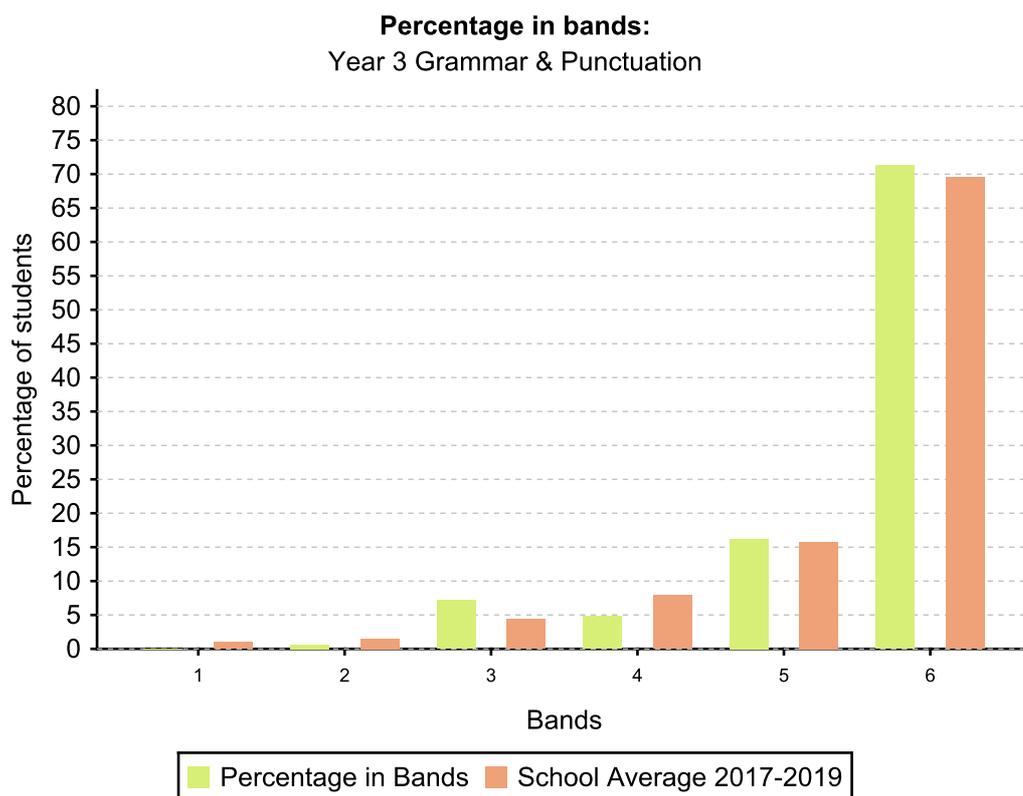


School performance - NAPLAN

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

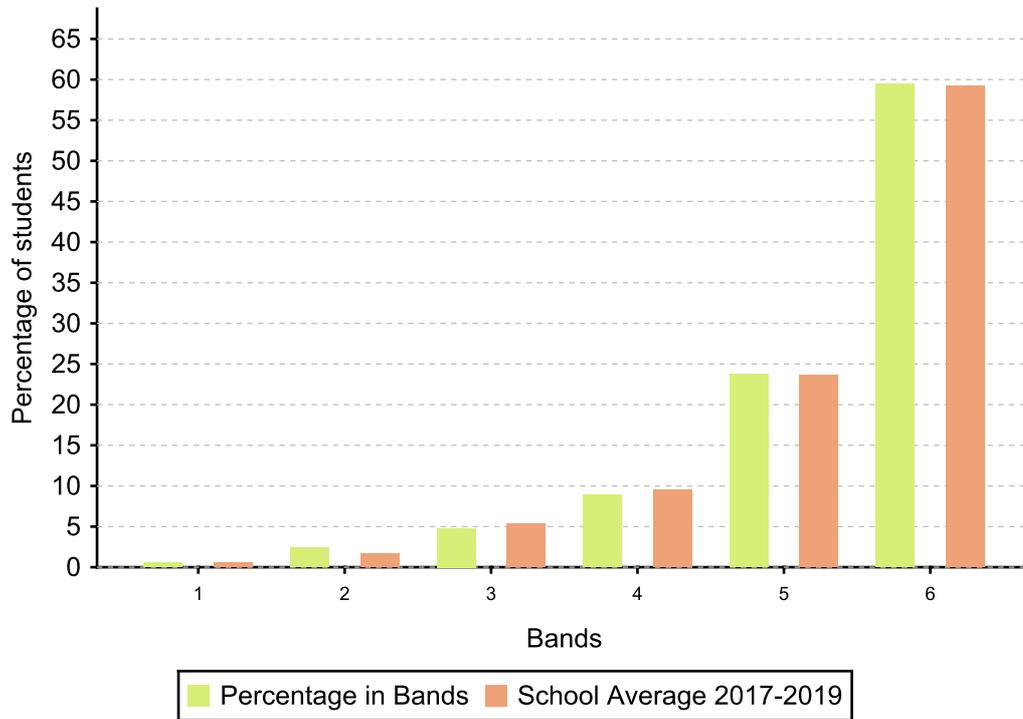
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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

Literacy and Numeracy Graphs



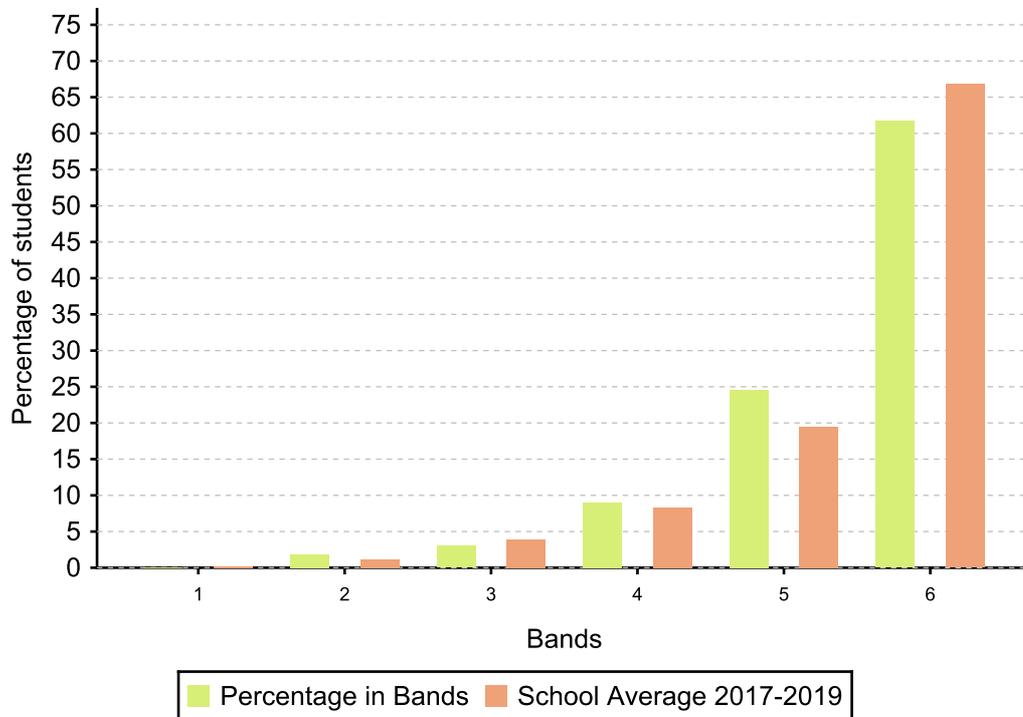
Band	1	2	3	4	5	6
Percentage of students	0.0	0.6	7.2	4.8	16.2	71.3
School avg 2017-2019	1	1.5	4.4	7.9	15.8	69.5

**Percentage in bands:
Year 3 Reading**



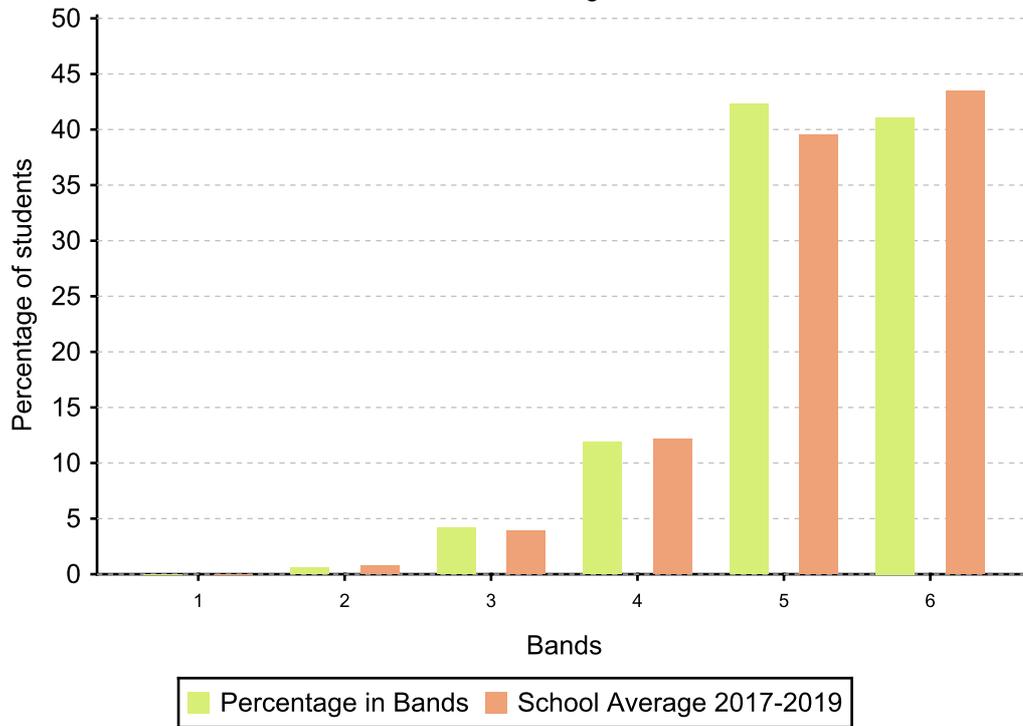
Band	1	2	3	4	5	6
Percentage of students	0.6	2.4	4.8	8.9	23.8	59.5
School avg 2017-2019	0.6	1.7	5.4	9.5	23.6	59.2

**Percentage in bands:
Year 3 Spelling**



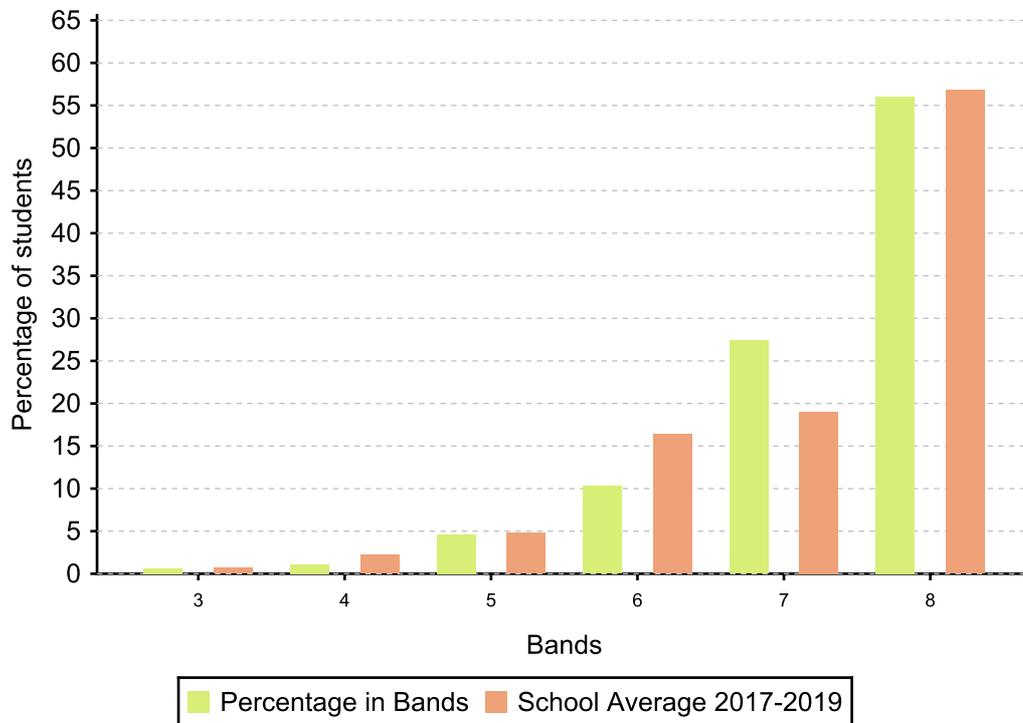
Band	1	2	3	4	5	6
Percentage of students	0.0	1.8	3.0	9.0	24.6	61.7
School avg 2017-2019	0.2	1.2	3.9	8.3	19.5	66.8

Percentage in bands:
Year 3 Writing



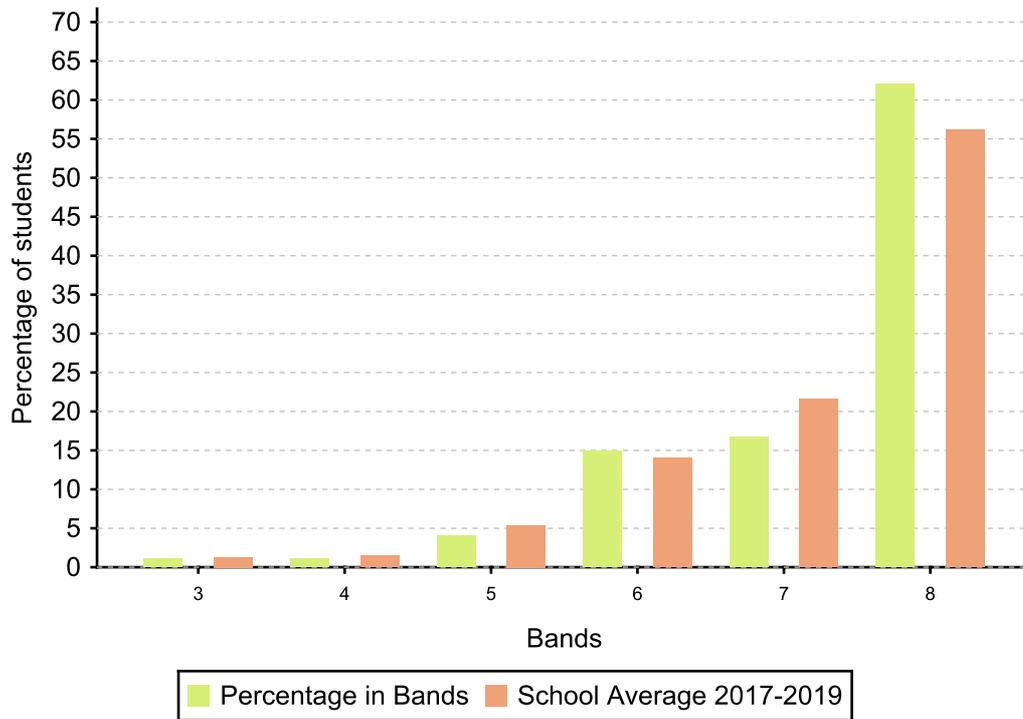
Band	1	2	3	4	5	6
Percentage of students	0.0	0.6	4.2	11.9	42.3	41.1
School avg 2017-2019	0	0.8	3.9	12.2	39.5	43.5

Percentage in bands:
Year 5 Grammar & Punctuation



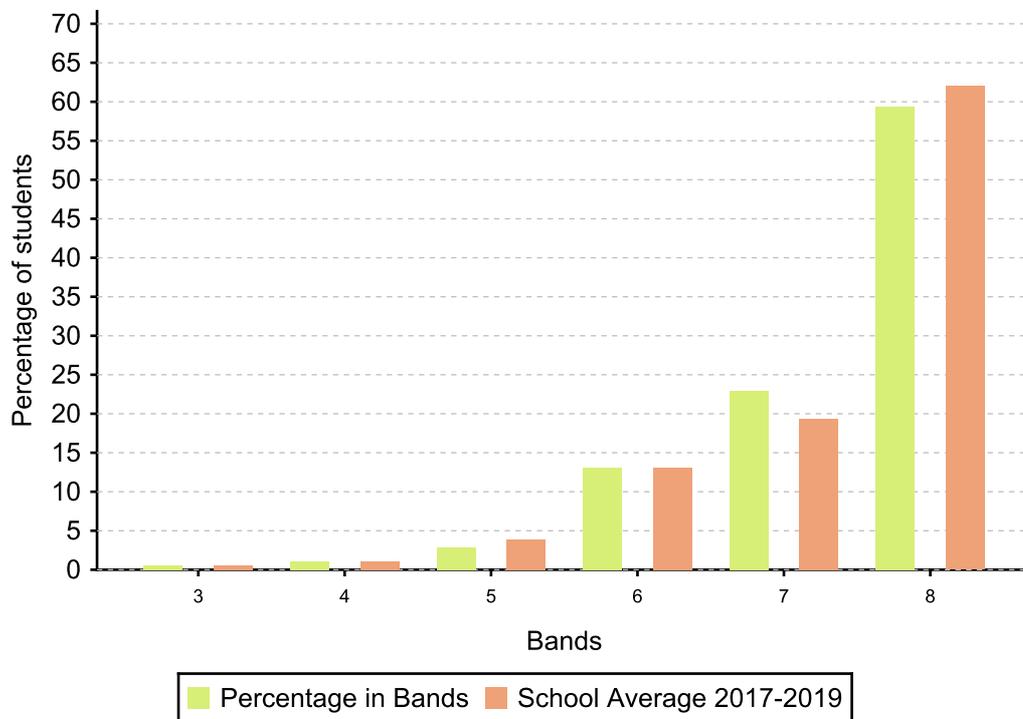
Band	3	4	5	6	7	8
Percentage of students	0.6	1.1	4.6	10.3	27.4	56.0
School avg 2017-2019	0.7	2.2	4.8	16.4	19	56.8

Percentage in bands:
Year 5 Reading



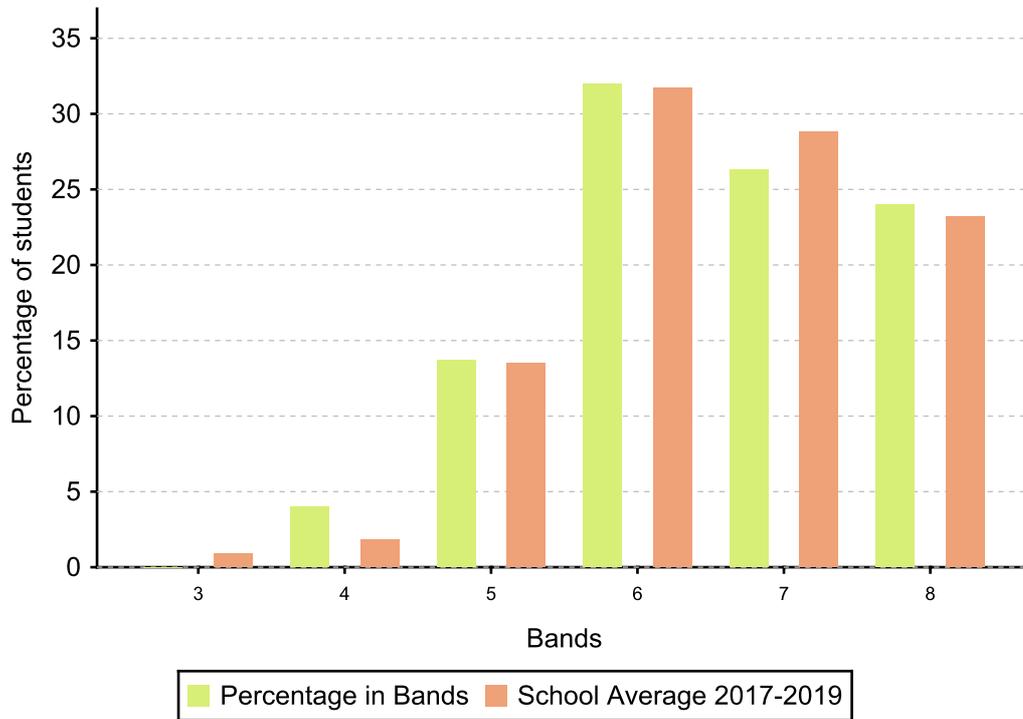
Band	3	4	5	6	7	8
Percentage of students	1.1	1.1	4.0	14.9	16.7	62.1
School avg 2017-2019	1.3	1.5	5.4	14	21.6	56.2

Percentage in bands:
Year 5 Spelling



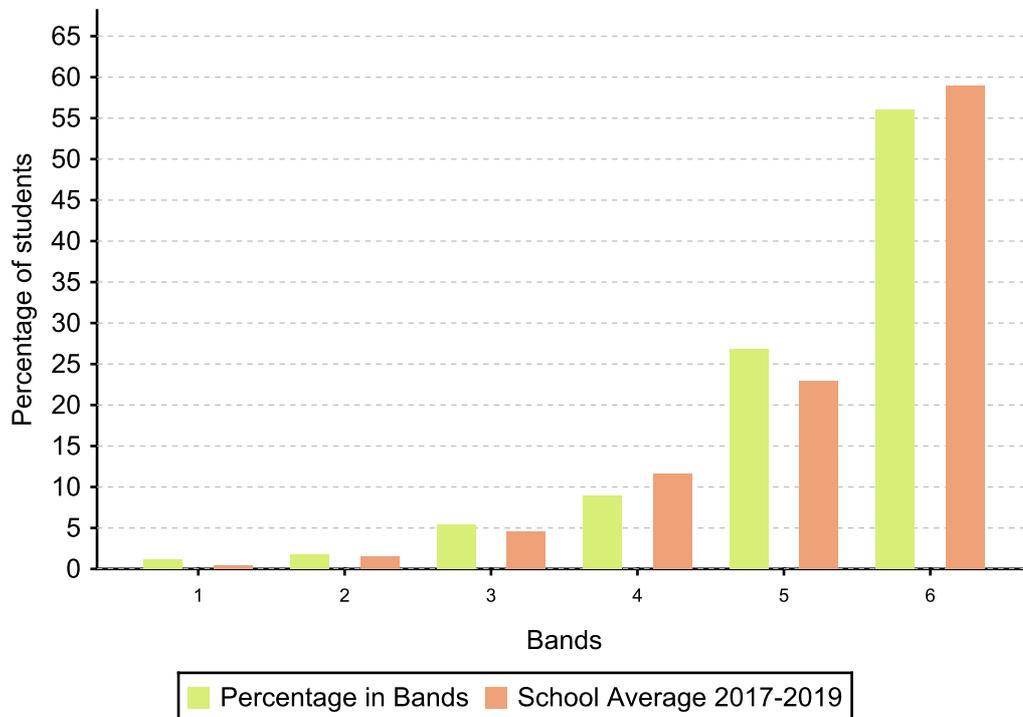
Band	3	4	5	6	7	8
Percentage of students	0.6	1.1	2.9	13.1	22.9	59.4
School avg 2017-2019	0.6	1.1	3.9	13.1	19.4	62

Percentage in bands:
Year 5 Writing



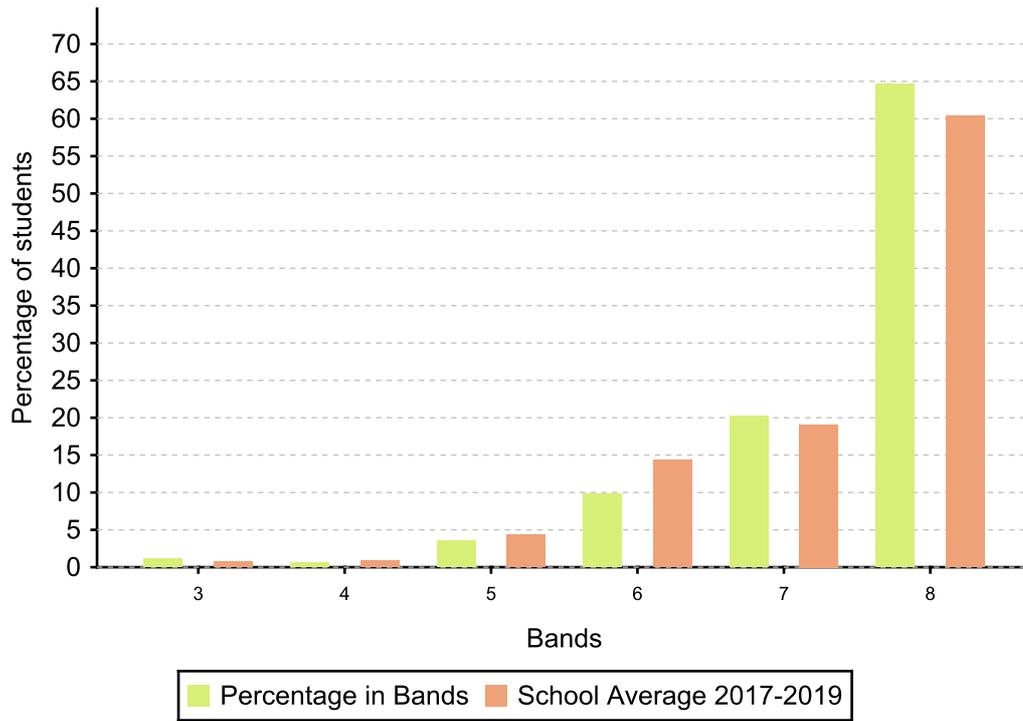
Band	3	4	5	6	7	8
Percentage of students	0.0	4.0	13.7	32.0	26.3	24.0
School avg 2017-2019	0.9	1.8	13.5	31.7	28.8	23.2

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.2	1.8	5.4	8.9	26.8	56.0
School avg 2017-2019	0.4	1.5	4.6	11.6	22.9	59

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.2	0.6	3.5	9.8	20.2	64.7
School avg 2017-2019	0.7	0.9	4.4	14.4	19.1	60.4

Parent/caregiver, student, teacher satisfaction

Tell Them From Survey has been completed and School Wellbeing survey highlighted effective family and community partnerships and

communication from Leadership as an area for improvement. Leadership in communication of safety and wellbeing of students and encouraging collaborative partnerships. Regularly monitoring safety and wellbeing and identifying strengths and areas of improvement.

Building a culturally safe environment and building links with community organisations, services and agencies.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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