

# 2022 Annual Report

## Artarmon Public School



1061

# Introduction

The Annual Report for 2022 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 Strategic Improvement 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

McMillan Rd

Artarmon, 2064

<https://artarmon-p.schools.nsw.gov.au>

[artarmon-p.school@det.nsw.edu.au](mailto:artarmon-p.school@det.nsw.edu.au)

9411 1950

## School vision

At Artarmon Public School, we foster positive respectful relationships and aim to develop each individual's full potential; striving for personal growth, celebrating progress and valuing cultural diversity.

The school's motto 'Learn to Live' underpins all that we do. We set high expectations for all, providing rich learning environments that foster positive well being, promote collaboration and the development of resilient, self regulated learners. We are committed to developing and maintaining positive partnerships with all members of the educational community to promote shared responsibility over student learning and development.

We have a strong commitment to continuous improvement and work relentlessly to ensure that every student, every teacher and every leader improves every year.

## School context

Artarmon Public School is located on the lower north shore and has a student enrolment of 1260. The school culture is that of high expectations, reflected by the attainment of excellence in academic achievement. As part of the total enrolment population at Artarmon PS, there are 4 Opportunity Classes, of 30 students, totaling 120 students. Our school is supported through a strong and vibrant multi-cultural community, with over 85% of our students having a language background other than English.

Artarmon Public School has a large and diverse teaching staff who provide teaching and learning opportunities that contribute to the development of self-evaluative, resilient life long learners. Capacity building of all staff through distributive practices enables teachers to engage in high quality professional learning, grounded in evidenced based research to improve both teacher and student learning. Students have the opportunity to become involved in a range extracurricular activities that support the development of the whole child, with a particular emphasis on the creative arts.

There are strong links between the school and community, with an energetic P&C, consisting of parents, caregivers and the wider community who support the school with a number of initiatives to provide additional resources for students. .

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

- Student Growth and Attainment
- Community Connection and Collaboration
- Assessment Analysis and Action

## 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 Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provisions for every student is underpinned by evidence informed strategies and embedded evaluative practices.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**QTSS release:** \$239,610.29  
**Literacy and numeracy:** \$99,296.30  
**Professional learning:** \$50,240.98  
**Low level adjustment for disability:** \$143,709.74  
**Integration funding support:** \$95,729.00  
**Literacy and numeracy intervention:** \$48,266.82  
**Socio-economic background:** \$14,694.40  
**English language proficiency:** \$541,008.15  
**Refugee Student Support:** \$687.68

### Summary of progress

#### Reading

In 2022, the Literacy Target team began by focusing on evidence-based practices to improve reading comprehension as we had identified slowing of growth in NAPLAN reading results between Years 3 and 5. We continued to use diagnostic and summative assessments across all grades, including ACER's online PAT assessments, to inform our future literacy direction. The Literacy Team and aspiring school leaders analysed school-wide NAPLAN, check-in and PAT data to determine targeted areas of learning need for students. As a result of analysing school-wide student data, we identified vocabulary and inferential comprehension as key areas of need. We worked with the new Assistant Principals, Curriculum & Instruction to plan and implement professional learning to support all staff to engage with the new K-2 English syllabus and to review current research around the explicit teaching of vocabulary. All staff K-6 engaged in professional learning around vocabulary in Term Four, with a view to focusing on this more deeply in 2023.

The school has continued to implement evidence-based intervention programs to support students across K-6 with additional learning needs, including Learning Support and EAL/D students.

The Literacy Target Team, along with other executive and teaching staff members, engaged with our parent community through a Literacy Parent Information evening in Term Three. This session helped parents to better understand the NSW English syllabus, literacy practices within the school and offered suggestions to support their child's literacy development at home.

#### Numeracy

Within 2022 the Numeracy Target Team remained focused on embedding effective whole-school numeracy assessment practices with the inclusion and reflection of check-in data to support and guide improvement in the teaching and learning cycle. Targeted days were organised with Numeracy Team members to review and analyse school-wide assessment data to identify areas of student need and opportunities school wide. These staff engaged in research to support best practices around identified opportunities and delivered high-impact professional learning to all staff to support the development of the identified targeted area of 'working mathematically' with a particular focus on fluency & reasoning skills. Numeracy Target team members established protocols in grade teams around embedding strategies from research and professional learning e.g. Number Talks. A continued focus on, building the capacity of teachers to effectively embed Number Talks in classrooms in 2023 to support the fluency and reasoning abilities of students and establish processes to gauge the impact of number talks across the school. Through the strategic planning for the enactment phase of the K-2 syllabus, all staff have engaged in high-impact professional learning about the research base of the new K-2 syllabus. However, this will become a focus area for semester one 2023. The Numeracy Target team have developed community engagement as 'teachers of learning of numeracy' through the parent information

evening.

### Progress towards achieving improvement measures

---

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN TOP TWO BANDS - NUMERACY</b>  Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in <b>Numeracy</b> of 82.8%.	<ul style="list-style-type: none"><li>• 76.49% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress toward the lower bound target.</li></ul>
<b>NAPLAN TOP TWO BANDS - READING</b>  Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in <b>Reading</b> of 84.50%.	<ul style="list-style-type: none"><li>• 79.37% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress toward the lower-bound target.</li></ul>
<b>EXPECTED GROWTH - READING</b>  The percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 76.90%.	<ul style="list-style-type: none"><li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li></ul>
<b>EXPECTED GROWTH - NUMERACY</b>  The percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 72.30%.	<ul style="list-style-type: none"><li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li></ul>
<b>DIFFERENTIATION</b>  As measured by the School Excellence Framework, in the element of 'Curriculum - Differentiation' the school is moving towards the school identified target of Excelling.	As measured by the School Excellence Framework in the element of Curriculum with a particular focus on differentiation the school is 'Sustaining and Growing' as it moves towards the target of 'Excelling'.

## Strategic Direction 2: Community Connection and Collaboration

### Purpose

To build a positive and inclusive educational community that works collaboratively to improve student progress, achievement and wellbeing. We will embed authentic community engagement across a range of school-related activities, resulting in a connected and collaborative community, in which there is a strong sense of belonging by all.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive and Inclusive Educational Community
- Building Family - School Partnerships through Collaboration

### Resources allocated to this strategic direction

**Aboriginal background:** \$2,142.52

### Summary of progress

#### Positive and Inclusive Educational Community

The Community Target team worked towards building a positive and inclusive educational community through strengthening staff understanding of key student wellbeing programs. Student Tell Them From Me data was analysed and student sense of belonging was further explored through targeted focus groups. Student sense of belonging data was used to implement a 'quiet space' initiative to provide options for students during lunch time as well as consolidating grade PDHPE Scope and Sequences for strategic distribution of student wellbeing lessons. Differentiated professional learning was run for beginning teachers and aspiring leaders to support staff at all stages of their career.

#### Building Family-School Partnerships through Collaboration

The Community Target Team built family school partnerships through key initiatives to foster community involvement. Parent volunteers were organised through class parents to support teachers and students. Parent and Community events were organised to help inform parents in curriculum areas such as literacy and numeracy. Parent Tell Them From Me data was analysed and used to set goals. Artarmon partnered with external agency 'The Fathering Project' to encourage dads to get involved with the school. The Artarmon dad's group held successful events over Semester 2 that were well received with the community.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>ATTENDANCE</b>  Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 95.0%	The number of students attending greater than 90% of the time or more has decreased to 82.87%. This is a decrease of -9.26%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.
<b>WELLBEING</b>  TTFM wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 89.80%.	<ul style="list-style-type: none"><li>• Tell Them From Me data indicates 83.60% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). Artarmon have explored alternate methods of measuring student sense of belonging. Early indications from focus students have shown that students feel accepted and valued by peers (95%), respected (96%) and included. (82.5%)</li></ul>
<b>COMMUNITY ENGAGEMENT</b>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of</li></ul>

<p>As measured by the School Excellence Framework, in the theme of 'Community Engagement' the school is moving towards the school identified target of Excelling.</p>	<p>Community Engagement and moving towards our 2025 target of excelling.</p>
---	--



## Strategic Direction 3: Assessment - Analysis and Action

### Purpose

In order to maximise the learning outcomes for every student, we will develop and embed consistent school-wide formative and summative assessment practices that are effective, purposeful and analysed by teachers to explicitly target student learning needs. We will use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning
- Data Driven Practices

### Resources allocated to this strategic direction

**Professional learning:** \$22,741.98  
: \$22,500.00

### Summary of progress

The school culture of continuous professional learning around assessment, data analysis and responsive teaching is embedded throughout the whole school. An Assessment target team was initiated to ensure that assessment remained a focus. A whole school review was completed to track and share standardised summative assessments K-6 and a writing tool was created to support consistent teacher judgment and assessment in writing. Staff engaged in rigorous professional dialogue around the consistency of assessment informing reporting and effective formative and summative assessment practices informing teaching practice. Effective ongoing professional learning led by all executive staff has been focused on regularly analysing data using a variety of internal and external student assessment tools and adapting program practice to reflect the implications of the data. An external educational consultant was engaged to upskill staff using targeted sessions to build their understandings of responsive teaching (using formative assessment) and of 'assessment for, as and of learning'. Senior executive staff are in consultation with external software developers around effective assessment tracking systems. In 2023 we will continue to drive effective assessment practices for all staff through targeted professional learning. We will also focus on assessment and reporting against the new K-2 syllabus.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>ASSESSMENT</b>  As measured by the School Excellence Framework, in the element of 'Assessment' the school is moving towards the school identified target of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum.
<b>DATA DRIVEN PRACTICES</b>  As measured by the School Excellence Framework, in the element of 'Data Skills and Use' the school is moving towards the school identified target of Excelling.  • Staff participate in high quality PL to develop capacity in the analysis of data	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use.

to support responsive teaching.

- Develop staff capacity to embed formative assessment as part of daily practice in at least 50% of classrooms.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Refugee Student Support included in New Arrivals funding to support newly arrived refugee students with small group withdrawal support.</li> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased staff allocation to new arrivals to ensure refugee students have adequate small group withdrawal sessions focused on building key vocabulary to support in class learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Small group withdrawal for refugee students has helped to build confidence in learners, this will continue to be a focus in 2023.</p>
<p>Socio-economic background</p> <p>\$14,694.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Artarmon Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Learning and Support program implementation.</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Equitable access for all students to engage in the curriculum and extra curricular activities. Resourcing of materials to support students in having equitable access to the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students so that they can engage in all school activities. Employ SLSOs to support identified students.</p>
<p>Aboriginal background</p> <p>\$2,142.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Artarmon Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive and Inclusive Educational Community</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$2,142.52</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>Yearly subscription to Wingaru Kids to support teachers to embed authentic Aboriginal perspectives into all Key Learning Areas.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in staff embedding authentic Aboriginal perspectives across the curriculum into teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to build upon relationships in the school community and incorporate rich and authentic cultural experiences within whole school.</p>
<p>English language proficiency</p> <p>\$541,008.15</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Artarmon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>employment of additional staff to support delivery of targeted initiatives</li> <li>additional staffing intensive support for students identified in beginning and emerging phase</li> <li>withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>provide EAL/D Progression levelling PL to staff</li> <li>engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>EAL/D student progress showing high growth on the EAL/D learning progressions, with 95% of EAL/D students achieving expected or above expected growth according to the 2022 EAL/D annual data harvest.</li> <li>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</li> <li>increased teacher capacity to identify the learning needs of EAL/D students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> EAL/D team to support school goals in the explicit teaching of vocabulary and the building of mathematical language to support EAL/D learning in communicating during classroom number sense sessions.</p>
<p>Low level adjustment for disability</p> <p>\$143,709.74</p>	<p>Low level adjustment for disability equity loading provides support for students at Artarmon Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>targeted students are provided with an evidence-based intervention MacLit / MiniLit to increase learning outcomes</li> <li>employment of LaST and interventionist teacher</li> <li>engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions and subsequent collaborative learning support activities.</p>

<p>Low level adjustment for disability</p> <p>\$143,709.74</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To identify groups of students to be plotted against the progressions and identify individualised student needs in literacy and numeracy. To further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p> <p>\$72,982.96</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Artarmon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Professional Learning</li> <li>• Data Driven Practices</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Use of casuals to relieve staff from Strategic Direction Target Teams to work on initiatives that build teacher capacity through the evaluation and analysis of school data and evidenced based research.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Data dives have allowed the school executive to focus in on key school wide goals in literacy and numeracy and build the capacity of target team members, executives and APCIs to enable the creation of context specific professional learning based on evidenced based strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
<p>Literacy and numeracy</p> <p>\$99,296.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Artarmon Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> <li>• teacher release to engage staff in collaborative enquiry processes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improvement in teacher capacity to differentiate their teaching programs to meet individual student needs. Increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy</p> <p><b>After evaluation, the next steps to support our students will be:</b> To identify groups of students to be plotted against the progressions and</p>

<p>Literacy and numeracy</p> <p>\$99,296.30</p>	<p>identify individualised student needs in literacy and numeracy. Targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p> <p>To continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted support.</p> <p>Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>QTSS release</p> <p>\$239,610.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Artarmon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Improved staff confidence and teaching practice. Teachers used data informed, evidenced based collaborative enquiry processes to improve student outcomes. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To maintain our school's distributive instructional leadership framework to build the capacity of middle leaders and teachers to have a direct positive impact on student learning outcomes.</p> <p>Employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Artarmon Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p>Resourcing of materials to support students in having equitable access to the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue to support students so that they can engage in all school activities.</p> <p>Employ SLSOs to support identified students.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$17,939.00</p>	<p>intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Significant learning gains for our students involved in the program</li> </ul> <p>Analysis of the data showed that the small group literacy tuition was implemented effectively. An analysis of early Literacy data for nominated students indicates 56% of students, who were achieving below grade results at the start of the year, graduated from the program after one semester having achieved or exceeded grade level. Twenty-five percent of students who were achieving below grade results at the start of the year, made progress and almost achieved grade expectations by the end of the year. Nineteen percent of students made some progress over the year and will need to be monitored/provided with additional support.</p> <ul style="list-style-type: none"> <li>• the majority of the students in the program achieving significant progress towards their personal learning goals</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes continue involve regular monitoring of students as they transition back into classrooms. Providing class teacher in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Integration funding support</p> <p>\$95,729.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Artarmon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p>Resourcing of materials to support students in having equitable access to the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue to support students so that they can engage in all school activities. Employ SLSOs to support identified students.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	665	686	657	659
Girls	583	592	603	578

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.6	93.0	96.4	93.4
1	95.9	93.2	95.9	93.9
2	95.1	91.2	96.6	93.0
3	95.8	91.7	96.2	95.0
4	95.8	93.0	96.5	94.4
5	96.2	93.3	97.0	94.1
6	94.0	91.6	95.2	91.3
All Years	95.5	92.4	96.2	93.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	46.04
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.8
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	7.07

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,162,505
<b>Revenue</b>	11,167,595
Appropriation	10,296,844
Sale of Goods and Services	45,710
Grants and contributions	792,444
Investment income	29,360
Other revenue	3,238
<b>Expenses</b>	-11,463,979
Employee related	-9,522,627
Operating expenses	-1,941,352
<b>Surplus / deficit for the year</b>	-296,384
<b>Closing Balance</b>	2,866,121

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	96,417
<b>Equity Total</b>	701,555
Equity - Aboriginal	2,143
Equity - Socio-economic	14,694
Equity - Language	541,008
Equity - Disability	143,710
<b>Base Total</b>	8,135,508
Base - Per Capita	318,376
Base - Location	0
Base - Other	7,817,131
<b>Other Total</b>	721,056
<b>Grand Total</b>	9,654,535

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

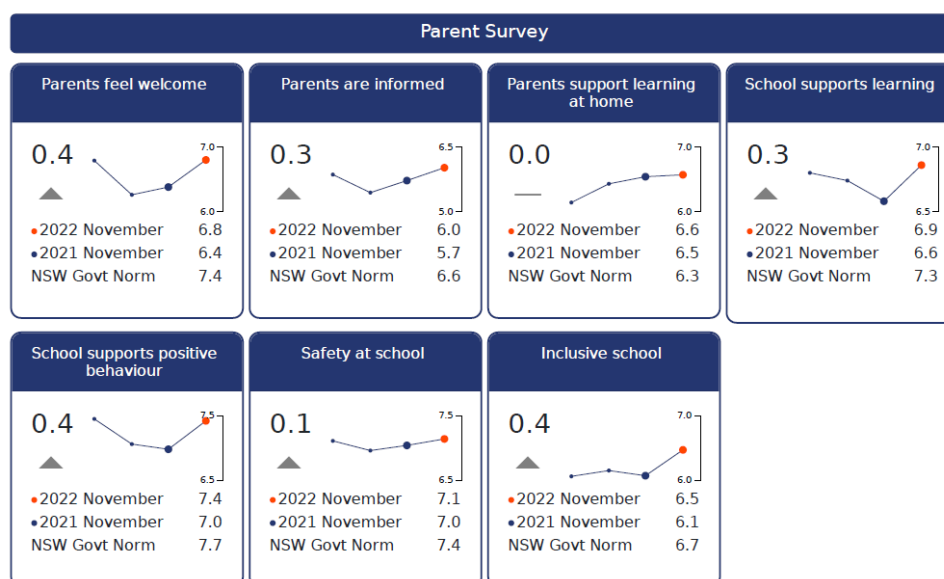
# Parent/caregiver, student, teacher satisfaction

Tell Them From Me Surveys were completed with Parents, Students and Staff in 2022

There were 127 responses to the 'Partners in Learning' Parent Survey. The results illustrated growth from 2021 results in all areas such as: *Parents feel welcome, parents are informed school supports learning, school supports positive behaviour and safety at school*. The area of 'inclusive school' which was identified as an area for improvement at the end of 2021 also saw an increase of 0.4%. These results were a result of increased efforts by the school to invite the community in with whole school and community events as well as parent information nights on the topics of literacy, numeracy and specific school wellbeing programs. Building strong ties with the school community will continue to be a focus in 2023.

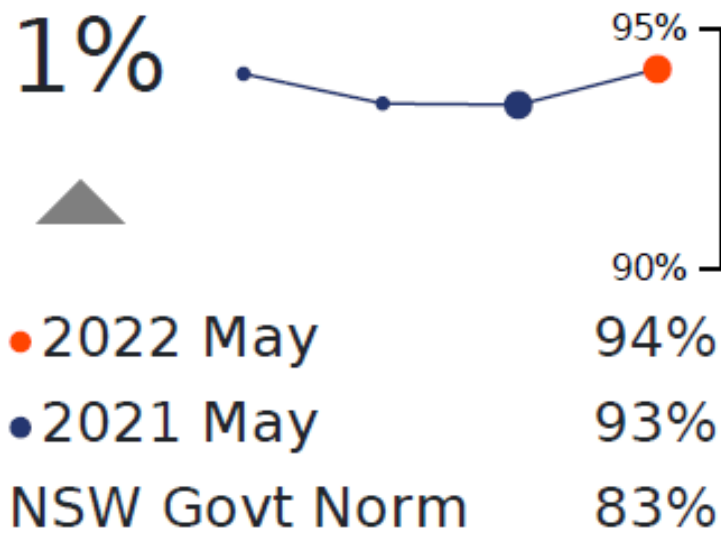
The Primary Student Engagement Report demonstrated that 93% of students observed positive behaviours at school from themselves and their peers and that 81% know how to seek support if bullied. The students report indicated that *sense of belonging* continued to be an area for school improvement in 2023. During 2022 Artarmon collected alternate data based on student sense of belong in the areas of: *support, inclusion, respect and accepted and valued by peers*. This data collection indicated that students more than 90% of Stage 2 and 3 students felt included, respected and accepted and valued by peers. Data also indicated that, as a school, we needed to strengthen our explicit teaching of support strategies for managing friendships within our whole school wellbeing programs UR Strong and You Can Do It. This will be a focus in 2023 with the introduction of our new Wellbeing Procedure.

The staff survey identified *teaching strategies, quality feedback and challenging and visible goals* as areas of growth in 2022. Areas of strength indicated by staff were *school leaders leading improvement and change* (87% of staff agreed or strongly agreed) and *communication of strategic vision* (90% of staff agreed or strongly agreed).



2022 Parent Survey Trends

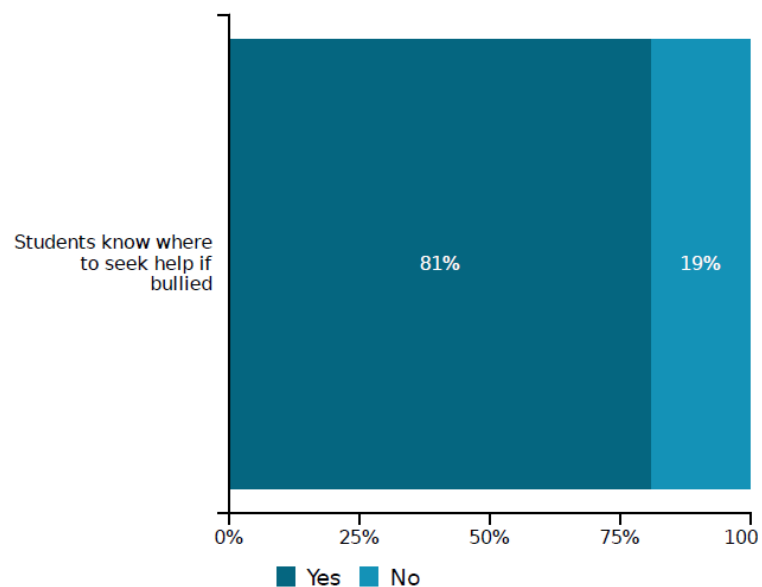
## Positive Behaviour at School



94% of Students report strengths in positive behaviour at school

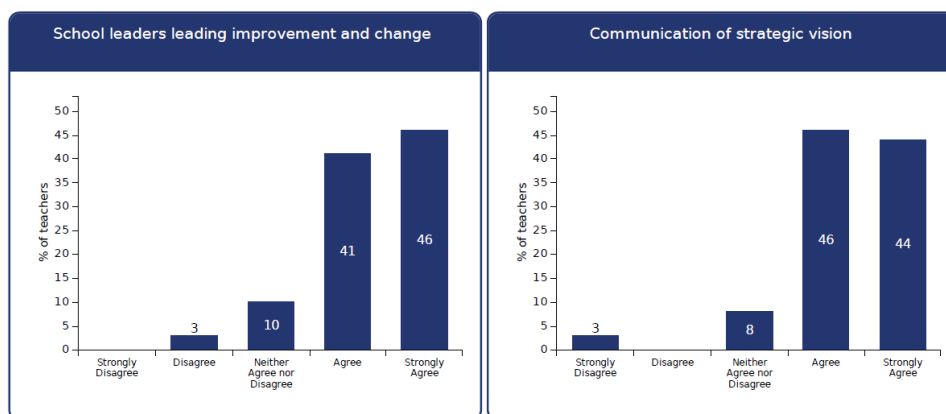
## Students know where to seek help if bullied

If students are being bullied or see someone else being bullied, they know where they can go for help.



81% of students indicated that they know where to seek help if bullied





2022 Teacher identified strengths in School Leaders Leading Improvement and Change and Communicating Strategic Vision

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

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.