# School plan  2018-2020

**Artarmon Public School 1061**

### 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 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 over 70% 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, withparticular 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.

### School planning process

This school plan details the strategic directions of Artarmon Public School and has been developed in consultation with all stakeholders through many varied opportunities.

These have included staff meetings, teacher reflection and assessment, parent forums, school evaluations, surveys, triangulation of data, situational analysis and collegial collaboration and discussion.

The evaluation process included a review of the strengths,opportunities and areas of improvement across the school during a time of a key reform agenda.

The school demonstrates a commitment to building aspirations of students and ongoing performance improvement and as such our plan is reflective of our needs and, most of all, is achievable.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1
Quality Teaching and Learning. Every student is a resilient, creative and empowered global citizen.

## STRATEGIC DIRECTION 2
Quality Relationships. Authentic partnerships are built with teachers parents and our community.

## STRATEGIC DIRECTION 3
Quality Systems. The school has established a strong improvement agenda grounded in evidence from research based practice.

**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.

**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.

**Purpose:**

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

# 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.

## People

### Students

Understand the need to become active participants in their own learning, focussing on independent projects and developing a voice in their own learning.

### Staff

All staff continue to develop their expertise in differentiated learning, design and delivery to enhance quality teaching through professional learning and collaborative practices.

### Leaders

The school has a whole school plan for curriculum delivery based on current research and best practice.

### Parents/Carers

Understand that teaching and learning has changed through parent workshops and information sessions that offer strategies to support their child.

## Processes

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

Assessment practices emphasise learning progression and focus on student growth.

Professional learning is established within and across stages and curriculum areas

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

### Evaluation Plan

- Use the Digital Grant of $50,000.00 to support and build collective efficacy of teachers.
- Teachers complete on an annual basis the 'Tell Them From Me' survey.
- Systematic use of Visible Learning tools for self reflection and student evaluation.
- School leaders have a consistent approach across the whole school of monitoring and providing feedback for teachers.

## Practices and Products

### Practices

There is a school wide collective responsibility for student learning and success

Teachers collaboratively plan in regular teaching and learning cycles informed by point of instructional need.

Assessment practices are curriculum aligned.

### Products

Rich assessment tasks are embedded in all programs strategies include; clear learning intentions, open ended questions, higher order thinking skills, multi modal representation, self reflection and significance to real world environments.

All teachers use best practice formative assessment approaches to understand student needs and inform teaching and learning.

Students are actively connected to the learning through meaningful, engaging and rewarding differentiated learning experiences.

# 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

## People

### Students

Students have the opportunity to engage in a wide range of extra curricula school related activities.

### Staff

Teachers recognise that ongoing relationships with parents, the local and wider community is beneficial for student engagement and achievement.

### Leaders

Provide expert knowledge of identified research and evidence based programs to colleagues, students and the broader school community.

### Parents/Carers

Parents through active participation and engagement feel a shared responsibility for student learning and school initiatives. The community feels welcomed, supported and informed.

## Processes

### Students:

Students will build relationships to develop their individual educational goals.

### 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.

### 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 Plan

- Parent community to complete annual TTFM survey.
- Collection of base line data at community events in 2018.
- Survey and reflection from beginning teachers, new teachers to school.

## Practices and Products

### Practices

All staff implementing individual strategies for professional growth. Mentoring support processes in place.

Teachers and families engage in regular formal and informal feedback about how school programs and activities link to student learning.

Regularly promote and celebrate school and community achievement through a variety of communication channels.

### Products

All staff develop professional learning goals.

Families and schools share responsibility for student learning and wellbeing.

The school is viewed as a safe, inclusive learning environment which provides opportunities for community engagement.

# 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.

## People

### Students

Students will have improved student learning outcomes through participating in a curriculum that is engaging, purposeful, differentiated and designed to meet the needs of all students.

Students will continue to take responsibility for improvement in their learning goals and measure their achievements against success criteria.

### Staff

Active engagement in professional learning: teachers commit and take responsibility for changes in practices to achieve core learning priorities.

### Leaders

Executive team engages in meaningful conversations with staff focussing on individual, grade program and whole school learning goals.

School leaders drive the improvement agenda through collaborative practices and working with teams.

### Parents/Carers

Are supportive and value the importance of encouraging students to be lifelong learners in partnership with the school.

### Community Partners

Professional learning to include delivery through academic partnerships.

## Processes

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

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

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

### Evaluation Plan

- Systematic implementation of literacy and numeracy progressions.
- Teachers follow NESA endorsed policy, procedures and accreditation requirements.
- Systematic use of Dr. Simon Breakspear's Agile Learning tools by AP's to drive improvement in student outcomes.

## Practices and Products

### Practices

Leaders effectively and systematically evaluate programs and performance.

Early career teachers are following NESA endorsed policy to meet accreditation at Proficiency. Accredited teachers maintain their Proficiency.

### Products

Teachers engage in regular collegial discussions around programming, assessment and performance.

Early career teachers meet Proficiency. Maintenance of proficiency is achieved.