



# Artarmon Public School

## Annual School Report 2012



*Harmony*

Safety and Happiness

*SYNERGY*

School Spirit

*EXCELLENCE*

Personal Best



Education &  
Communities

## Principal's message

I have much pleasure in presenting the 2012 Artarmon Public School Annual School Report. The school motto-Learn to Live summarises our commitment to the provision of a broad and rich curriculum. The abilities, talents and skills of all school community members are recognised, valued and developed in a safe and happy learning environment.

Acknowledgement is made of the enthusiastic and combined efforts of parents and volunteers who support school initiatives and programs.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Louise Green**

## Artarmon Parents & Citizens Association

Artarmon Public School has an active, enthusiastic and effective Parents and Citizen's Association (P&C). The P&C works hard to create a social community for parents, and raises money to provide resources to enhance and improve our children's learning and the school environment. The P&C has always been an important part of the school community and hundreds of parents are involved in the many P&C activities.

The P&C has two main functions:

- Hosting meetings for passing information from staff to parents on the fourth Wednesday during each term. We cover recent and planned activities, policy changes, and engage the school executive in discussion of issues of interest to parents. P&C meetings are often the source of new suggestions and important feedback
- Coordinating the P&C committees that provide services to the school community; social & fundraising, multicultural, canteen, band, strings, uniform, before and after school care, gardening, sustainability and traffic

The P&C has contributed greatly to the resources of the school. In addition to past investment in the construction of a permanent double storey building and covered outdoor learning areas, parent fundraising has assisted with the implementation technology through installation of electronic whiteboards and the 2012 fundraising for fitout of an additional computer room. P&C fundraising contributes to the operating cost of the school and provides additional learning and economic support for children.

To continue to provide the services to students and parents that the school community has come to expect of the P&C, the eagerness of new volunteers needs to be encouraged at every opportunity. It is always inspiring to see parents giving generously of their time, skills and money to support the school. I feel supported by Louise Green and all her colleagues. A welcoming environment for all parents is important to nurture so that everyone feels connected to the school in some way. This year the canteen committee has increased the number of volunteers serving on the committee and in the canteen and this has strengthened the committee by easing pressure on the canteen convenor. The P&C has also been energised by eager parents who have been the catalyst for updating our rules, banking services and successfully lobbying elected representatives for increased public school capacity in the local area.

Thank you to all parents who volunteered to help this year. My colleagues on the committee always welcome the involvement of additional volunteers and are happy to answer any questions you may have.

Ian Dyson





## Student representative's message

2012 has been a successful and memorable year at Artarmon, filled with exciting events such as the granting of access to the laneway, the building of new classrooms and the staging of the musical extravaganza in the Chatswood Concourse. These events have been complimented by our school traditions of honouring ANZAC Day, Remembrance Day and Young Leaders Day.

One of the best things about being at Artarmon is that we realize what an amazing school we attend. When we were in Kindy, we thought all schools were the same, we thought all teachers were the same. Now we realize how extraordinarily lucky we are to attend such a fantastic school.

On behalf of the school, we would like to thank Mrs Green for being a truly inspirational Principal and we would like to thank the brilliant teachers of Artarmon for educating and mentoring us through our primary school years. In the academic realm, as well as debating, music, sport, chess, dance, drama and many other areas, we have been trained by the best.

For example, the Yr6 debating team went to Stanwell Tops for State Debating, which we came third in. JRock is another fantastic example of the arts program we have here at Artarmon. And to top it all off, Mr Walmsley, Mr Mansukhani, Ms Alford and many other teachers organized the end of year concert – Celebration Of The Arts – at the Concourse in Chatswood.

We have loved the opportunity to serve the school in 2012 as school captains. We hope that the 2013 captains will find the experience just as fulfilling.

Daniel Selvadurai and Camilla McDonald – 2012 School Captains.



## School context

### Student information

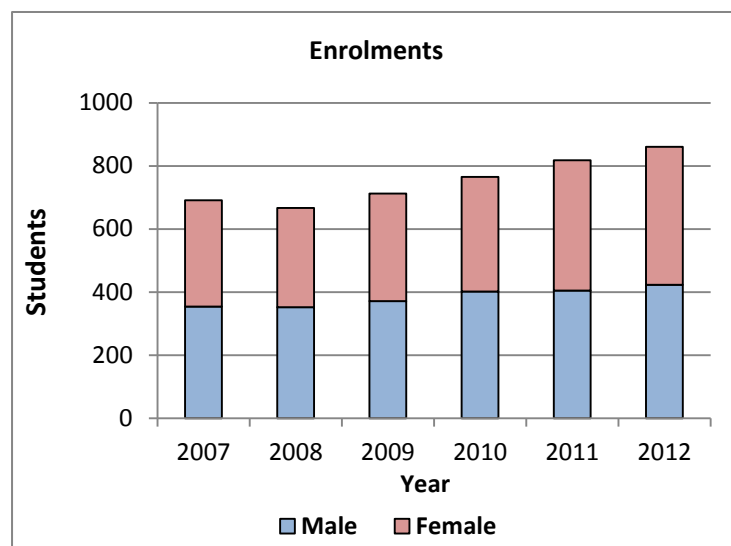
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

#### Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012
Male	354	352	371	402	405	423
Female	337	315	341	363	413	438

#### Student attendance profile

Year	2008	2009	2010	2011	2012
K		97.2	97.6	95.8	96.7
1		95.9	97.4	96.2	95.9
2		96.8	96.9	95.6	95.9
3		98.3	98.5	97.0	97.4
4		96.4	97.7	97.0	96.8
5		96.7	98.6	97.0	98.0
6		94.9	96.5	95.1	95.5
Total	96.2	96.6	97.5	96.2	96.6



### Management of non-attendance

Non-attendance is managed through the regular monitoring of attendance rates and prompt communication with parents and caregivers.

### Staff information

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

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- There are 42.748 teaching staff supported by 4.072 clerical staff.
- There is an expectation staff are involved in on-going professional learning both on and off site.
- All teaching staff meet the professional requirements for teaching in New South Wales Public Schools, with many having qualifications in addition to their degrees in education.
- One temporary teacher was granted permanent status this year.
- The school is the designated "home school" for 2 school counsellors. The school counsellor works at Artarmon PS for 2 days per week

#### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	60%

## Financial summary

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

Date of financial summary:	30/11/2012
<b>Income</b>	
Balance brought forward	297,756.90
Global funds	449,679.77
Tied funds	168,445.81
School & community sources	575,500.10
Interest	18,389.60
Trust receipts	32,979.02
Canteen	0.00
<b>Total Income</b>	<b>1,244,994.30</b>
<b>Expenditure</b>	
Teaching & Learning	
Key Learning Area	111,668.25
Excursions	95,480.70
Extra Curricular	258,289.90
Library	11,569.42
Professional Learning	7,550.61
Tied Funds	108,072.65
Casual relief teachers	133,244.37
Administration & office	103,286.53
School operated canteen	0.00
Utilities	79,702.07
Maintenance	38,138.23
Trust Accounts	35,038.70
Capital programs	93,760.00
<b>Total expenditure</b>	<b>1,075,801.43</b>
<b>Balance carried forward</b>	<b>466,949.80</b>



## School Performance 2012

### Progress in literacy and numeracy

Average progress in Reading between Year 3 and 5*			
	2008-2010	2009-2011	2010-2012
<b>School</b>	76.4	71.0	88.6
<b>SSG</b>	88.3	75.8	79.6
<b>State DEC</b>	83.7	74.0	79.2

Average progress in Spelling between Year 3 and 5*			
	2008-2010	2009-2011	2010-2012
<b>School</b>	77.9	49.0	100.2
<b>SSG</b>	81.1	71.7	92.0
<b>State DEC</b>	84.5	75.4	95.4

Average progress in Numeracy between Year 3 and 5*			
	2008-2010	2009-2011	2010-2012
<b>School</b>	98.5	120.0	102.6
<b>SSG</b>	94.8	106.1	101.8
<b>State DEC</b>	89.6	95.8	98.2

Average progress in Grammar & Punctuation between Year 3 and 5*			
	2008-2010	2009-2011	2010-2012
<b>School</b>	109.6	95.0	80.8
<b>SSG</b>	98.0	93.2	89.3
<b>State DEC</b>	96.6	82.7	81.3



## Professional Learning

The school's Professional Learning Plan was closely aligned with the Strategic Plan so that desired outcomes associated with each target are closely monitored and evaluated.

School expenditure on professional learning in 2012 was \$17, 370. The main areas of expenditure were in:-

Syllabus implementation, Quality Teaching, Literacy and Numeracy, Leadership and Career Development, Consistent Teacher Judgment, Athletics, Asthma Update, National Curriculum, Child Protection, Code of Conduct, Secondary Employment, Emergency Care, Anaphylaxis, Teacher Assessment Review Schedule, Writing, Best Start, Paired Learning and CPR.

The school receives a notional budget from the Department of Education and Training. The school allocated additional funding from its budget to supplement these original funds.

Every teacher in the school accessed professional learning opportunities during the year. The basic tenet for all teachers was for their enhanced knowledge to be shared to all other staff when appropriate during staff meetings or school development days.



## Achievements

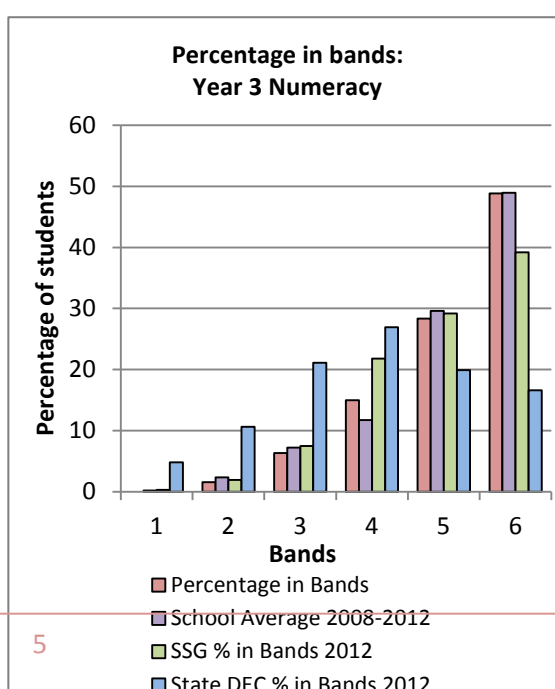
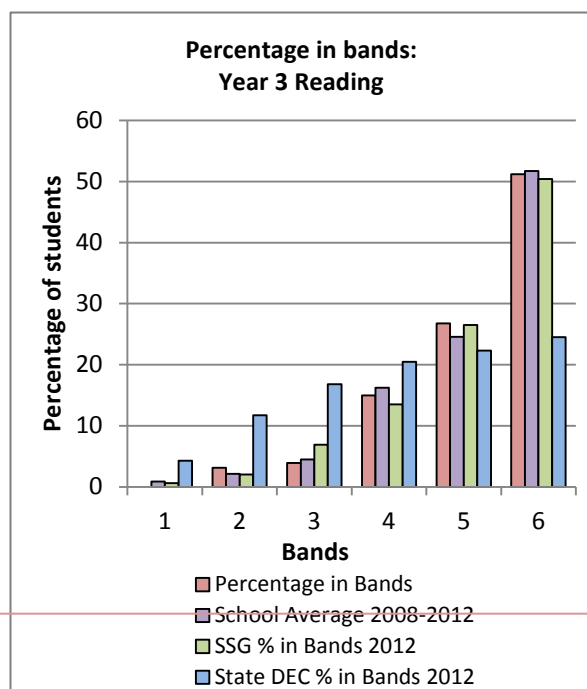
### Academic

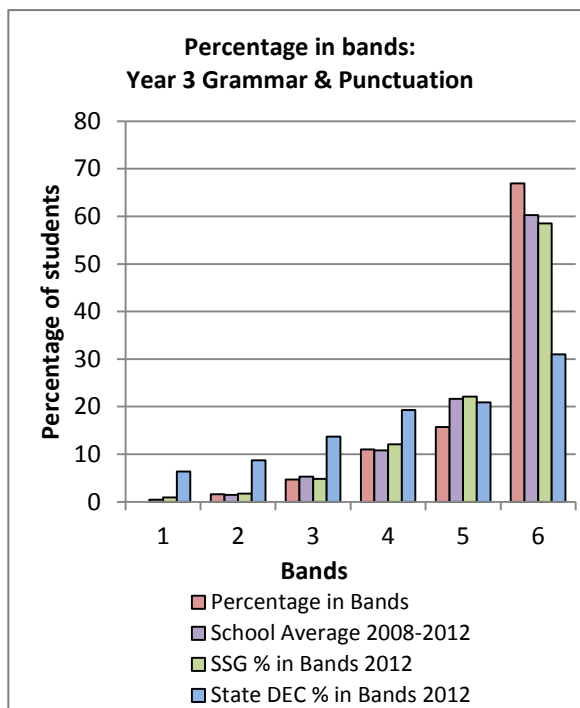
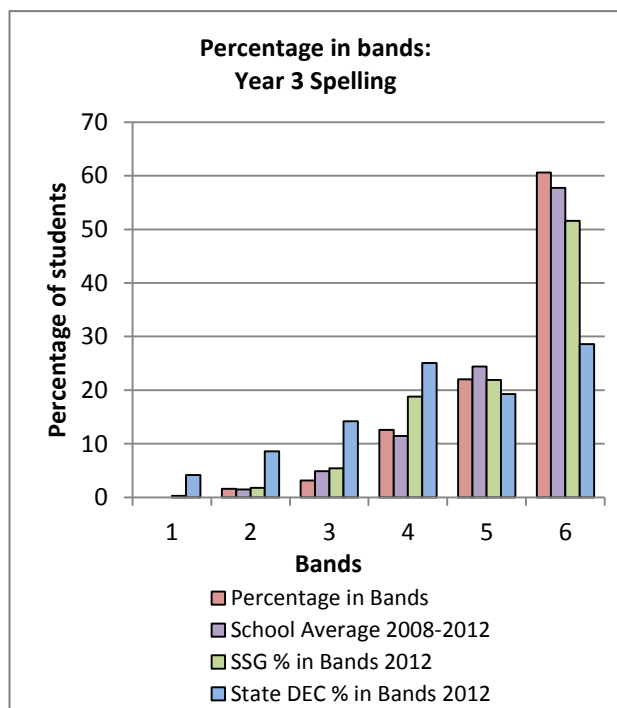
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3) Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

### NAPLAN Year 3





## Y3 Writing

Average score, 2012	School		SSG		State DEC	
	481.8		461.3		418.7	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	0	7	7	49	63
Percentage in Bands	0.0	0.0	5.6	5.6	38.9	50.0
SSG % in Bands 2012	0.3	0.8	5.1	14.6	47.0	32.3
State DEC % in Bands 2012	2.2	6.0	15.4	22.9	39.2	14.2



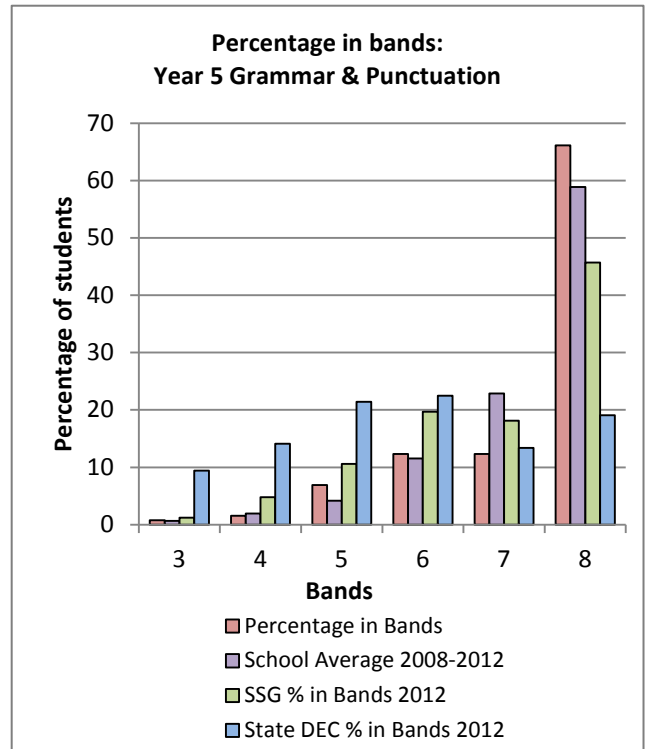
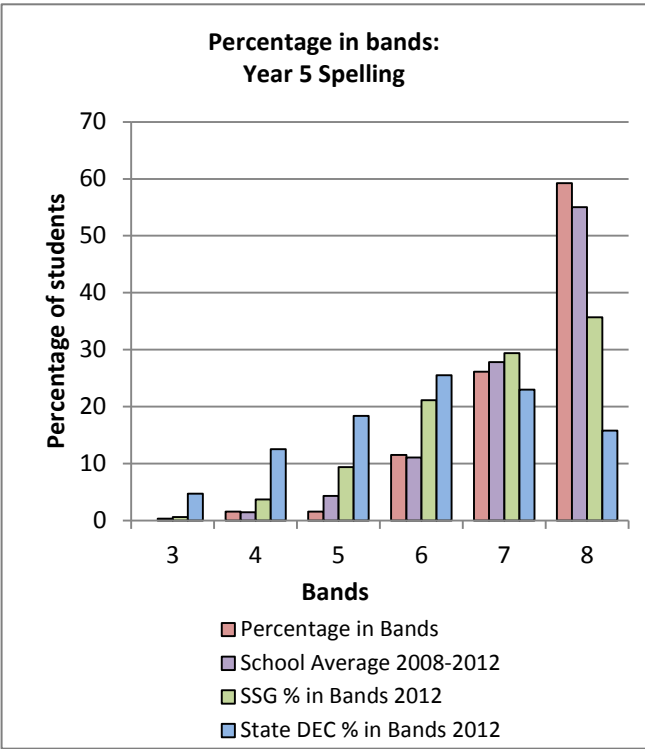
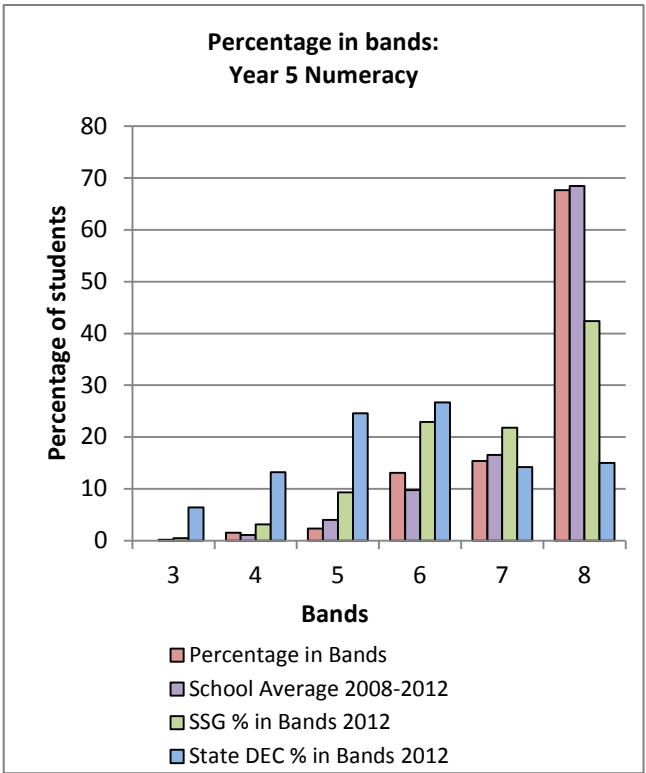
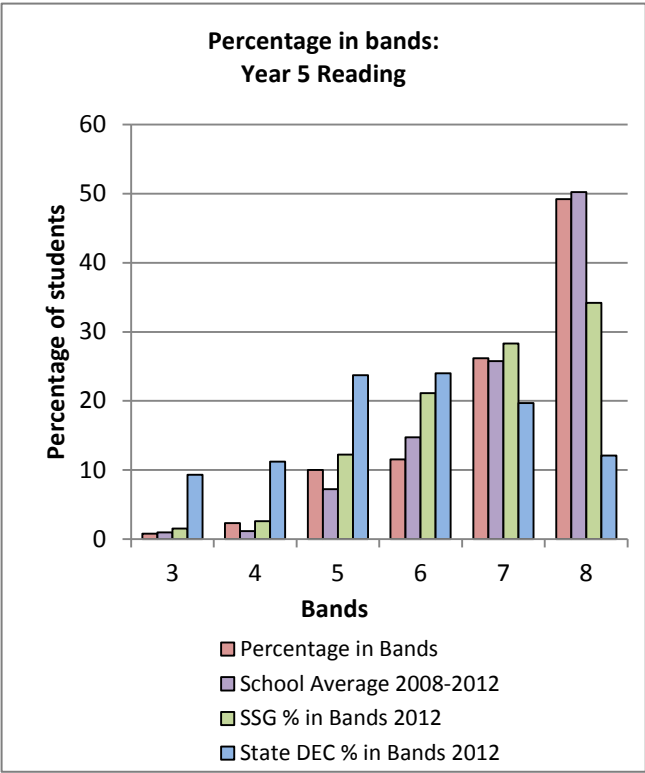
## Yr 5 Writing

Average score, 2012	School		SSG		State DEC	
	551.5		529.1		479.8	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	2	14	33	32	49
Percentage in Bands	0.0	1.5	10.8	25.4	24.6	37.7
SSG % in Bands 2012	1.2	2.6	20.1	30.2	21.3	24.5
State DEC % in Bands 2012	6.8	9.7	35.3	27.4	13.1	7.6



### Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)		Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	98.5	Reading	98.5
Writing	97.7	Writing	99.2
Spelling	98.5	Spelling	99.2
Grammar & Punctuation	98.5	Grammar & Punctuation	98.5
Numeracy	98.5	Numeracy	99.2





## The Arts, Sport and other school programs

All students study aspects of the Creative Arts curriculum including art, drama, dance and music.

Teaching and learning activities focus on the arts as a powerful tool for developing student skills in:

- Self-awareness                      Social skills                      Awareness of others
- Self-expression                      Communication                      Self esteem
- **Visual Arts**
- Ms Katherine Simms implemented an outstanding Visual Arts program this year and many exemplary works have been produced by students this year.
- **Music**

In 2012 there were 5 bands: Jazz Band, Training band, Junior band, Concert band and Senior Band. Overall 160 students have participated in the band program at Artarmon Public School.

The Artarmon Public School String group has gone from strength to strength and in 2012 there were 3 groups with students participating. A group of string players performed at the Opera House in the NSW Combined String Ensemble.

### **CELEBRATION OF THE ARTS**

The Highlight in 2012 was the concert at the Concourse in Chatswood.

After a successful centenary celebration in 2010, there was school discussion about the importance of coming together as a community to showcase the fantastic programs of the school. In 2012, it was decided to organise a school concert that celebrated all the performing arts initiatives. A committee of parents, teachers and musical directors was established to organise a 'Celebration of the Arts' concert at the recently build Concourse at Chatswood.

After months of rehearsals, our students were excited to showcase all that they had been working on for parents, friends and the community.

The night started with a dance performance by our JRock team. The children told the story of victory over adversity through a well-choreographed dance routine. Then we were dazzled by our Year Two choir led by Mr Gregg Shaw, Cowan Choir led by Majella Rothnie and Kameraigal Choir trained by Eleanor Hughes but conducted on the night by Mr Manshkani as they were accompanied by our Senior String ensemble in a moving rendition of 'Desperado'.

The second half was a musical treat, starting with the String Ensembles conducted by Mr Mansukani. The students performed a wide variety of classical and modern music, showing us why they are a group that has grown significantly in the last few years.

Next we heard from our award winning school bands. Mr Walmsley had organised a musical program that showcased the amazing musical talent that our Artarmon school students possess. Starting with the Training Band, Junior Band, Concert Band and finishing with the Senior Band the program went from strength to strength.

The finale for the evening was the performing of the 1812 Overture, an Artarmon tradition. This piece was played by all students in String Ensembles and Bands.

Surprising the audience, our school captain Daniel Selvadouri asked for one more performance; so as an evening highlight our Senior Band and String Ensemble played the song 'Firework' by Katy Perry while all other musical performers, dancers and Choirs sang.

It was an evening never to be forgotten by students, staff and the community. We can only hope that this was the first night of a long running Artarmon Public School tradition.

Ms Caroline Alford

## JROCK

After performing in JRock in 2011, the staff and students were very keen to participate in this creative arts production again in 2012.

Junior Rock eisteddfod is an event which incorporates dance, drama and design and encourages schools Australia wide to create their own eight minute performance. The performance aim is to express the schools creativity and diversity through the telling of a story.

The JRock teacher team met early in the year to brainstorm and create the story line which they had decided *a female lead boxer* was to be the focus of this year's performance. The team was conscious of writing a story and using songs which the students would respond too and understand. The aim was for the performers and audience to enjoy the story as well as to think about the underlying messages hidden in the production.

The performance title of **"The boxer** was born. It was related to the common theme of individuality and acceptance of all people no matter what they look like, want to do or be. Our central character was homeless and struggled to fit in. One day she stumbled across a gym and found boxing.

In term one 2012, staff began auditions for students in years 3-6 who were interested in being part of the Artarmon public school first JRock team. The auditions were held over four weeks and over two hundred students eagerly participated to be included in the JRock team. Auditions were run during lunch times and at the completion there was a team of 80 dancers and 13 stage crew chosen.

Throughout term two the JRock dance and performance began to take shape. Students were divided into song group which allowed rehearsals to take place initially across three different days. The groups were rehearsing once a week to start with and as the term progressed there was also a morning rehearsal and a Saturday practice when costumes and props were sorted and finalised.

After many weeks and months of rehearsing, Artarmon Public School performed on Tuesday 21<sup>st</sup> August at the Entertainment Centre. The JRock students were excited and couldn't wait to take the stage! An early morning rehearsal went well and the students enjoyed all of the games and extra activities which were organised for them throughout the day. The team performed 10<sup>th</sup> out of 12 dances and did a fantastic job! They were energetic and enthusiastic and represented the school in way which made the staff and community proud. The school was fortunate to receive three awards: Excellence in stage use, Excellence in set design and function and Excellence in concept.

After a successful first year in JRock the teachers and students are looking forward to another amazing performance in 2013.

## PD/H & PE

Physical fitness, healthy lifestyles and the development of important social and personal skills are major commitments at Artarmon Public School through the following programs:

- K-2 Gymnastics program
- K-2 Tabloid Sports Day
- All students in Yrs. 3 – 6 participate in a sports program that incorporates skills and game based lessons, tennis, gymnastics and swimming
- 57 Yr 5 – 6 students participate in PSSA netball, soccer, oz. tag and cricket competitions
- school carnivals in swimming, athletics and cross country
- Interrelate program for Years 5 – 6
- Representation at Zone, Area and Regional level was high in Swimming, Athletics and Cross Country.

## Debating

2013 has been the most successful year to date for Artarmon in debating. The Stage Two and Three program has expanded to accommodate more interested students. Again in Stage Two interested students nominated to become a part of the Introduction to Debating Artarmon Academy course which ran for eight weeks. During this program, the students are exposed to elements of debate and rebuttal and begin to practice debates. Ten children from Years Four and Five are then selected to attend the regional debating camp to further their skills in this area.

Stage three debating has changed this year because of the volume of students interested in being a part of our Premiers Debating team. As our school is only able to enter two teams; ten students it was necessary to develop a program to enable the remaining students a chance to further their skills in debating. This year for the first time we developed a Competition Debating course as part of the Artarmon Academy program. This course consisted of a round robin style competition and taught more advanced debating, rebuttal and adjudication skills.

In 2012 we entered two teams in the Premiers Debating competition. Our Year Five team consisted of Zara Hisami, Chloe Kneebone, Amelia Byrne, Emily Donohoe and Jun-Davinci Choi. Our Year Six team consisted of Finn Parker, Camilla McDonald, Chloe Coorey, Daniel Selvadurai and Jacinta Lin. Miss Burnett, Mrs Gollan and Ms Lewis managed these teams and conducted coaching sessions.

The Year Six team was successful once again in winning the regional final and heading on to the State Championships. This year the team managed to gain the title of the third best debating team in the state. Daniel Selvadurai was selected to be a part of the Northern Sydney Regional Representative team and represent us at these State Championships as well. 2012 has been our most successful year of debating at Artarmon and we look forward to another successful year in 2013.



## Public Speaking

Artarmon Public School students continue to demonstrate a high standard of public speaking skills. The school's competition this year enabled all students to participate, as well as giving students with a talent the opportunity to showcase their talent. As a result of participating in the competition all students developed their confidence when speaking in front of an audience, as well as vital skills, such as, using eye contact and speaking clearly to an audience. The competition included prepared speeches, as well as impromptus, which gave students the opportunity to develop their skills in this area.

The competition had four divisions: Kindergarten, Years 1 and 2, Years 3 and 4, Years 5 and 6. Each student prepared a speech for their class competition. Three winners were then chosen to represent their class at a grade competition. Each grade had two representatives for the School Final, which was held in September. Judges were invited to the final, which included Mrs Green and Mr Felix Donovan from the NSW Arts Unit.

The competition demonstrated the students' ability to speak in an articulate manner, with a high degree of self-confidence. Students also demonstrated the ability to engage and entertain audiences of all ages



## Significant programs and initiatives

### Aboriginal education

The school continues to purchase resources to support the teaching of aboriginal perspectives in the curriculum. These resources include books on the dreamtime, books by current Aboriginal authors and other reference materials examining the lives of everyday and famous Aboriginal people, their festivals, and their art. The resources have enabled teachers to include Aboriginal themes into units from many Key Learning Areas.

### Multicultural education

Artarmon Public School is a culturally diverse school with 75% of the students coming from non-English-speaking backgrounds (ESL). The students come from a range of nationalities and cultural groups including Korean, Japanese and Chinese. The ESL program run at Artarmon assists those students needing additional language support. The program is designed to meet the individual needs of students and uses modified syllabus outcomes adapted from the English strands of reading, writing, talking and listening. Students are taught in either withdrawal, small groups or in a team-teaching situation. Resources are selected to promote cultural understanding of both the student's new country and their homeland. The students are assessed throughout the year using the ESL Scales. This then guides further programs of learning for the students.

K–6 staff engaged in professional learning sessions to develop an understanding of second language acquisition and gain practical strategies for supporting ESL students in talking, listening, reading and writing in the classroom. These sessions were led by Judy Gerber the Sydney North Region Multicultural Consultant with support from the APS ESL teachers. 15 teachers completed the Teaching English to Language Learners (TELL) course this year.



The P&C Multicultural Committee has worked tirelessly throughout the year to foster community spirit and connect to a wide range of families in our diverse school community. This committee dedicates a lot of personal contact time to welcome and assist new school families and is responsible for running the popular Drop 'n Chat series of morning teas at school for parents. It is accredited for facilitating a range of valuable projects such as the Families in Cultural Transition DET course; Beginner English classes for parents; and the ESL workshop for parents in conjunction with our ESL teachers. This committee has been successful in supporting and encouraging parents to take active part in school and P&C activities especially in the area of Harmony Day celebrations; translation services for school; fundraising activities; hosting the Multi-cultural Welcome Festival; volunteering for library book binding services; helping with second hand uniform pool and looking after lost property items. The work of the committee has made a difference for many new families at our school.



## Other programs

### Respect and Responsibility

Preparing children to become responsible caring members of our community is an important and fundamental task of educators. At Artarmon Public School there is a comprehensive range of programs to foster an atmosphere of mutual respect, effective conflict resolution, consideration for others and of course, fun. These include:

- School Pledge fostering strong school spirit.
- Pledge to Australia fostering strong national pride and identity at our weekly flag raising ceremony.
- Student Code of Behaviour.
- Year 6 and Year 5 Buddy support program for Kindergarten students.
- Merit Awards for a student in each class weekly.
- Social Awareness and Leadership Programs K – 6.

### Student Representative Council

In 2012 student representatives were elected each semester from Kindergarten to Year 6. The leaders of the school chose a local and National charity they wanted to support and organised, promoted and ran two very successful days. 'Crazy Colour Day' raised \$1,118.05 for our local Charity Stuart House.

"RSPCA Cup Cake Day" was a huge success, selling over two thousand cupcakes and raising \$1560.10

This year the school successfully implemented the 'You Can Do it Program' focusing on students understanding the 5 Keys elements to Success. 'Getting Along', 'Resilience', 'Persistence', 'Organisation' and 'Confidence'. The SRC representatives each fortnight awarded a class member a 'You Can Do It' award, recognising their effort and commitment to the school community and their own personal learning.

Other student leadership opportunities included creating a canteen on the McMillan Rd side of the school to sell ice blocks for the children in the playground. This

The Year 6 leaders attended the 2012 'National Young Leaders Day' at the Sydney Entertainment Centre. They all had the opportunity to hear high profile speakers impart knowledge and skills that will inspire them to become more effective leaders in our school community.



## **Progress on 2012 targets**

### **Literacy**

#### **Target 1**

***Students K-6 to increase ability in answering comprehension thinking skills questions with a focus on inferential thinking.***

Our achievements include:

Teachers and students in years 1-6 are using and implementing the springboards into comprehension program.

Teachers are using interactive games and programs across K-6 which focus on comprehending and understanding literal and inferential questions.

Teachers have revisited inferential thinking tools such as blooms taxonomy and have used in questioning in class. As part of a differentiated program for term 4, teachers K-6, are creating a unit of work which explicitly follows the structure of Blooms taxonomy.

Teachers are implementing the super 6 comprehension strategies across K-6. ESL staff presented and in serviced staff on this program early in term two.

CARS and MARS programs have been purchased and implemented across stage three. These programs have a major focus on comprehension and questioning students after reading a piece of text.

***Increase the ability of staff to link and utilise all forms of available literacy assessment data to the individual learner.***

Our achievements include:

Teachers have a clearer idea and have been in serviced on how to utilise data for effective literacy planning. This was done collaboratively with the Assessment and reporting management team.

There is ongoing implementation of an innovative competency based professional learning for staff.

Creating a database or central storage area of data, which can be passed on is being developed and used by some staff K-6.

Staff were in serviced and provided with a copy of the K-6 literacy continuum. Aspects of this tool for assessment and reporting as well as planning are being used by some teachers K-6.

### **Numeracy**

#### **Target 2**

***Improved performance in the 2011 NAPLAN results in mathematics for Year 3 and Year 5 students by 5% compared to previous performance with a particular focus on the elements of space, geometry and data.***

Our achievements include:

Improved performance in the 2012 NAPLAN results for Year 3 and Year 5 students in Patterns and Algebra by more than 5% compared with previous years.

Staff closely analysed NAPLAN results, with a focus on students who do not reach expected growth. The plan for reaching this goal was made from these observations. Staff discussed and planned at stage meetings ways to collaboratively explore the outcomes of Patterns and Algebra.

During the year the Numeracy committee held two professional learning sessions on achieving this learning target. During these sessions the staff were shown techniques that were effective in improving these outcomes.

Year groups collaboratively planned intensive units of work to help focus on the outcomes of Patterns and Algebra. Staff were asked to concentrate on word walls and the language associated with this strand of Mathematics.

In 2012 for the first time Artarmon Public School began a PAT testing schedule in order to create more data to track the progress of our students throughout their years at this school. This has been successful in giving staff other ways to examine the progress of students in specific areas of Mathematics.



Our school is also working towards data gained through SENA 1 and 2 testing to be centralised in digital form so that new teachers can have access to student's results.

We will continue to work towards the above targets in 2013 by;

Continuing to evaluate teaching and learning programmes with stage groups and stage supervisors with a focus on strategies and common language used in the classroom.

Exploring the National Curriculum during Staff Development Days in 2013.

Continue to have group analysis of work (Consistent teacher judgment) samples at regular staff and stage meetings to ensure that the common language is being used and to reflect on teaching strategies with ongoing support of ESL teachers.

## **Connected Learning**

### **Target Three**

#### **To improve the integration of technology in curriculum implementation.**

Our achievements include:

Teachers completing a digital technology audit that identified their needs across eight domains; skills, integrating ICT, environment, online interaction, assessment, perspective, ethical practices and professional contribution. Staff responses will guide future professional learning sessions.

Professional learning session for staff led by technology team members. Three rotational sessions focused on the effective integration of iPads, Smart software and EasySpeak microphones into teaching and learning activities.

Increased staff confidence and use of digital technology with students in teaching and learning programs. Digital technology resources included iPads, video cameras and voice recording equipment being embedded in classroom programs across the Key Learning Areas.

Two classes accessing the connected classroom and using the video conferencing equipment for incursions from the Field of Mars Education unit. The programs named, "Science in Art" and "Tree House" linked to classroom science and technology units of work.

Implementation of iPads into classrooms as tool for supporting students' learning. The effective use of content apps provided differentiated, individualised and personalised learning. Product apps provided a platform for students to be creative and innovative in creating movies from written scripts. Two Artarmon Academy groups focused specifically on making movie trailers through the use of iPads.

introduction of mobile tablet technology into English as a Second Language (ESL) and learning assistance programs. The devices supported small groups of students through intense instruction on syllabus content.

Installation of Smartboards into the four new classrooms and one in the ESL room.

Installation of a second computer lab through the support of parents' fundraising efforts. From Term 4, 2012 all classes will have weekly access to a computer lab.

## **School Evaluation**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Planning and Technology.

### **Educational and management practice**

Culture

#### **Background**

In 2012 the school sought the opinions of parents, students and teachers about the school and its culture. Thank you to those who responded,

The school was again extremely fortunate to be able to utilise an on line survey to elicit feedback from parents with the added bonus of a software package that collated all results as well as categorising written responses from parents. The questionnaire used a four point scale of:- Almost Always, Usually, Sometimes and Rarely.

#### **Findings and conclusions**

#### **Future directions**

The school leadership will continue to plan targets and resourcing based on analysis of data and identified needs that will impact on student learning.

### **Curriculum**

Homework

#### **Background**

The school in conjunction with the P&C formed a committee to review the current homework policy. The committee consisted of school executive staff, teacher and parent representatives.

The committee initially met to discuss the important homework issues and current parent/teacher concerns. As a result, the homework survey was developed and distributed to all students. Parents were asked to complete one survey per child. With the assistance of the Multicultural Committee the survey was translated into Mandarin, Korean and Japanese.

Once surveys were returned the committee then met to review the responses and report its findings. Information gained from the surveys along with written feedback was used to revise and update the school homework policy.

The survey findings and new policy were discussed by the executive team and information feedback to staff through current meeting structures. The survey results and new school policy were presented to parents at a P&C meeting and received a positive response.

The key finding and recommendations will guide the homework planning by staff in 2013.

#### **Findings and conclusions**

60% (512) surveys were returned

93% of parents indicated that homework was important or very important

65% of parents indicated that children receive enough homework

71% of parents indicated that children mostly or always enjoy completing homework

68% of students mostly or always complete homework independently

98% of parents indicated that they discuss with their child what they have learnt at school

91% of parents indicated that homework is marked regularly by teachers

74% of children require a computer to complete their homework

94%-96% of children have access to a computer and the internet at home

79% of parents indicated that 3-5 days per week should be spent on homework tasks

## Future directions

English (spelling/reading, writing) and mathematics should remain as key elements of the homework program. The distribution and collection of class homework from week to week should be consistent.

Homework grids are well received by parents and provide a flexible format with a variety of tasks. Some tasks allow credit for extra-curricular activities. A balance between school and family life is important to parents.

Clear expectations for teachers, parents and students to be stated in the new policy.

New school policy to include suggested time frames for homework completion.

Expectations and feedback formats for topic talks need to be clarified and communicated to parents.

Grade teams will have access to surveys to review feedback comments.

## Professional learning

The school's Professional Learning Plan was closely aligned with the Management Plan so that desired outcomes associated with each target are closely monitored and evaluated.

School expenditure on professional learning in 2012 was \$27 000. The main areas of expenditure were in: Syllabus implementation, Quality Teaching, Literacy and Numeracy, Leadership and Career Development, Consistent Teacher Judgment, Differentiated Learning, Athletics, Child Protection, Code of Conduct, Emergency Care and CPR.

The school receives a notional budget from the Department of Education and Communities. The school allocated additional funding from its budget to supplement these original funds.

Every teacher in the school accessed professional learning opportunities during the year some being provided onsite and other opportunities for teachers to share learning with other teachers in Northern Sydney Region.

## School Planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

In 2011 the staff participated in the development of a three year plan. The priorities were drawn from a school evaluation and it was decided that the school would have three year targets. Each year the school will report on our progress towards those targets.

### School priority 1

#### To increase student proficiency in Literacy

##### Targets to achieve this outcome include:

*increase student's ability in answering comprehension thinking skills questions with a focus on inferential thinking; and increase the ability of staff to link and utilize all forms of available literacy assessment data to tailor the learning experience to the individual learner.*

##### Strategies to achieve these targets include:

- professional learning for all staff and implementation of "Springboard into Comprehension" program Years 1-6;
- revisiting inferential thinking tools like Blooms Taxonomy used in questioning worksheets
- implementing the Timed reading strategy across Years 5 and 6;
- professional learning for staff reflecting on the types of raw data scores available and how to analyse these to assist students' learning; and
- creating a database with the technology team to store and easily pass on data about children from one year to another.



## School Priority 2

### To increase student proficiency in Numeracy – patterns & algebra and working mathematically

#### Targets to achieve this outcome include:

*increase student ability to identify and continue geometric patterns;*

*increase student ability to identify and continue number pattern;*

*implement the use of strategic mathematical language across the school; and*

*increase teacher strategies for working mathematically and create a common language in relation to working mathematically.*

#### Strategies to achieve these targets include:

- professional learning for staff reflecting on the types of raw data scores available and how to analyse these to assist students' learning;
- creating a database with the technology team to store and easily pass on data about children from one year to another;
- professional learning sessions to reinforce the importance of a common language in working mathematically and the teaching of explicit strategies;
- examining and collaboratively plan units of work from the National Curriculum for implementation into the classroom; and
- group analysis of work samples at regular staff and stage meetings to ensure that common language is being used and to reflect on teaching strategies with the ongoing support of ESL teachers.

## School Priority 3

### To improve the integration of technology in curriculum implementation

#### Targets to achieve this outcome include:

*increase staff competency in the integration of digital technology in teaching and learning programs; and increase student capacity to use digital technology effectively as a tool to enhance their learning.*

#### Strategies to achieve these targets include:

- student survey pre and post implementation of professional learning program. Focus areas: interactive whiteboards, digital cameras, video cameras;
- opportunities for students to create an innovative, authentic project are identified and accessible to classes. Digital education projects are shared by students with a buddy class;
- staff sharing their best practice through the use of a range of digital technology resources. Including whiteboards, cameras, software program;
- connected classroom being used for teaching and learning activities. Classes involved in video conferences for virtual excursions and interactive experiences with other schools;
- the school website showcasing student work samples that are created using various digital technologies;
- creating a digital technology audit to identify available resources and their storage location;
- implementing professional learning sessions for staff in the effective use of available digital educational resources; and
- teachers identifying the knowledge and skills that students are required to be taught within the curriculum.

## School Priority 4

**To build leadership capacity within the school learning community and to implement efficient systems and structures to better meet the needs of the school.**

**Targets to achieve this outcome include:**

*Implement the national curriculum and meet national and state standards; Individual capacity for leadership is increased through instructional leadership; an Increase school community understanding of new and emergent technologies and systems.*

**Strategies to achieve these targets include:**

- implementing innovative , competency based professional learning programs that will enhance the implementation of syllabuses based on the Australian Curriculum;
- provision of a range of quality professional learning and coaching opportunities to enhance leadership and management capacity for education leaders to enhance students engagement; and
- collaboration and consultation with communities of schools, consultants and parent organisations to identify and implement areas of innovation in school learning and management.

## About this report

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

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

<http://www.schools.nsw.edu.au/asr>