

# Artarmon Public School

## Annual School Report 2013



**HARMONY**

**SYNERGY**



**EXCELLENCE**

## **Principal's message**

I have much pleasure in presenting the 2013 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) channeling the efforts of scores of volunteers across a wide range of functions. In conjunction with the school executive and the principal Louise Green the P&C works hard to improve communications to the parent body and provides a conduit for consultation with the School. The P&C also has an important role in creating 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 two main functions:

- Hosting meetings for passing information from staff to parents on the fourth Wednesday during each term. We engage the school executive in discussion of issues of interest to parents and work across many parent groups. 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. Parent fundraising has in recent years focused on the implementation of technology to aid learning - in 2010 and 2011 through installation of electronic whiteboards, then in 2012 by fundraising for fit out of an additional computer room. In 2013 the P&C delivered fundraising to enable a significant expansion of the use of distributed networked Ipad's to improve the integration of technology into pupils learning.

P&C fundraising contributes to the operating cost of the school and provides additional learning children support for children in need, however the P&C can only provide a small proportion of such needs and the P&C is committed to working with the school to jointly increase such support.

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. This year we have however faced the need to look at alternative paid admin options and models of operation will continue to evolve. 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 we wish to pass on our thanks to Louise Green and all her colleagues for their support and encouragement in our work.

Craig Webster  
P&C President 2013



## Student representative's message

It has been a successful year for Artarmon, which everyone has thoroughly enjoyed. We welcomed a new year of Kindergartens into the school, and they have already grown immensely!

Mrs Abberfield, Mrs MacPhail, Ms Konia and Principal, Mrs Green attended the GATE Conference (Gifted and Talented Education), where School Captains Amelia and Eddie spoke on 'How I Learn Best'.

Senior Strings and Band did very well in the Sydney Eisteddfod, and the bands won many awards in the Yamaha Festival. A new string ensemble, the Artarmon String Quartet, won a Highly Commended in the Under 19's Chamber Music Competition in the Sydney Eisteddfod. Both Senior Strings and String Quartet played in the Primary Proms at the Sydney Town Hall.

Our year 6 debating team argued their way to the regional semi-finals, where they were narrowly defeated. Artarmon students participated in the annual Public Speaking and Multi-cultural Public Speaking Competitions. Our Dance Groups had a lot of fun participating in the North Sydney Dance Festival; it was great to see boys as well as girls dancing.

The SRC raised money for SIDS and Kids, by holding Red Day. Red clothes were worn, red lollies were sold and a lot of money was raised through gold coin donations. The SRC also fundraised for Greenpeace, where we had a fancy dress day and sold temporary tattoos. Witches, onesies and Wonder Women, fairies, Spidermen and Supermen all turned up for the occasion.

All in all it was a great year, full of exciting events, culminating with our Picnic Day where the whole school came together to celebrate a year of school gone by. Although the year was busy, it was a fun one too.

Student Representative report - Edward Court and Amelia Byrne, School Captains 2013



## School context

### Student information

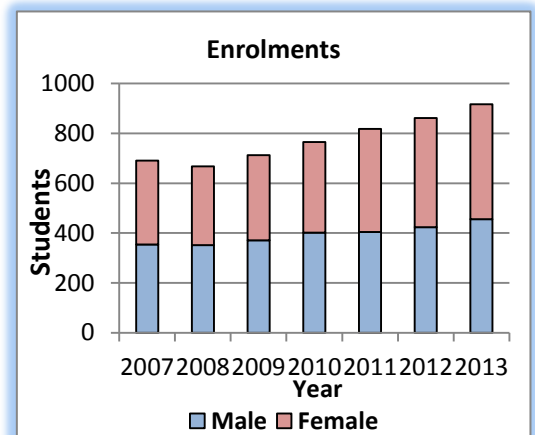
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

#### Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012	2013
Male	354	352	371	402	405	423	456
Female	337	315	341	363	413	438	460

#### Student attendance profile

	Year	2008	2009	2010	2011	2012	2013
School	K		97.2	97.6	95.8	96.7	96.5
	1		95.9	97.4	96.2	95.9	96.2
	2		96.8	96.9	95.6	95.9	94.4
	3		98.3	98.5	97.0	97.4	96.8
	4		96.4	97.7	97.0	96.8	96.7
	5		96.7	98.6	97.0	98.0	95.7
	6		94.9	96.5	95.1	95.5	94.9
	<b>Total</b>	<b>96.2</b>	<b>96.6</b>	<b>97.5</b>	<b>96.2</b>	<b>96.6</b>	<b>95.9</b>
Region	K		96.1	96.0	96.3	95.8	96.5
	1		95.6	95.8	95.7	95.5	96.0
	2		95.8	95.9	95.7	95.6	96.0
	3		95.8	96.1	96.0	96.0	96.3
	4		95.8	96.0	95.8	95.9	96.1
	5		96.0	96.1	95.9	95.9	96.1
	6		95.4	95.7	95.2	95.1	95.5
	<b>Total</b>	<b>95.7</b>	<b>94.7</b>	<b>96.0</b>	<b>95.8</b>	<b>95.7</b>	<b>96.1</b>
State DEC	K		94.3	94.7	94.7	94.3	95.0
	1		93.7	94.2	94.2	93.9	94.5
	2		94.0	94.4	94.2	94.2	94.7
	3		94.1	94.5	94.4	94.4	94.8
	4		94.0	94.5	94.3	94.3	94.7
	5		94.0	94.4	94.2	94.2	94.5
	6		93.6	94.0	93.8	93.8	94.1
	<b>Total</b>	<b>94.1</b>	<b>92.1</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>



#### Management of non-attendance

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

## Workforce information

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

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.096
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	2.6
School Counsellor	2.0
School Administrative & Support Staff	5.072
Total	51.688

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.	
Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	60%

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

## 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	30/11/2013
<b>Income</b>	\$
Balance brought forward	466949.80
Global funds	497609.45
Tied funds	109823.58
School & community sources	632619.39
Interest	15552.50
Trust receipts	13588.31
Canteen	0.00
Total income	1736143.03
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	174948.03
Excursions	113812.39
Extracurricular dissections	266386.83
Library	8137.02
Training & development	4645.46
Tied funds	126604.15
Casual relief teachers	122303.90
Administration & office	112478.66
School-operated canteen	0.00
Utilities	88766.99
Maintenance	62849.30
Trust accounts	10382.37
Capital programs	94800.13
Total expenditure	1186115.23
<b>Balance carried forward</b>	550027.80



The information provided in Annual Financial Statement is current as of the date shown. This is the latest financial information available for 2013, prior to the change-over in financial systems for our school.



## Academic achievements

### 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.

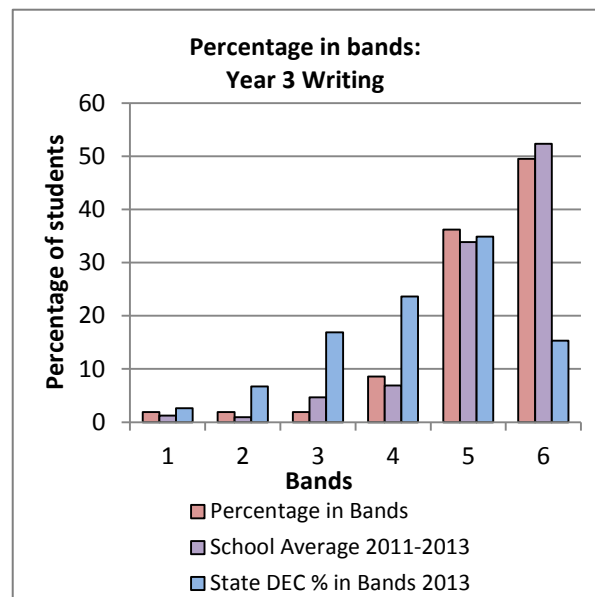
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

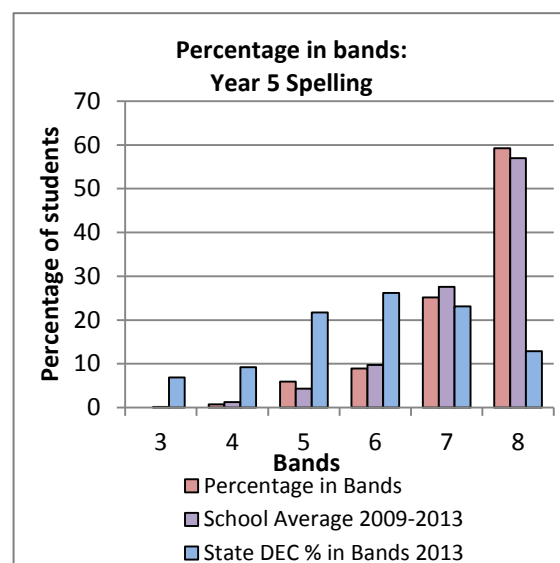
### NAPLAN Year 3

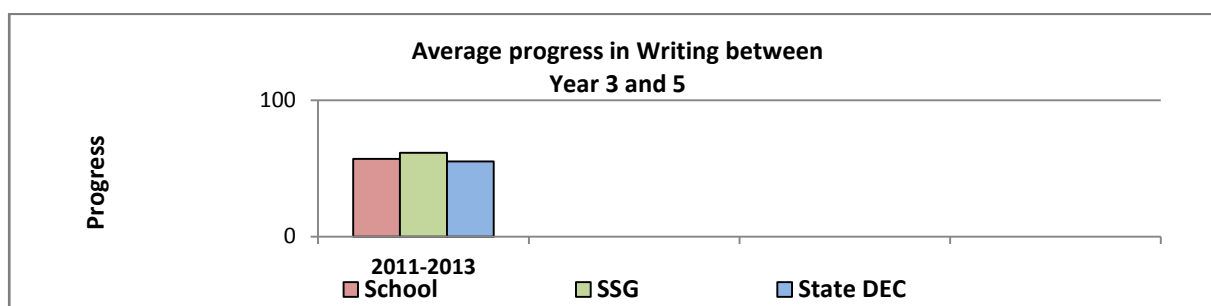
Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	98.1
Writing	96.3
Spelling	98.1
Grammar & Punctuation	97.2
Numeracy	98.1



### NAPLAN Year 5

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	100.0
Writing	98.5
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	99.3





## Significant programs and initiatives

### Every Student Every School

This year the school was successful in receiving an Every Student Every School funding grant. The application was to support the review of the Learning and Support Team and building the capacity of staff to support students with additional learning needs.

In the initial phase the Learning and Support Team (LST) members evaluated its current practices using the questionnaire “Elements of an Effective Learning and Support Team”. Based on the findings the LST identified short-term and long-term priorities for improvement and modified its processes and structures to progress along the planning matrix. This will be an ongoing process.

Building the capacity of teachers to support students with additional learning needs in mainstream classes was a priority. Staff participated in structured and targeted professional learning dialogue with colleagues. This involved a professional learning session for staff on learning difficulties, anxiety, autism, ADHD and mental health disorders as well as one to one collegial discussions.

Following the professional learning session time was provided to staff to meet with a team of staff including the LAST, counsellor and LST leader. Teachers worked collaboratively using the knowledge and skills of the team to focus on ensuring their curriculum delivery is meaningful and purposeful for all students.

Through participating in the project the learning experiences for students were enhanced by:

1. the learning and support team implementing systems that ensure students requiring additional support are properly identified and case managed effectively. The LST referral was completely transformed to ensure accurate and current data was received from classroom teachers.
2. ensuring that the learning and support team allocates physical and financial resources to best support students achieving their learning/behavioural goals. A formal review is conducted twice per term.
3. teachers developing a deeper understanding of the individual students needs with additional learning needs particularly ADHD, autism, learning difficulties and anxiety.
4. developing staff knowledge and skills to support individual learning/behavioural needs of all students. This was achieved through providing time for focused collegial discussions using the expertise of specific staff.

## Connected Communities 21 Project

The project team worked collaboratively to investigate educational research that identified pedagogical approaches for supporting 21<sup>st</sup> century learners. Teachers worked in small groups to review the research and discuss the implications for their teaching practice. The Final Word National Protocol format was used to facilitate this process. This ensured input was received from all staff and that each person's ideas were built upon.

Comprehensive professional learning occurred on the National Curriculum. A staff development day with our community of schools focused on the new elements within the new English syllabus as well as visual literacy. Teachers also had time to work in a collegial network to plan a series of lessons based on a selected text. Lessons were implemented in Term Two.

Board of Studies and CLIC packages were utilised for school based professional learning on the new English syllabus. Project team members presented these sessions. Staff worked in across school groups and stage teams to familiarise themselves with the different aspects of the new syllabus. A specific focus was the new objectives C, D and E. The general capability of ICT competence was also a key component integrated into the workshops.

The CC21 team focused on effectively evaluating their practice using the IRIS Connect camera as a platform to discover the power of video observation. It created opportunities to develop effective mentoring and coaching tools and the ability to share expertise and best practice.

Part of the process for the team was to develop an understanding of the software package and the web based platform for recording and storing the videos. Teachers also identified the focus area for their lesson recordings. Questioning techniques, introducing multi-modal texts and integrating technology were just some of the areas focused on by project team members.

CC21 team members also used the professional learning time through the project funding to meet with colleagues, share lesson videos and review practice. This resulted in improved classroom practices and learning for students.

Through our involvement in the project we:

5. applied research theory to drive change in teaching practice for 21<sup>st</sup> Century learners.
6. developed the teachers' skills in preparing for the implementation of the new English syllabus with a focus on the ICT general capability.
7. expanded student access to mobile tablet technology to transform the way students learn.
8. implemented a new innovative mechanism, the IRIS Connect camera, for reviewing and reflecting on teaching practice.

### 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.



The P&C Multicultural Committee has worked 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.



## **Achievements in the Arts, Sport and other school programs.**

### **Sport**

This year numerous students have represented Artarmon and the North Shore PSSA in a variety of sporting competitions. Our school entered six netball teams and four soccer teams in the Winter PSSA competition. All teams attended weekly training sessions and played exceptionally well, with one netball team skilled enough to be runners up in their division.

Artarmon has participated in the four PSSA State Knockout sporting competitions; cricket, soccer, netball and tennis. This consisted of a round robin competition where students were given the opportunity to compete against teams from a variety of different schools. The Artarmon School PSSA tennis team consisted of; Danielle Sacks, Georgie Moore, Pratik Napit, Hikaru Ikegami and was assisted by the reserve player Edward Court. This team was extremely successful in the competition, winning their region and travelling to Buladelah to play their semi-final game. They then qualified to go to the state finals at Homebush Tennis Centre where they won the quarter-final and came second in the grand-final to become the state runners up.

The top placing student's from Artarmon's school cross country, athletics and swimming carnivals are given the opportunity to attend the zone carnivals. This year we had many successful students who were skilled enough to achieve a great result at these carnivals and represent the North Shore Zone at the area carnivals. Artarmon demonstrated extraordinary talent and proudly, were the winning school at the Zone Swimming Carnival.

Students who excel at specific sports are selected to try out throughout the year to represent the North Shore Zone in various sporting teams. Artarmon School sent students to attend; AFL, Soccer, Tennis, Golf, Netball, Rugby League, Basketball, Cricket and Rugby Union Trials.

From these trials many students were selected to continue in these competitions including:

- Jefferson Fan who was the winner of the regional golf competition and went on to play at the state carnival in Port Macquarie which he also won. Jefferson is playing in the national competition in Tasmania in December 2013.
- Veronica Martin has shown great skill on the basketball court and has represented the New South Wales team at the national competition in Perth.
- Hikaru Ikegami placed seventh at the state tennis championships this year.
- Pratik Napit showed exceptional athleticism when he made the area teams for both soccer and tennis this year.

Well done to all of Artarmon's exceptional sportspeople.

### **Debating**

2013 was another very successful year for the Artarmon Public School debating teams. The Year 6 team made up of Emily Donohoe, Amelia Byrne, Edward Court, Danielle Sacks and Chloe Kneebone competed bravely to make it through to the Regional semi-finals of the Premiers Debating Challenge in Collaroy. The team worked together and showed great dedication to the team and their training.

The Year 5 team made up of Mia Burgess, Luke Marinakis, Renee Chu, Kristen Rajatnam and Aden Weir showed extreme dedication and were successful in winning two competition rounds of the Premier's Debating Challenge.

This year the Artarmon teams were faced with very stiff competition and performed at an admirable level. The success of these teams is due to the dedication that the school has in regards to debating. An introduction to debating course continues to be offered as part of the Artarmon Academy program for stage 2. In stage 3 the students are offered another opportunity to take part in competition debating. This makes Artarmon Public School one of the strongest debating public schools in Northern Sydney.

This success is thanks to Miss Wong, Miss Sawyer, Miss Burnett and Mrs McPhail for making up a strong coaching team.

## **Dance**

During Term 2, two dance troupes participated in the Sydney North Dance Festival at Glen St, in Frenchs Forest. Each troupe performed twice over two evenings. They also performed throughout the year at school events for the staff, students and community members.

The boys' troupe had 25 students from years 3 and 4. They danced to the '*Timewarp Melody*' Choreography for this dance was developed by Mrs Coates, Miss Lindhout and Mrs Kahan.

The girls' troupe had 25 students in it from years 5 and 6. They danced to '*One way or another*' Choreography by Miss Kennedy, Miss Sawyer and Mrs Macphail.

Students and teachers enjoyed participating in the Sydney North Dance Festival where the emphasis is on public schools celebrating the performing arts.

Artarmon Public School will participate in this festival again in 2014.

## **Public Speaking**

Artarmon Public School students continue to demonstrate an extremely 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. The competition enables all students to develop their confidence when speaking in front of an audience. Students had to prepare a speech on a chosen topic, as well as deliver an impromptu speech, with five minutes of preparation. Including impromptus gave students the opportunity to develop their skills in this important 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. Two 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 November. Judges were invited to the final, which included Susan Kelly from the NSW Arts Unit.

All four levels of the competition continued to demonstrate the excellent standard of public speaking at the school. All of the participants demonstrated preparedness, skill and self-confidence in their ability to speak in front of a large audience. 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.

Four students (one from each grade, 3-6) were identified as being talented public speakers were also given the opportunity to participate in the Multicultural Perspectives Public Speaking Competition.



## **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.

## **School planning 2012—2014: progress in 2013**

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 2013 the staff participated in the evaluation and monitoring 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**

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

#### **Evidence of progress towards outcomes in 2013:**

Our achievements include:

Teachers and students in Years 1-6 are continuing to use and implement springboard programs as a basis for teaching comprehension.

Teachers are using interactive games on the iPad and through other means programs across K-6 which focusing on comprehending literal and inferential questions.

Teachers have created and implemented units of work across all key learning areas which utilise Blooms Taxonomy, Gardiners, Maker Model and DeBonas Thinking Hats. Through whole staff development on the new English syllabus, teachers have been incorporating comprehension thinking skills questioning into planning and programming.

Teachers are continuing to implement the super 6 comprehension strategies across K-6. CARS and MARS programs have continued being implemented across stage three.

#### **Strategies to achieve these outcomes in 2014**

- Professional learning for staff, reflecting on the types of raw data scores available and how to analyse these.
- Revisiting inferential thinking tools like Blooms Taxonomy used in questioning sheets

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



### **Evidence of progress towards outcomes in 2013:**

Our achievements include:

Teachers are using all available data means to plan effective literacy units that cater to their students. Using the literacy continuum throughout grades K-6, has assisted in tracking where students are, and what explicit strategies can be used to promote or assist with future progress.

Teachers K-2 provide data and work samples at the end of each year that can be passed onto the next teacher. This data gives the new classroom teacher a starting point as well as an idea of ability levels for grouping and differentiation. This data includes reading level, writing sample and the SENA assessment.

Staff participated in whole school in service in preparation for the new English syllabus being implemented in 2014. Presentations on **Multimodal texts** as well as **Composing and Responding**, were developed to highlight the incoming syllabus phrasing and terminology.

### **Strategies to achieve these outcomes in 2014**

- [Professional learning for staff, reflecting on the types of raw data scores available and how to analyse these.
- Using tracking data to monitor students achievement and handover information to each new teacher
- Access support staff- ESL, STLA, Reading recovery to assist in assessment of students

## **School priority 2 – To increase student proficiency in numeracy – patterns & algebra and working mathematically.**

### **Evidence of progress towards outcomes in 2013:**

Our achievements include:

Continued improved performance in the 2013 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 techniques were demonstrated 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 2013 Artarmon Public School continued to collect data from PAT testing 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 has continued to work towards data gained through SENA 1 and 2 testing and focus in 2014 will be to centralise data in digital form so that new teachers can have access to students' results. At present results are physically handed on to the new teacher.

**Strategies to achieve these outcomes in 2014:**

- Taking on significant professional development in implementing the new Mathematics syllabus.
- Continuing to evaluate teaching and learning programs with stage groups and stage supervisors with a focus on strategies and common language used in the classroom.
- 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.

**School priority 3 – To improve the integration of technology in curriculum implementation.**

The target for this year was to increase staff competency in the integration of digital technology in teaching and learning programs across all stages. Teachers are aware of the resources available to them and where they are stored around the school. They were asked in staff meetings and by their supervisors in stage meetings to identify the use of digital technology in their teaching and learning programs. They were encouraged to integrate these skills in a meaningful way and differentiate within all Key Learning Areas.

A main focus was analysing the new English Australian Curriculum. The Technology Target Team analysed the new syllabus and produced a document outlining how technology is to be integrated into this learning area. They looked specifically at relevant digital technology outcomes. After this was completed, this document was presented in a staff meeting and staff worked in groups to discuss how they are already meeting these outcomes and how each stage could integrate the outcomes more effectively in 2014.

Professional learning goals were also set by all members of staff. Collegial discussions took place and many members of staff chose to focus on improving their skills based around technology. Some examples included the use of smart notebook more effectively within the classroom, using IRIS for professional development and the use of ipads and appropriate educational apps. Some teachers attended a course on ipad apps and have collated a list of educational apps to be downloaded and added to our school supply of ipads. In staff and stage meetings, teachers have started to be taught how to use these resources. The connected classroom facilities were also used by some teachers. For example, Year 6 participated in a drama course with the Sydney Opera House and the Debating team competed via correspondence using this facility.

**Strategies to achieve these outcomes in 2014:**

- Staff sharing best practice through the use of a range of digital technologies – including IWB's, cameras, ipads.
- provide opportunities for students to create innovative and authentic research project. Students present and share results with others



## 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 outcomes in 2014:**

- 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.

## 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 2013 was \$32 000. 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.

## Program evaluations

### Background

In 2013 we sought to evaluate the methods we employ to provide professional learning for staff.

### Findings and conclusions

Staff developed their professional learning goals and collaborated in the process of choosing how to meet those needs. They were surveyed and interviewed to assess their response and the effectiveness of the project.

100% of staff participated in targeted professional learning and 99% were positive about the impact on their teaching. All staff elected to continue the process in 2014.

### Future directions

Implement the process in semester one and evaluate at end of term 2.

Make changes based on the evaluation and continue into semester 2.

## 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.

Louise Green, Principal

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

