

Artarmon Public School Annual School Report 2014



Principal's message

I have much pleasure in presenting the 2014 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.

P&C Message

The Artarmon P & C Association is an integral part of the successful functioning of Artarmon Public School. It provides an invaluable link between children, parents and the school and allows parents to become actively involved in their children's primary school years.

The P & C Association provides an opportunity for the school families to get to know each other, while providing a wonderful support to both the students and school in maintaining a strong partnership between home and school. Our Multicultural Committee runs Drop 'n Chat mornings each term, giving parents an opportunity to get together on the school grounds and our very active Gardening Committee has been busy this year with Gardening Bees and our vegetable gardens are thriving.

The P&C also manages the operation of the school canteen. It has a large committee to spread the workload of providing hundreds of healthy meals to our children each week. Our Canteen Manager Michele Stockley-Smith this year received the Canteen Recognition Award from the Healthy Kids Association for putting in that extra effort to offer a healthy menu to our children.

The P&C Band and Strings programs continue to be a large part of Artarmon Public. This year the children have performed in many competitions as

well as for parents and our community. Hundreds of our children also attended Band Camp and the Strings weekend workshops: these were amazing opportunities for them to hone their musical skills and these events were coordinated fully by our amazing parent volunteers.

Our Before and After school Care group has had a very successful year – working with the school to complete the tender process for selecting an after school care provider to be held in our school hall. The operator has been selected and we look forward to service being offered before the end of the school year.

This year the P&C has raised over \$50,000 from voluntary contributions to support school programs and enhance teaching resources at the school. The social and fundraising committee coordinates many activities throughout the school year, in particular our very successful Welcome Picnic and Movie Night. The school this year requested we raise funds for a soft artificial surface to cover the concrete cola area on Abbott Road, which has been fulfilled and the children are now enjoying this enhanced space.

The success of our P&C Association can be attributed to the wonderful support we receive from our families. I would like to express my thanks to the P&C Exec for their support and tireless work, which has made my first year as President enjoyable and rewarding. Thanks also to Louise Green and her team for their approachability and backing of ideas the P&C brings to the school.

Karen Pearson

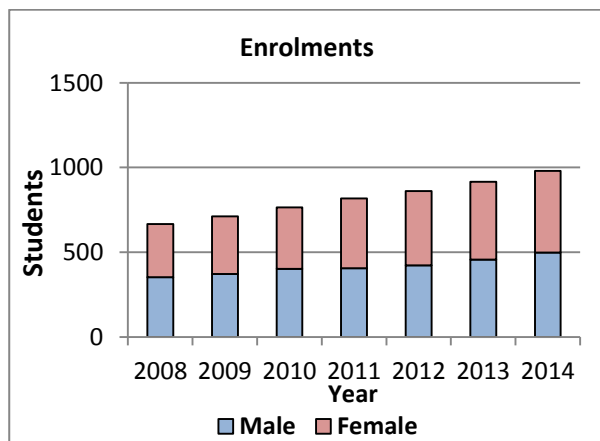
Student information

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

Student Enrolment

Gender	2008	2009	2010	2011	2012	2013	2014
Male	352	371	402	405	423	456	498
Female	315	341	363	413	438	460	482

Student enrolment profile



Student attendance profile

		Year	2009	2010	2011	2012	2013	2014
School	K		97.2	97.6	95.8	96.7	96.5	97.1
	1		95.9	97.4	96.2	95.9	96.2	97.0
	2		96.8	96.9	95.6	95.9	94.4	97.2
	3		98.3	98.5	97.0	97.4	96.8	97.8
	4		96.4	97.7	97.0	96.8	96.7	98.3
	5		96.7	98.6	97.0	98.0	95.7	97.7
	6		94.9	96.5	95.1	95.5	94.9	95.8
	Total		96.6	97.5	96.2	96.6	95.9	97.3
State DEC	K		94.3	94.7	94.7	94.3	95.0	95.2
	1		93.7	94.2	94.2	93.9	94.5	94.7
	2		94	94.4	94.2	94.2	94.7	94.9
	3		94.1	94.5	94.4	94.4	94.8	95.0
	4		94	94.5	94.3	94.3	94.7	94.9
	5		94	94.4	94.2	94.2	94.5	94.8
	6		93.6	94.0	93.8	93.8	94.1	94.2
	Total		92.1	94.4	94.3	94.2	94.7	94.8

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)	36.28
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.6
Teacher of ESL	2.8
School Counsellor	2.0
School Administrative & Support Staff	6.072
Total	56.672

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	50

Professional learning and teacher accreditation

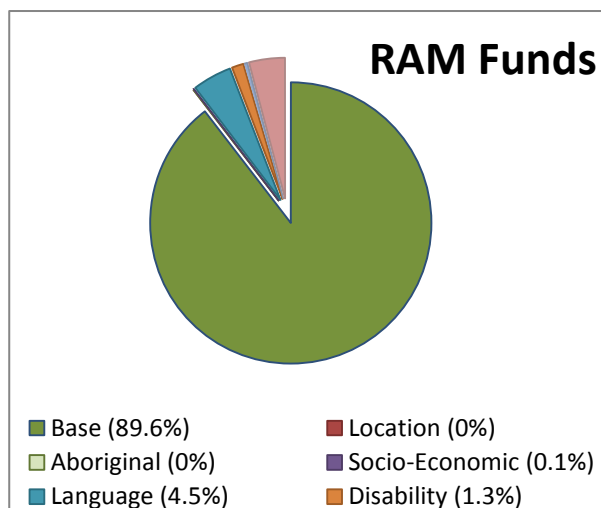
Building the capacity of staff is critical to improving the achievement of learning outcomes by students.

“Expert teachers have high levels of knowledge and understanding of the subjects that they teach, can guide learning to desirable outcomes, can successfully monitor learning and provide feedback, and can provide defensible evidence of positive impacts of the teaching on student learning.” Through targeted and personalized professional learning program here at Artarmon PS we aim to provide a foundation that allows each teacher to develop their capacity to be an expert teacher and coach or mentor.

Beginning Teachers

In 2014 there were two permanent beginning teachers appointed to our school. Using additional funds, the school ensured a great orientation and induction program was established. Funds were also used for coaching and mentoring purposes and to support additional time for programming, planning, assessment and reflection.

Financial summary



Component	RAM
Base	5,539,161
Equity	366,718
Location	-
Aboriginal	-
Socio-Economic	5,595
Language	277,745
Disability	83,378
Targeted	23,591
Other	255,658
Total	6,185,127

	2014 Actual (\$)
Opening Balance	(411,353)
Revenue	(7,045,361)
Appropriation	(6,331,392)
Sale of Goods and Services	(89,957)
Grants and Contributions	(606,794)
Investment Income	(17,219)
Gain and loss	-
Other Revenue	-
Expenses	6,936,320
Recurrent Expenses	6,936,320
Employee Related	6,031,682
Operating Expenses	904,638
Capital Expenses	-
Surplus/Deficit for the Year	(109,041)
Balance Carried Forward	(520,395)

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



Photo- School band perform at Carols Night 2014

School performance 2014

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.

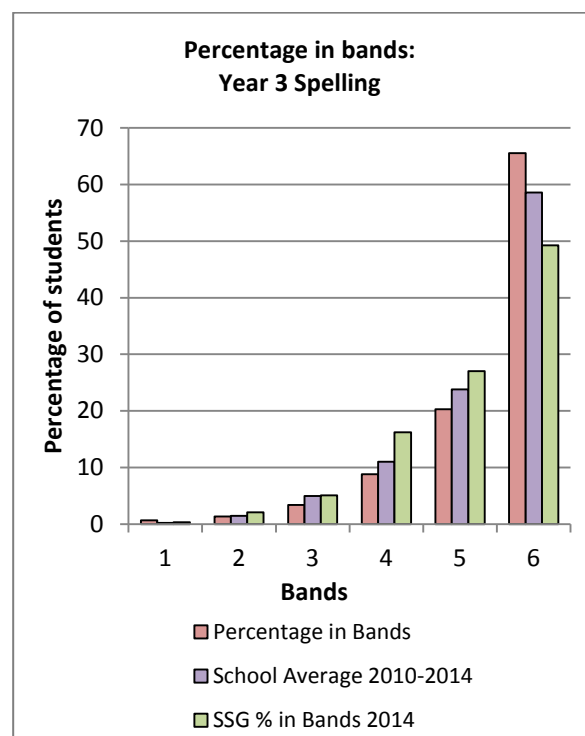
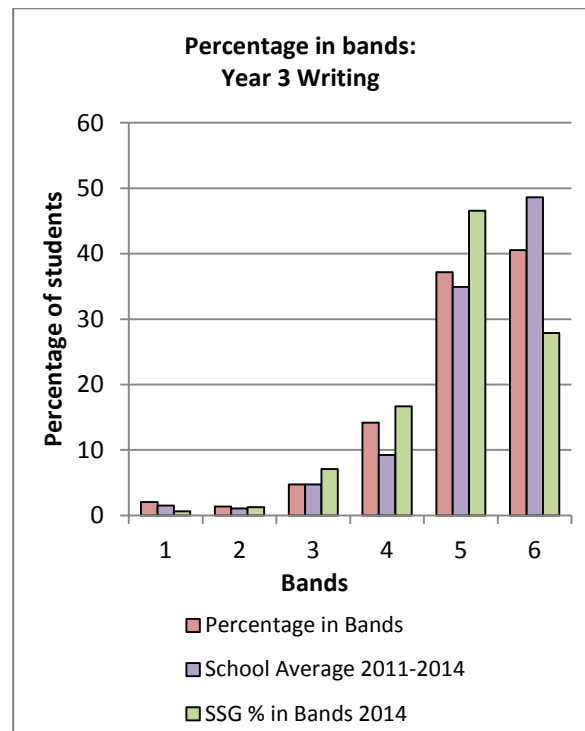
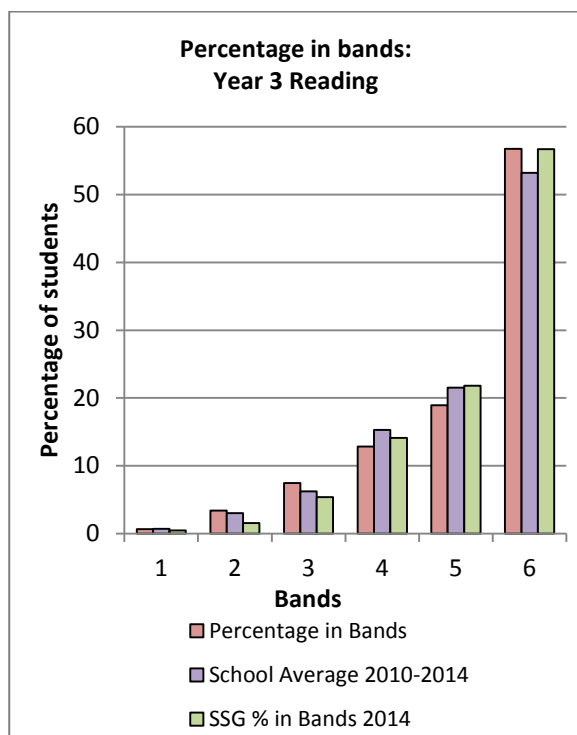
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

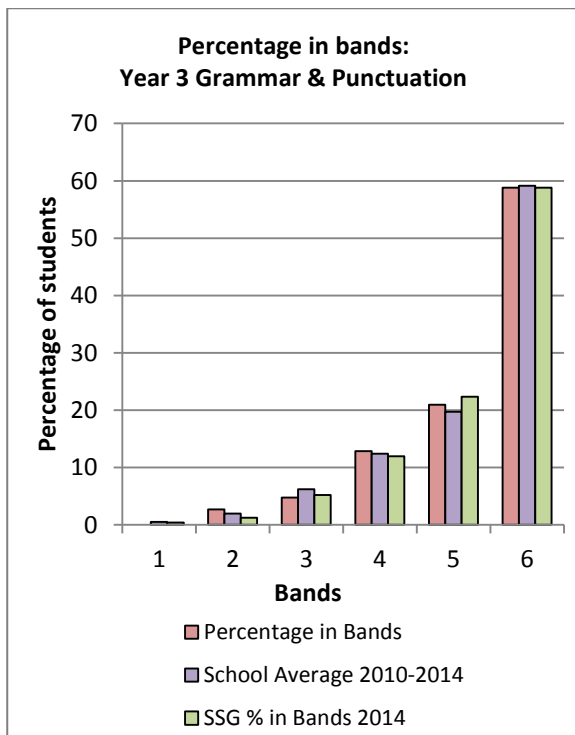
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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.

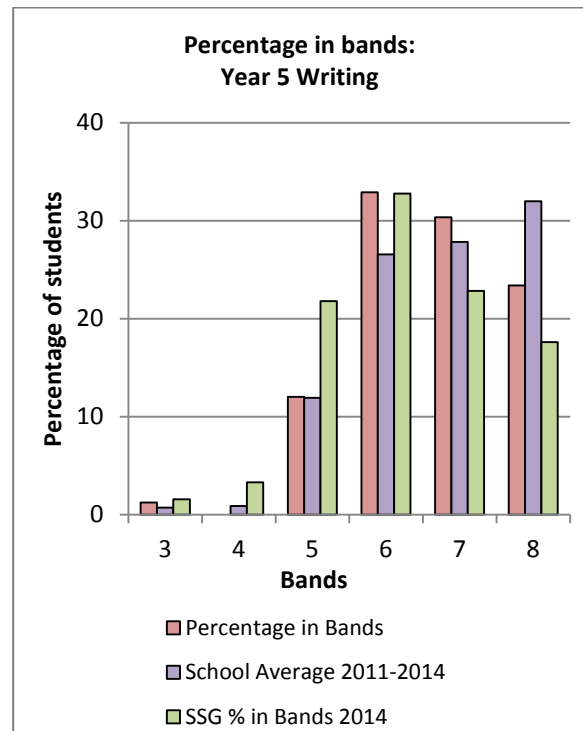
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



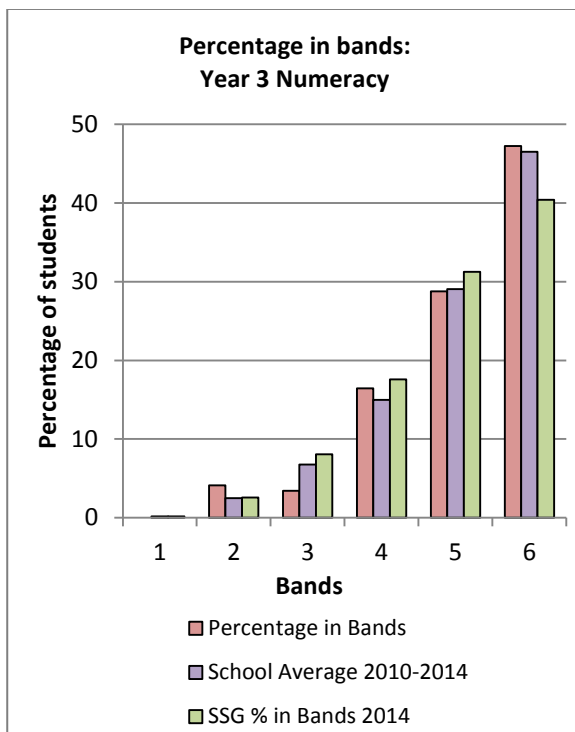


These graphs represent information from NAPLAN testing showing high percentage of students in bands 5 and 6.

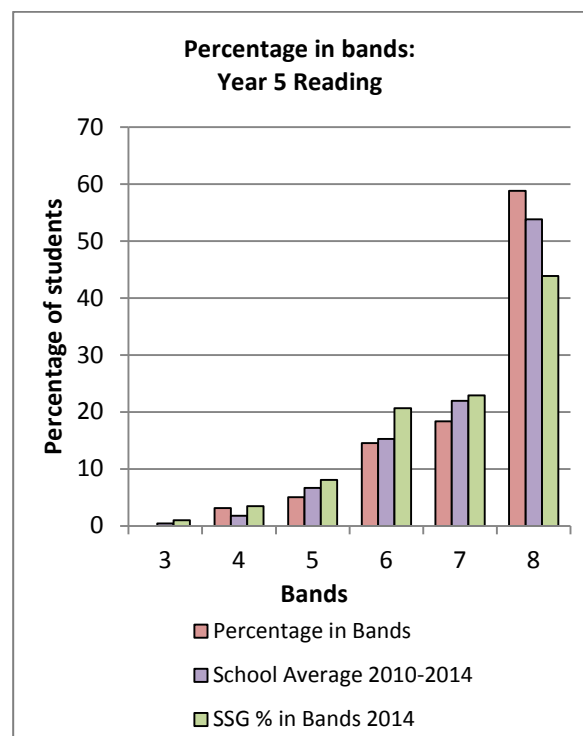
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

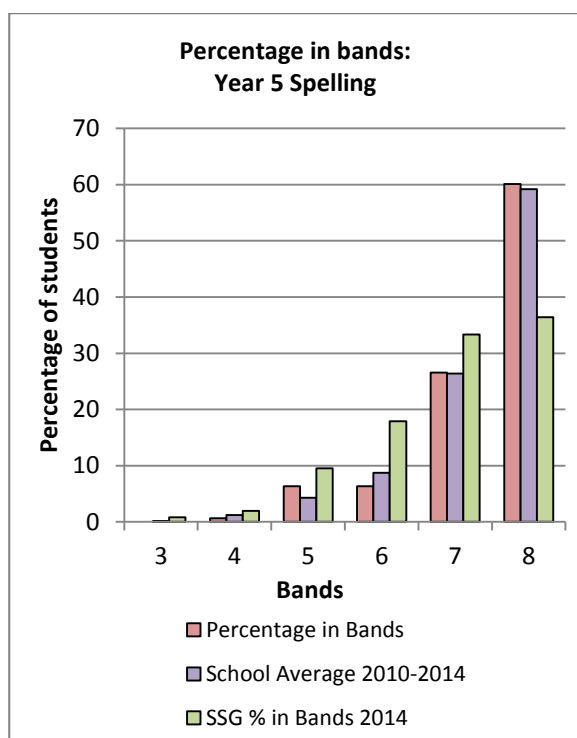


NAPLAN Year 3 - Numeracy



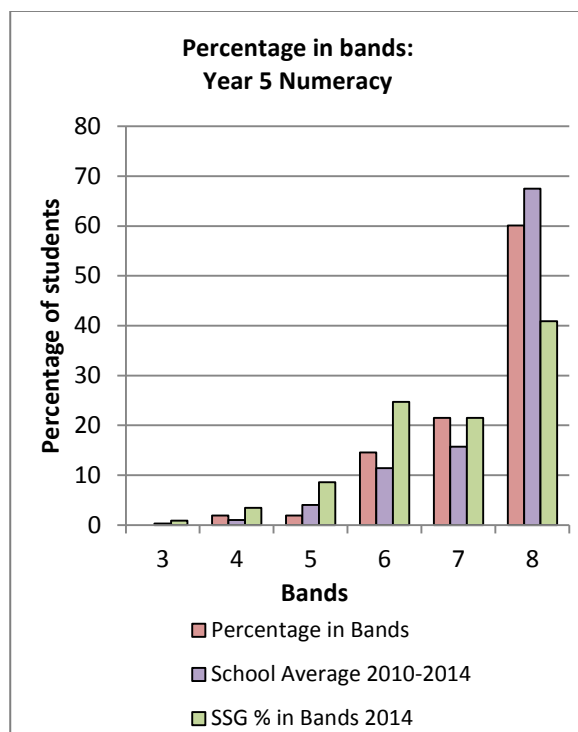
With the continued school focus on increasing student proficiency in numeracy – patterns and algebra and working Mathematically, graphs show results pushing into bands 4-6.





The continued focus on inferential comprehension is evident as students achieve bands 6-8 in reading –Year 5.

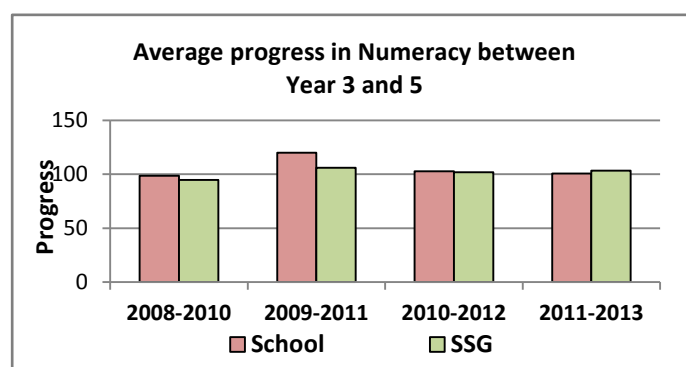
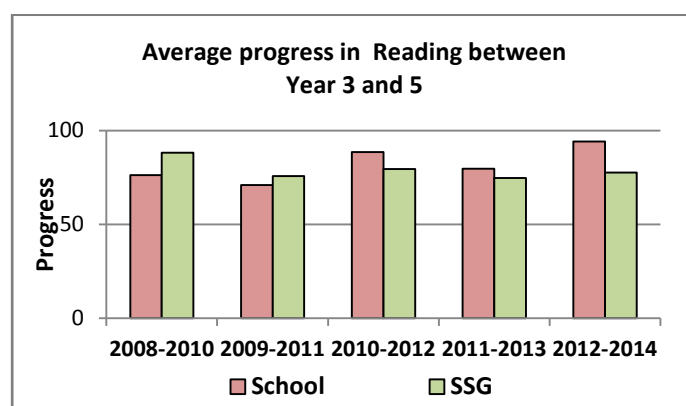
NAPLAN Year 5 - Numeracy



Year 5 students participating in NAPLAN show growth in bands 6-8 in Numeracy assessments.

Other achievements

Improvement graphs



Year 3 continue to display growth in reading as compared to similar schools. Numeracy growth remains similar across the years with many children remaining in the top two bands of NAPLAN consistently.

Significant programs and initiatives – policy

Multicultural education and anti-racism

With students coming from nations across the globe, multicultural education perspectives are embedded into everyday classroom practices. Through the “You can do it”; program students practice skills in getting along, harmony and resilience.

The school also takes part in the Multicultural Public Speaking Competition which raises awareness of issues around the globe. It allows students to research issues affecting the world and address them through public speaking.

The school fosters an atmosphere of mutual respect, effective conflict resolution, consideration for others and of course fun.

SYNERGY HARMONY EXCELLENCE

“LEARN TO LIVE”



Photo: Yr 6 Canberra Excursion with the Hon Bob Catter

Significant programs and initiatives – equity funding

Aboriginal background

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.

English language proficiency

Artarmon Public School is a culturally diverse school with approx. 75% of the students coming from English as an Additional Language or Dialect (EALD). The students come from a range of nationalities and cultural groups including Korean, Japanese and Chinese. The EALD 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 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.

Learning and Support

The school continues to have a 0.6 allocation of Learning and Support Teacher. This position is used to support children in the classroom and on the playground. The P&C also pay for a 4 day a week Support Teacher Learning Assistance in Terms 3 and 4. This position is used to support students in Literacy and Numeracy.



Photo: 2014 Thank you morning tea.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Collection of student outcome data
- feedback from teachers, students and community
- External student test (eg NAPLAN)

School planning 2012-2014:

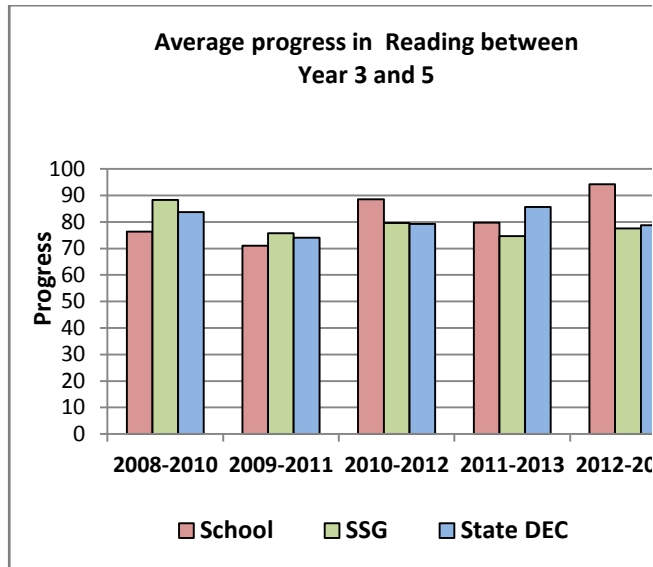
School priority 1

To increase student proficiency in Literacy

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:



This graph shows how students are making connections in their reading and answering inferential questions. The progression of students reflects effective, sequential teaching strategies.

Strategies to achieve these outcomes in 2014:

- Professional learning for staff reflecting on raw data
- Analysing and using data to inform teaching and learning
- Revisiting Blooms taxonomy

School priority 2

To increase student proficiency in numeracy – patterns and algebra and working Mathematically

Outcomes from 2012–2014

- Continued improvement in NAPLAN results for Yr 3 to Yr 5.
- Staff hold two professional development sessions on achieving target
- Staff continue to implement SENA 1 and 2 testing

Evidence of achievement of outcomes in

Average progress in Numeracy between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	98.5	120.0	102.6	100.6	110.0
SSG	94.8	106.1	101.8	103.4	93.1
State DEC	89.6	95.8	98.2	89.7	89.08

2014:

Strategies to achieve these outcomes in 2014:

- Professional development
- Continuation of Consistent Teacher Judgment

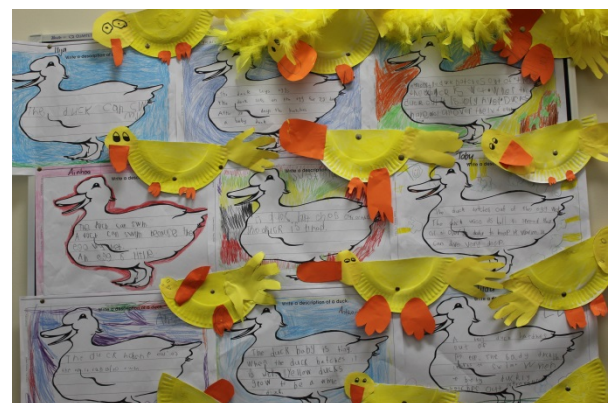


Photo: Kindergarten work samples

School priority 3

Improve the integration of technology in curriculum implementation

Outcomes from 2012–2014

- Sharing of best digital practice
- Staff attend NSW EDUtech conference
- Students create innovative and authentic research projects

Evidence of achievement of outcomes in 2014:

- 2 sessions per week ran at Artarmon academy focusing on utilizing technology for authentic tasks
- Staff use IRIS technology to assess teaching and learning

Strategies to achieve these outcomes in 2014:

- Staff professional learning
- Established technology target team
- Integration of technology as a tool in classrooms.



Photo: Yr 5 students problem solving together

School priority 3

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

Outcomes from 2012–2014

- Individual capacity for leadership is increased through instructional leadership
- Collaboration and consultation with community of schools continue.

Evidence of achievement of outcomes in 2014:

- Innovative, competency based professional learning program implemented
- Enhanced implementation of Australian Curriculum documents begun

Strategies to achieve these outcomes in 2014:

- Professional learning plan aligned with management plan
- Every teacher accesses TPL opportunities and has experience to mentor and be mentored.



Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

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

Jodi Warner- Deputy Principal

Caroline Alford- Assistant Principal

Meg Neal – Classroom teacher

Karen Pearson- P&C President

School contact information

Artarmon Public School

McMillan Rd Artarmon

Ph: 94111950

Email: Artarmon-p.schools@det.nsw.edu.au

Web : www.artarmon-p.schools.nsw.edu.au

School Code:1061

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>