

2020 Annual Report

Artarmon Public School



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Introduction

The Annual Report for 2020 is provided to the community of Artarmon Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

The school's motto "Live to Learn" underpins all that we do.

Artarmon Public School fosters positive, respectful relationships and aims to develop each individual's full potential; striving for excellence, celebrating achievements and valuing cultural diversity.

The staff, students and community value a school that is united, well equipped and collaborative. The focus on teaching and learning is aimed at supporting future focussed learners through the use of engaging teaching time and choice of extracurricula opportunities. High expectations are set for all and a focus is kept on high academic standards and supporting the whole child.

School context

Artarmon Public School is situated on the lower North Shore, opened in 1910 and recently undergone a major upgrade to school facilities.

There are approximately 1200 students enrolled from Kindergarten to Year 6, including 4 Opportunity Classes. Students come from diverse language backgrounds with over 80% from language backgrounds other than English. There are many cultures represented within the school community.

Artarmon Public School has a reputation for excellence in academic achievement and is also a centre for four opportunity classes. It provides a rich educational experience for students K-6, with particular emphasis on curriculum differentiation, effective integration of ICT and a strong creative arts program.

There are approximately 70 school based personnel including executive staff, classroom teachers, specialist EAL/D teachers, a Teacher Librarian, School Counsellors, School Learning Support Officers, administrative staff and a general assistant.

School staff are highly committed and enthusiastic. There is a mix of young teachers who are ably supported by highly skilled, experienced teachers.

The school has a strong relationship with the community which fosters active participation by parents within the school.

The P & C support the school with a number of initiatives to provide additional resources for students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning. Every student is a resilient, creative and empowered global citizen.

Purpose

The purpose is to ensure the school has a coherent, sequenced plan for curriculum delivery that ensures consistent quality teaching and learning expectations, including feedback and self regulation and a clear reference for monitoring learning across year levels.

Improvement Measures

All classrooms are engaged in Digital Technology. eg. Robotics

Tell Them From Me (TTFM) surveys to reflect growth in scores relating to student engagement in learning.

All students are self reflective learners.

School leaders have a consistent approach across the whole school of monitoring and providing feedback for teachers.

Progress towards achieving improvement measures

Process 1: Formative practices focus on explicit quality criteria, consistent teacher judgement and quality feedback.

Evaluation	Funds Expended (Resources)
Data collected in data triangulation will inform 'where to next?'	Data Triangulation

Process 2: Assessment practices emphasise learning progression and focus on student growth.

Professional learning is established within and across stages and curriculum areas

Evaluation	Funds Expended (Resources)
Data triangulations will be used to work on 'where to next?' for 2021	Data Triangulations

Process 3: All students set goals through the processes of reflection, self assessment and feedback strategies.

Evaluation	Funds Expended (Resources)
School goal created through external validation process and development of new strategic directions for next cycle.	Exec planning

Strategic Direction 2

Quality Relationships. Authentic partnerships are built with teachers parents and our community.

Purpose

To create life-long learners through positive relationships with the community. Facilitating open dialogue among and with all stakeholders in the community will encourage positive student wellbeing. By nurturing these relationships diversity will be celebrated, creating a positive school and community.

Improvement Measures

Data collected from annual TTFM survey.

Increased number of people attending organised events.

To build upon our current staff induction processes

Progress towards achieving improvement measures

Process 1: Students:

Students will build relationships to develop their individual educational goals.

Evaluation	Funds Expended (Resources)
Data triangulation and external validation process shows positive growth in students ability to create individual goals. Moving forward the school will continue to work in the area of assessment and build specific areas of growth across the whole school.	Data triangulation

Process 2: Staff:

The school fosters collaboration, use of data and evidenced based thinking in designing improvements in student outcomes through stage meetings, team meetings and professional learning activities.

Evaluation	Funds Expended (Resources)
Staff feedback and data through individual grade specific and whole school planned professional learning was very positive. The use of the Agile Schools framework was an effective tool to engage staff and focus on evidenced based practice	

Process 3: Community:

The school has a range of systems in place to provide ongoing information on a range of educational priorities and topics contextual to the needs of the students, staff and community.

Evaluation	Funds Expended (Resources)
Data triangulation and TTFM surveys show positive results and a greater uptake of parent participation. Through analysis of the data a new strategic direction around community connection has been developed in the next planning cycle.	Data triangulation TTFM and staff well being survey data

Strategic Direction 3

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

Purpose

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

Improvement Measures

Tracking student growth in areas of literacy and numeracy.

Teachers gain and maintain accreditation.

Increased collective efficacy of teacher teams. Digital technology, Agile team, Wellbeing and PDHPE team

Progress towards achieving improvement measures

Process 1: Schedule regular professional learning sessions, support staff in the effective use of assessment data to support the learning needs of students.

Evaluation	Funds Expended (Resources)
Developed 2021-2024 Assessment strategic direction based on evidence and external validation process.	Staff surveys Data triangulations

Process 2: Strengthen whole school pedagogy around student goal setting and reflection through PL, learning communities and professional development of PDP's.

Evaluation	Funds Expended (Resources)
Data triangulation analysis has lead to clear evidence suggesting an increase in teachers ability to use evidence based practices in visible learning and its impact on student learning.	Data triangulation

Process 3: Teachers draw on and implement evidence based research to improve their performance and development.

Evaluation	Funds Expended (Resources)
Clear evidence on the positive impact of planned professional learning based on research and teachers engagement with the process.	Data triangulation

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	EALD Staffing Funding Sources: • English language proficiency (\$0.00)	Team work collaboratively to implement quality teaching /learning programs.
Quality Teaching, Successful Students (QTSS)	2.0 staffing allocation Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$0.00)	Timetabling QTSS time for all teachers has had significant impact.
Socio-economic background	Funding Sources: • Socio-economic background (\$0.00)	Funding support Learning Support teacher and also provision of SLSO .
Support for beginning teachers	Beginning Teacher Funding Funding Sources: • (\$0.00)	Program has received positive feedback from participants in the review process.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	607	631	665	686
Girls	566	544	583	592

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	95.6	95.6	93
1	95.4	96	95.9	93.2
2	96.8	95.5	95.1	91.2
3	97.7	95.9	95.8	91.7
4	97.5	97.5	95.8	93
5	96.3	97.1	96.2	93.3
6	96.3	94.3	94	91.6
All Years	96.4	96	95.5	92.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	49.23
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.8
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	7.27

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	3,275,351
Revenue	10,465,541
Appropriation	9,700,818
Sale of Goods and Services	1,848
Grants and contributions	753,122
Investment income	8,154
Other revenue	1,600
Expenses	-10,021,654
Employee related	-8,956,701
Operating expenses	-1,064,952
Surplus / deficit for the year	443,888
Closing Balance	3,719,238

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	38,141
Equity Total	649,338
Equity - Aboriginal	2,730
Equity - Socio-economic	10,680
Equity - Language	498,029
Equity - Disability	137,899
Base Total	8,238,870
Base - Per Capita	300,149
Base - Location	0
Base - Other	7,938,721
Other Total	601,433
Grand Total	9,527,781

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Tell Them From Survey has been completed and through this the leadership team analysed that post COVID one of the schools 2021-2024 Strategic Directions will be around developing and building community connections. The leadership team will focus on, communication, collaboration and engagement.

Through the external validation process the theme of community satisfaction was rated as excelling.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.