School plan 2015 – 2017

Artarmon Public School
<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>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 extra curricula opportunities. High expectations are set for all and a focus is kept on high academic standards and supporting the whole child.</td>
<td>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 1082 students in Years K-6, with particular emphasis on curriculum differentiation, effective integration of ICT and strong creative arts program.</td>
<td>Artarmon PS have consulted with parents, students and community. We have used a clean house model and feedback to all levels of school executive to come up with our strategic directions.</td>
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Purpose:
The purpose is to ensure the school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across year levels.

Purpose:
The school actively seeks ways to enhance student learning and well-being by partnering with parents and families, other education and training institutions, local businesses and community organisations.

Purpose:
The school are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.
### Strategic Direction 1: Quality Teaching and Learning

#### Purpose
To ensure a coherent and sequenced plan for curriculum delivery that displays consistent teaching and learning expectations and a clear reference for monitoring learning across year levels. The plan is evidence based and has been developed with reference to The Australian Curriculum.

#### People
- **Students**: Will have a deep understanding of concepts, principles and big ideas within learning areas.
- **Staff**: Will have a strong alignment between curriculum delivery, units of work, teaching and assessment.
- **Parents and Community partners**: The curriculum will value and build upon student's needs and backgrounds
- **Leaders**: The school has a clearly documented whole-school plan for curriculum delivery.

#### Processes
- **Students**: Students will develop cross-curricular skills and attributes, including teamwork, critical thinking, problem solving and evaluation.
- **Staff**: Staff will build upon teaching in each year building on to and extending learning of each individual based upon focussed assessment.
- **Leaders**: The leaders focus attention and energy on priority curriculum areas and on ensuring all students are proficient in Key Learning Areas.

#### Products and Practices
- Students will be actively engaged in self-interest projects throughout the year through the implementation of Artarmon Academy classes.
- Teachers will engage student learning through relevant, meaningful and 21st Century technologies as tools for learning.
- There is vertical alignment of curriculum through grade scope and sequence documents so there is a continuity and progression of learning.

#### Improvement Measures
- **NAPLAN**
- **STAFF FEEDBACK**
Strategic Direction 2: Quality Relationships

Purpose

To ensure the school actively seeks ways to enhance student learning and improve student outcomes by partnering with families, local businesses and community organisations. Families are recognised, included and valued as integral members of the school community and partners in their children's education. Respectful partnerships and relationships are established to address student needs. Schools need to ensure and provide for effective communications, consistency and a collegial environment.

People

**Students:** Will build relationships and feel valued in a supportive environment which will improve student outcomes, opportunities and their wellbeing.

**Staff:** Will become familiar with community, groups and businesses and seek to understand students' needs to ensure that each partnership has been established in response to an identified need.

**Parents and Community partners:** Will collaborate with the school to ensure effective communication and an understanding of and commitment to the purposes of the partnership.

**Leaders:** The school leadership team will make deliberate and strategic use of partnerships with families, local businesses and community organisations to access resources.

Processes

**Students:** Students will be able to access intellectual, physical and/or other resources not available within the school in order to achieve their individual educational goals.

**Staff:** Will actively pursue relationships with students and understand the objectives of the partnership to plan experiences that broaden student knowledge, build new skills, develop positive attitudes and increase engagement.

**Leaders:** The leaders will be responsible for initiating partnerships that brings staff and students together with external partners, such as families and community organisations.

Products and Practices

Student learning will be enhanced through the various partnerships the school fosters and will be confident in making transitions from pre-school to primary school to high school, with a reliable network.

Teachers will support partnerships and relationships created and will ensure that they are sustainable and an accepted part of the culture of the school community.

The school’s partnerships will be successfully implemented and be adequately resourced and sustainable. Partnerships will have their intended impact.

**Improvement Measures**

Parents, families and communities will attend events at the school and be involved in different ways.

High student attendance rates. Students achieve highest possible outcomes.

Parents will indicate through surveys their satisfaction with their relationship with the school.
## Strategic Direction 3: Quality systems

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td>The school has established a strong improvement agenda grounded in</td>
<td>Students: Students take responsibility for improvement in learning goals.</td>
<td>Students: Identify and articulate learning intentions.</td>
<td>Students: Self-assess their learning.</td>
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<td>evidence from research and practice.</td>
<td>Staff: Teachers commit and take responsibility for changes in practices to achieve core learning priorities</td>
<td>Staff: Teachers collaboratively plan, deliver and review the effectiveness of programs / lessons.</td>
<td>Staff: Teachers engage in regular collegial discussions.</td>
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<td>Parents/ Community partners: There is evidence of school-wide commitment to every students success.</td>
<td>Parents / Community partners: Communicate to parents using a variety of formats to suit local needs.</td>
<td>Leaders: Effectively and systematically evaluate programs and performance.</td>
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<td>Leaders: Clearly committed to finding ways to improve core learning priorities.</td>
<td>Leaders: School leaders drive the improvement agenda through collaboratively practices and working with teams</td>
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<tr>
<th>Improvement Measures</th>
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<td>Student work samples</td>
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<td>Executive observations</td>
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