Auburn Public School
Annual School Report

2012
Our school at a glance

Students

Enrolment for 2012 was on average 583 students. 98% of students are from Language Backgrounds Other Than English.

Staff

Our school maintains high levels of staff retention. At the same time a large number of casual teaching positions exist in support for permanent members of staff on various types of approved leave, in particular, maternity leave. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

2012 has been another exciting and rewarding year for the Auburn Public School learning community.

The school has been fortunate to gain significant funding from the Commonwealth Government to further support the learning programs at our school. These programs included: National Partnership – Low SES Communities, Priority Schools Program (PSP), Refugee Project, Beginning School Well and School Learning Support Coordinator (SLSC) initiative. Our achievements are outlined in more detail in this Report.

Other significant programs included Technology, Drug Education, Student Leadership, Child Protection, Aboriginal Education, introduction of Multi-Lit a specialised reading intervention strategy, programs for students with disabilities and learning difficulties, Multicultural Education, Positive Behaviour Intervention Strategies (PBIS), Reading Recovery and Early School Support (ESSP).

Messages

Principal’s message

The Annual School Report celebrates the achievements of Auburn Public School in 2012 and I wish to congratulate all students, staff and members of the school community for their commitment. Auburn Public School promotes and nurtures diversity and individuality found within all students and staff to build a tolerant and caring society.

In 2012 there was a continued strong focus on literacy, numeracy, student welfare and technology building upon our work from the Successful Language Learners project focusing on ESL pedagogy, and National Partnership Literacy and Numeracy project. This year was also our first year of National Partnership Low SES with significant resources and professional learning for staff on Literacy, the employment of a speech pathologist and introduction of School Mentors in specialist areas.

The school will continue to set targets for improvement and teachers, support staff and parents will work in partnership to achieve these goals.

I wish to thank and congratulate staff on their commitment to professional learning and strong focus on quality classroom practice. Their hard work has resulted in improved outcomes for students across all areas of the curriculum.

In addition, congratulations to our students for their wonderful effort and thank you parents for your ongoing support of programs operating in our school.

In closing, it is a great honour to be Principal of Auburn Public School.

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.

Mrs Lisa Markey
P & C
The P & C met twice each term with meetings being well attended most of the time. We thank the school executive for continuing to supply translators so our parents can fully participate in these meetings. This year the P & C held two fundraising events— a Fun Run to coincide with the Cross Country Carnival in May and a Father’s Day Stall in September. The uniform shop continues to operate under the capable leadership of Mrs Julie Cross with Lesley Pai as her regular helper and they supply quality informs at affordable prices to our students.

This year the P & C Association became incorporated through the Federation of P & C Associations and this enabled us to apply for a grant to assist with purchasing a sensory playground for the Special Education Unit. We thank our secretary, Muradiye Payir, for her hard work in completing and submitting the lengthy application process and we are waiting to hear if we have been successful.

P & C also submitted an objection to a high rise development proposed for land opposite the K-2 site. As a result we were invited to attend a conciliation conference between the developers and Auburn City Council convened by the Land and Environment Court. The President and Secretary attended this conference on 20th September 2012 to voice P & C concerns regarding the size and location of the proposed development.

Two members of the P & C participated on a selection panel to fill the position of Deputy Principal who will commence during term 1, 2013.

During the year the P & C has continued to enjoy working an excellent working relationship with the school executive and staff and we look forward to another productive year in 2013.

Gillian Guy
President

Student representative’s message
Auburn Public School provides us with the opportunity to participate in excellent learning in Literacy, Numeracy, other Key Learning Areas and lots of other areas such as sport, music and dance.

At Auburn Public we acknowledge and respect all our differences by recognising and taking part in the celebrations that are important to our school community such as Harmony Day and Cultural Diversity Day. This respect allows us to all learn in a safe and happy school.

This year has been a busy and exciting year for our students at Auburn Public School. The SRC actively organised two Music and Games nights, Red Nose Day activities, an Easter Guessing competition and assisted in supporting fundraising efforts for our schools ‘Sensory Playground’ project.

We had the opportunity as school captains to visit Holroyd High School as they celebrated their biennial Multicultural Day on Friday 24th August 2012. At Holroyd High we listened to speeches by minister The Hon. Chris Bowen, Member for McMahon, Ms Dorothy Hoddinott AO FACE, Principal of Holroyd High School and watched the flag ceremony followed by music performances.

Our school choir performed outstandingly at the Sydney Opera House, Parramatta Riverside Theatre and at Angel Place Recital Hall in Martin Place and were a feature of our K-6 assemblies throughout the year.
Another highlight of 2012 was the ‘Dance Sport’ program which was not only fun but taught us a great range of different dance styles such as Ballroom and traditional dances such as the Waltz. The Sydney Dance Sport Championship took place on Thursday, 15th November at Rooty Hill RSL. Two teams represented our school consisting of students from Years 2, 3, 4, 5 and 6. Both teams competed in a variety of events against 13 other schools. This was the first time our school entered the championship, with outstanding results. Our students made the finals for several events, including the Waltz, Cha Cha, Slow Rhythm, Samba and Australian Barn Dance. One student even placed 2nd in the mixed-schools event. All students received a medal, which they will cherish for a long time.

Also this year students participated in the Macquarie University Robotics and Young Einsteins Program. We had a great time learning how to use software to program our robots!

Years 5 and 6 had a fantastic overnight excursion to Yamambi. This was the first time in many years that our school has participated in an overnight camp. We thank all the teachers that organised and attended such an amazing excursion.

In sport also, it was a highly successful year. Students represented the region at state carnivals for swimming, cross country and athletics.

As the 2012 school captains it has been a great privilege to be part of this wonderful school.

Christine and Rijad

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### 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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>397</td>
<td>358</td>
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#### Student attendance profile

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<th>2011</th>
<th>2012</th>
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<td>96.9</td>
<td>96.1</td>
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<tr>
<td>Total</td>
<td>94.6</td>
<td>94.8</td>
<td>95.8</td>
<td>95.5</td>
<td>94.9</td>
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#### Management of non-attendance

The school encourages regular school attendance to maximise student learning. Many students take extended leave overseas and apply for exemption from school through completion of forms at our front office. For other students that are experiencing problems with regular attendance we employ various strategies including - LAMP monitoring, attendance cards, parent interviews and letters sent home and if necessary HSLO involvement. Our attendance rates have, and continue to improve significantly.
Staff information

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

Staff establishment

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<th>Position</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>4.8</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.462</td>
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<tr>
<td>Total</td>
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</table>

There are no teachers of Aboriginal origins.

Staff retention

In 2012, one Assistant Principal was promoted to Deputy Principal at another state public school. An Assistant Principal was appointed at the same level to another school. Three new classroom teachers were appointed through merit selection.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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Financial summary

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

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<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>384 326.81</td>
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<tr>
<td>Tied funds</td>
<td>396 316.84</td>
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<tr>
<td>School &amp; community sources</td>
<td>106 597.62</td>
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<tr>
<td>Interest</td>
<td>19 773.42</td>
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<tr>
<td>Trust receipts</td>
<td>19 848.65</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1 273 033.91</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 61 818.27  |
| Excursions                 | 36 128.48  |
| Extracurricular dissections| 31 552.06  |
| Library                    | 6 909.68   |
| Training & development     | 1 787.91   |
| Tied funds                 | 336 781.28 |
| Casual relief teachers     | 127 007.63 |
| Administration & office    | 98 465.11  |
| School-operated canteen    | 0.00       |
| Utilities                  | 76 920.91  |
| Maintenance                | 48 251.24  |
| Trust accounts             | 13 822.30  |
| Capital programs           | 0.00       |
| **Total expenditure**      | 839 444.87 |

| **Balance carried forward**| 433 589.04 |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

3-6 Choir

Auburn Public School offers an exciting, rewarding and inclusive school choir program for students in Years 3-6.

At our school each week on Monday afternoons the school choir participates in an ‘Interest Group’ program. The students who express an interest in the choir then get to be a part of this weekly program where they learn about music composition and engage in committing whole-heartedly to music-making and singing.

Our choir brings much entertainment to our students, parents and school community. Through performances such as the School Spectacular, K-6 Assemblies and our school Harmony Day celebrations, choir participation has assisted with instilling school pride.

Our school choirs play a large part in strengthening a sense of community and enhancing the quality of life for our students. This was illustrated in the huge success of the annual School Choir Spectacular, which involves a number of combined school rehearsals, culminating in a massed choir performance at the Sydney Opera House. The choir also participated in a Harmony Day workshop at Auburn Town Hall and the ‘Mirror Project’ community partnerships singing program which involved a performance at Riverside Theatre in Parramatta.

Some students were also selected to represent our school in a special choir that performed in the Sydney Children’s Choir’s performance of ‘Heritage in Song’ at City Recital Hall.

The school publically thanks the students and the parents for their unwavering support of this special opportunity to perform at a world class venue. These students and parents dedicated their own time and resources to this valuable program.

A student Umid Aiwaz was awarded a bursary scholarship to be a member of the renowned Sydney Children’s Choir. Congratulations to these students on this outstanding achievement!
Sport

Students at Auburn Public School have been involved in many sporting activities throughout the year. Swimming, Cross Country and Athletics carnivals were held. This year a number of students represented our school at district and regional level.

The ‘Active After School Sport’ program continued in 2012. Selected students were provided with the opportunity to participate in a variety of sports each term. Students received a nutritious afternoon tea. The Australian Sports Commission provided funding and resources for the program.

Clinics were held throughout the year at Auburn Public School. Selected students participated in the Football United Primary Schools Festival and the Parramatta Touch Football Gala Day.

Auburn Public School participated in the ‘Be Skilled Be Fit Olympic Day’. Students were given a real taste of the Olympic Games. They participated in opening and closing ceremonies and participated in a wide variety of athletic and ball games.

At the end of Term 3 over 250 students participated in a 10 day swim scheme program at Ruth Everuss Aquatic Centre. The main purpose of the daily sessions was to improve water confidence and survival skills in the water. Upon completion of the program students received a certificate.

Other

Interest Groups continued in 2012, students tried out and were selected to participate in a variety of activities such as Choir, Dance, Cultural Dance groups, Gardening, Public speaking and Mentoring. Students enjoyed these experiences and were provided with opportunities to perform at various school assemblies throughout the year.

Early in term 2, approximately 60 Stage 3 students attended an overnight camp at YMCA Yarramundi, Richmond. Students participated in a variety of activities including caving, flying-fox and rock climbing. The students that did not attend the camp participated in ‘camp style’ activities at school.

Programs for Students with additional educational needs.

Special Education Unit Information.

Our four Special Education classes provide excellent educational opportunities for up to 36 students with disabilities, including those with Autism and with mild and moderate intellectual disabilities. Students are placed in the classes by a regional placement panel. Each of the four classes has a specialist teacher and an experienced School Learning Support Officer.

Each student in the unit has an Individual Education Plan (IEP) that is developed in consultation with parents, teachers and other relevant professionals e.g. support agencies, speech therapists. Each child's personalised program is written within the framework of the Key Learning Areas (KLA's) that form the curriculum for all primary school students in NSW. Priority is given to the student's development of communication skills, social skills and independent living skills. The student’s IEP’s also include academic skills such as reading, writing and mathematics.

Staff

The Unit is staffed by four teachers with expertise in working with students with special needs. There are four full time Student Learning Support Officers (SLSO’s) who also support the children both in the classroom and playground.

Integration

The aim of integration is to ensure students in the support classes can learn with and from their peers. These valuable programs focus on teaching students the social, behavioural and communication skills necessary to participate as
independently as possible in the wider community.

Many beneficial integration programs run at our school providing students with opportunities to network with mainstream peers and teachers. Support classes have accessed purposeful and successful integration opportunities during Interest Groups, Assembly, weekly sport, and through cultural, academic and theme days throughout the year as well as excursions.

Community access-100% of the students in our classes, four teachers and four SLSOs participate in a wide range of opportunities and experiences to promote student independence in accessing facilities in their local community.

Our school has been successful in gaining grants of $10,000 from Dooleys Club Lidcombe and $1,500 from the Gary Walden Trust Fund Grant towards our Sensory Playground project to support the social and sensory needs of our students on the playground. Thank you for this wonderful support of our school initiatives.

The inclusive sensory playground project goal is to incorporate play amongst mainstream students and students with Autism and disabilities. Our vision is that this space will also be shared as a community resource with local children services with regard to transition to school programs for pre-school children that have additional needs. We have been working together with the Children’s Service Coordinator for Auburn City Council and Ageing Disability and Home Care Department as part of the ‘Building Inclusive Community in Auburn’ to support children with a disability in mainstream school community and to encourage inclusive practice. We hope to access more funding sources from the community to bring this sensory playground project to fruition.

All additional support for students at Auburn Public School is accessed and coordinated through the Learning Support Team, consisting of teachers, school counsellor, specialist teachers and other relevant personnel. The Learning Support Team works with families and external agencies to ensure every child’s educational and social needs are individually catered for.

We actively strive to make the children's educational experience in the Special Education Unit at Auburn supportive, engaging and enriching.

**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)
Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
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Numeracy – NAPLAN Year 3

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<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Bands 2012</th>
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<tbody>
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Numeracy – NAPLAN Year 5

Progress in reading

Average progress in Reading between Year 3 and 5*

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<td>State DEC</td>
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Average progress in Numeracy between Year 3 and 5*

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<tr>
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Skill Band Distribution

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<td>18</td>
<td>21</td>
<td>8</td>
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<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<td>33.3</td>
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<tr>
<td>School Average 2008-2012</td>
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<td>36.1</td>
<td>15.9</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
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<td>20.7</td>
<td>29.1</td>
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<td>8.4</td>
<td>5.5</td>
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<tr>
<td>State DEC % in Bands 2012</td>
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<td>13.2</td>
<td>24.6</td>
<td>26.7</td>
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Average progress in Numeracy between Year 3 and 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.
Significant programs and initiatives

Student Representative Council

At Auburn Public School, all students are encouraged to develop their leadership skills in a variety of areas, including within the classroom and playground, through their support for other students, or their involvement in academic, sporting, cultural or community events and projects. We are proud to have many students involved in a variety of these activities including school prefects, district and regional carnivals and debating and public speaking teams.

Each year, a Student Representative Council with representatives from each class from Year 2 to Year 6 is formed. The council provides an excellent opportunity for students to participate in decision making in the school. Representatives are voted in by their class peers and actively participated in a Training Day to learn about skills they utilised within their leadership role.

The Student Representative Council has assisted in the running lots of initiatives including Red Nose Day, Easter Raffles, Music and Games Night, and various formal assemblies.

The SRC were very privileged to have been specially invited to attend the media launch of the Easter Show.

Auburn Primary School was invited to the launch to be the first to experience the new Super Slide ride. As the students held onto their magic carpet and raced down the slide, they screamed with excitement and were exhilarated by the time they reached the bottom. While some thought the ride was ‘scary’ and ‘freaky’, others said breathlessly that the ride was ‘cool’ and ‘the best’. They ended this special privilege by paying a visit to the farmyard nursery’s 1000 inhabitants. Our SRC members demonstrated a high level of leadership skills at this special occasion as they were clearly the media darlings of the day's media events.

Mrs Kathleen Hansell
Acting Deputy Principal and SRC Co ordinator

Parent Involvement.

In 2012 the school sought the opinions of parents, students and teacher about the school through surveys and discussion.

Parental involvement in the school continued throughout 2012. Attendance at P & C meetings, information meetings, parent workshops and special events has been strong.

Parent meetings have included weekly English classes, information about literacy health, craft and cooking lessons.

Over 200 parents attended our Cultural Diversity Day where we celebrated our many and varied cultures within our community through song, dance, words and music. It was an opportunity for parents and teachers to share a lunch and talk together.

Many initiatives have encouraged community involvement. These have included parent workshops in the Community room, Breakfast Club and the Homework Centre.

Aboriginal education

Our school provides programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia in all Key learning Areas and particularly in Connected Outcome Groups units of work.

A ‘Welcome to Country’ is part of all school assemblies and events and students are encouraged to recognise and value the land and its significance.

This year for NAIDOC week the school hosted a great performance by ‘Ryka Ali and Grandmother Cindy’.
This year staff at Auburn Public School combined with four other local schools to identify and promote best practice Aboriginal Education. This involved unpacking of the Aboriginal Education training package, improved understanding of our local Aboriginal culture whilst working with Aboriginal elders and participation in a variety of Aboriginal Education activities such as art, storytelling, technology, literacy and numeracy.

**Multicultural education**

Auburn Public School is part of a wider culturally diverse community. Over 98% of our students come from a language background other than English. We celebrate this rich diversity on a daily basis.

Initiatives which were begun as part of the SLL (Successful Language Learners) Project have continued into 2012.

These included:

- Teachers planning and teaching programs which have a strong emphasis on ESL pedagogy and practice.
- Community Language programs being closely aligned to other teaching programs.
- Teaching programs having strong multicultural perspectives embedded in them.
- Our diversity being celebrated through the arts – dance, visual arts and song.
- Translation of many documents for parents and interpreters regularly available for meetings.
- Multilingual courses for parents informing them about school practice and routines.
- The Community Room and kitchen in use for parent meetings and social activities such as organza flower making, glass painting, cake decorating, sewing, henna tattoo and jewellery making.
- Students having a healthy breakfast through the Breakfast Club, ensuring they are ready for learning.
- K-6 students being supported in the weekly Homework centre.
- The Beginning School Well project helping to transition children of refugee backgrounds from pre-school to Kindergarten.
- Extending our understanding of diversity through our Harmony Day and Cultural Diversity Day celebrations.

**National partnership programs**

In 2012, Auburn Public School began its involvement with National Partnerships Low SES Communities, a federally funded initiative. We have primarily used this funding to support and sustain existing programs at Auburn Public School including the National Partnerships Literacy/Numeracy initiatives and in the employment of 5 school based mentors (Literacy, Numeracy, ESL, ICT and Quality Teaching) employed to;

- mentor best practice pedagogy through demonstration lessons, team teaching, observations and developing programs underpinned by the Quality Teaching Framework
- organise and present professional learning
- provide induction programs for all new staff
- audit, maintain and order appropriate resources
- develop the organisation and implementation of whole school assessment procedures including feedback, data collection and analysis, backward mapping, design of rich tasks with rubrics and
consistency of teacher judgement moderating opportunities for all staff.

All mentors in conjunction with the Principal designed a mentoring process which incorporated proformas, guidelines, structure and organisation. All mentors also attended a Professional Learning Mentoring course which resulted in a consistent approach and practice. Significant impact on classroom delivery has occurred with teachers beginning to use Quality Teaching elements to underpin best practice Literacy, Numeracy, ICT and ESL pedagogy and is demonstrated in classroom observations and walk throughs with learning intentions and success criteria evident.

Improved school based professional learning and curriculum delivery is evident as sessions are more individualised in each area and align to teacher goals based around the professional teaching standards and different stage, grade and teacher need.

All mentors are active in leading stage teams to program using the backward mapping method and aligning assessment tasks and rubrics and leading consistency of judgement meetings and moderation activities. Major increase in community engagement is occurring as more parents attend courses organised by mentors, utilisation of the Community Room and participations through the Homework Centre, Breakfast Club and excursions. Collections of meaningful data in each area is timetabled and used to inform teaching practice K-6.

Other programs

Priority Schools Program (PSP)

The Priority Schools program is a commonwealth Government funded program administered by the NSW Department of Education and Community (DEC)

PSP funding has been highly significant in the achievement of improved student outcomes and high levels of professional development for staff at Auburn Public School in 2012. Funding in 2012 supported the following programs.

• Additional staffing was used to support the reduction in class size numbers.

• Staff participated in professional learning programs, in Numeracy, to further develop expertise in metalanguage with emphasis on Newmans Error Analysis in all classrooms K-6 and a focus on ‘hands on’ problem solving and ICT programs.

• Staff participated in professional learning, in Literacy, to further develop the understanding of Writing as part of a whole Literacy program and a focus on implementing ICT.

• Continuation of the support of Jolly Phonics through parent workshops.

• Induction for all new staff on the best practice programs at Auburn in Literacy and Numeracy to maintain sustainability.

• Literacy and Numeracy resources were purchased to support teaching programs.

• The Preschool Playgroup – supervisor of this group employed on Wednesday mornings on a teachers’ aide salary.

• Employment of Community Liaison Officers (CLO) to run community mornings in our community room and kitchen to strengthen partnerships between school and parents.

• Employment of CLOs to run a breakfast club one morning a week and Homework Centre two afternoons a week to increase the level of students’ participation and engagement, and continue to strengthen home school partnerships.

Student welfare.

In 2012 the school continued its implementation of Positive Behaviour Intervention Systems (PBIS) and the school discipline code. Auburn Public School has been participating in PBIS (Positive Behaviour Interventions Support) program since 2007. This program focuses on teaching all students clearly and explicitly how we want them to behave. The students are involved in one lesson each week and cover a range of core concepts including: Problem Solving, Communication, Game Rules, Personal Safety, Leadership and Environmental Awareness.
The school expectations consist of Being an Active Learner, Being Respectful and Being Safe. These encompass all class rules and responsibilities and are displayed and taught in every classroom. Students who consistently follow the school expectations in the playground are rewarded with ‘Playground Star Good Choices’ awards. The class with the most awards earns a class award at the school assembly which is displayed in the school office.

Students who consistently follow the school expectations in the classroom can earn PBIS ‘Merit’ cards which are written by the class teacher and given to students for improved or outstanding classroom achievement. These are handed out at assemblies by the school executive. These awards may be given to students who show outstanding improvement or achievement.

Our whole school expectations matrix was extended to cover expectations related to transitions from the playground to the classrooms. Collaboratively developed lesson plans were created to cover expectations with the following:

When the first bell rings students need to go to the toilet, get a drink, finish eating and keep equipment, such as footballs, still. By the time the second bell rings they need to be lining up. There are signs around the school to assist students, and teachers will go through and practise these expectations during class time.

We promote an anti-bullying ethos in the school. This year in consultation with staff, students and parents our school reviewed and updated its Anti-Bullying policy with a focus on Cyber Safety. Our school held student, staff and parent presentations that were presented by the Australian Communications and Media Authority. The presentations were informative and engaging. The presentations covered the following important topics:

- the ways children use the Internet and emerging technologies.
- potential risks for children online, such as cyber bullying, identity theft, inappropriate contact and exposure to inappropriate content.
- tips to help children stay safe online.

Students learnt a great deal of important information on cyber safety from the presentation.

The school facilitates student leadership through the Student Representative Council and school assemblies. Our Team of Student Leaders also has an active voice and presence in the school community, taking responsibility for assemblies, welcoming dignitaries to the school and modelling excellent behaviour for all.

**Progress on 2012 targets**

**Target 1**

**Improved Literacy Outcomes for all students.**

Students and teachers are well prepared to meet the demands of NAPLAN external testing, resulting in an increase in students achieving at or above minimum standards in Numeracy and in students achieving or exceeding state average growth.

Our achievements include:

- Participation in the National Partnerships Low SES Communities and the appointment of a Literacy Mentor to:
  - Model and demonstrate good practice in ‘quality literacy sessions’.
  - Organise and present professional learning.
- Induction for new staff.
- Professional Learning and demonstration lessons for teachers.
• All teachers following school expectations for the delivery of literacy.
• All teachers using Jolly Phonics, Jolly Grammar and the spelling scope and sequence for Early Stage 1, stage 1 and Stage 2 students.
• A structured guided reading program within the context of a quality Literacy session, with visual timetable, evident in all classrooms.
• 24% of Year 3 and 8% of Year 5 students achieved proficiency level in Reading in NAPLAN testing as well as 82% of Year 3 students and 78% of Year 5 students achieving at or above minimum standards in Reading.
• 46% of Year 3 and 8% of Year 5 students achieved proficiency level in Writing in NAPLAN testing in 2012 as well as 87% of Year 3 students and 83% of Year 5 students achieving at or above minimum standards in Writing.
• 53.1% of students achieved or exceeded state average growth in Reading in 2012.

Target 2
Improved numeracy outcomes for all students.
Students and teachers well prepared to meet the demands of NAPLAN external testing resulting in an increase in students achieving at or above minimum standards in numeracy and an increase in students achieving or exceeding state average growth.

Our achievements include:
* 97% of teachers K-6 used the school Scope and Continuum to develop classroom programs using explicit strategies to teach Number programs of intellectual quality which embed Working Mathematically outcomes.
* 98% of teachers using the identified Maths metalanguage both orally and in written form.
* 95% of teachers stated that there was an improvement in students use and knowledge of Maths metalanguage in talking and listening, reading and writing.
* Teachers implementing resources to deliver ‘best practice’ numeracy lessons: 96% using Daily Workouts; 68% using box cars; 80% using Algebra for All; 98% using Teaching Measurement; 92% using mentals; 86% using Fundamentals; 92% using Maths in a Box and 80% using Sequential problem solving.
* 100% of classrooms implementing best practice numeracy sessions as delivered by Maths mentor.
* 100% of staff feel the implementation of Numeracy Mentor strategy has been successful and beneficial.
* 88% of teachers using backward mapping and moderating in Maths programs.
* 2012 Newman’s Error Analysis showed a 7% improvement in the process stage of problem solving compared to last years benchmark.
* 22% of Year 3 and 14% of Year 5 students achieved proficiency in NAPLAN testing as well 82% of Year 3 and 79% of Year 5 achieved at or above minimum standard. 51% of Year 5 students achieved or exceeded state average growth.

Target 3
To strengthen the school ethos through clearly articulated, widely understood and consistently managed expectations of social responsibility with improved student engagement in learning through quality teaching practice.
Our achievements include:

• continued implementation of effective classroom engagement, management and organisation strategies to maximise learning, including classroom expectations lessons and induction of new staff.

• School Evaluation Tool (SET) results reflect 100% of staff can articulate a deep understanding of the philosophy and expectations of the PBIS program.

• 96 % drop in short suspensions and 100% increase in long suspensions between 2011 and 2012.

• 10% increase in detention rates from 2011 to 2012.

• 15% increase in the number of students receiving end of Term/Semester ‘Green Slip” rewards, aligned with PBIS principles.

In addition:

• a lunchtime mentor program, with trained Year 5 and 6 mentors, across K-6 for tier 2 students.

• continued implementation of playground lesson plans.

• the implementation of classroom charts that are consistent throughout the school. These are the Good Choices charts that outline the classroom expectations and the consequence charts.

• focus areas of need were reviewed which resulted in the completion and implementation of school matrixes for the transition from the playground to the classroom.

• development of Interactive Whiteboard lessons across all stages to support classroom lessons.

• the PBIS team attended regional PBIS conferences.

Target 4
To strengthen with innovation the leadership and management capacity of all staff to drive school improvement.

Our achievements include:

• review of school based professional learning was conducted. A realignment of professional learning including access, differentiation and linkages to Teacher Learning Plans occurring in 2013 to develop a more consistent practice.

• Analytical Framework review has all 25 practical measures to improve literacy and numeracy at level 2 or above, achieving our target.

• Leadership roles for all staff have been expanded with at least 46% of staff involved in leadership roles in curriculum and stage areas exceeding our target of at least 20%.

• Role statements have been developed and implemented for all Teacher Mentor positions. Other leadership position role statements will continue to be developed throughout 2013.

• 17% of teacher programs showed evidence of Quality Teaching principles being embedded whilst also being displayed in classroom practice. This area needs continued focus and development in 2013.

• 18% of staff have attended preliminary meetings including video conferences about accreditation at Professional Leadership and Accomplishment but no staff have yet registered to gain accreditation with the NSW Institute of teachers. This is an area for continued awareness raising and focus in 2013.

Target 5
The implementation of a broad, inclusive and relevant curriculum with clear alignment between professional learning, student learning needs and assessment and reporting.

Our achievements include:

• Professional learning workshops presented on the Quality Teaching Framework (QTF).

• Analysis of each element in the domains of ‘Intellectual Quality’ and ‘Quality Learning Environment’ in the QTF.

• Establishment of the Assessment and Reporting Committee with representatives from each grade and specialised area within the school.

• The creation of a formal school reporting policy that aligns quality teaching, assessment and reporting and class teaching and learning cycles. The report simplifies language and covers every strand in both English and Mathematics syllabus.

• Backward mapping approaches and feedback used as tools for formative assessment opportunities.
The creation of grade based rubrics to assist in the development of indicators for exit outcomes for every outcome in Writing in the NSW English syllabus.

Increased use of learning intentions in programs and lesson content, displayed and explicitly discussed in all classrooms.

Improved discussion between students and teachers in creating and analysing the success criteria that is being used in rubrics for writing samples. Students have access to the criteria before writing is conducted to clarify the expectations they are being assessed against.

A survey was conducted in November 2012 asking for the effectiveness of the new reporting procedures and expectations.

Findings and conclusions
Staff were highly positive with the changes made by the committee in relation to the new reporting expectations. The survey results indicated the following;

- 96% of staff believe reports are easier to write.
- 80% of staff believe the new dot format is more effective.
- 96% of staff believe the new ‘simplified’ language in reports is more relevant to our community.
- 96% of staff believe the guidelines in the policy are easy to follow.
- 84% of staff believe there is greater consistency across the school with report writing.
- 88% of staff believe the reports accurately reflect what is happening in the classroom.
- 72% of staff believe the additional programs are reflected accurately in the tick-a-box format.
- 88% of staff are highly satisfied with the new Assessment and Reporting Policy.

Future directions
The policy will continue to be reviewed and discussed in 2013. Changes that have been identified as areas of improvement include;

- An increased focus on consistency of expectations across the school with all staff and executive following the guidelines.
- The tick-a-box format to be reviewed and additional programs undertaken by all students to be included on reports.

Quality Teaching

Background
Quality teaching (QT) and the use of the Quality Teaching Framework (QTF) were identified as an area of focus for 2013. This was to support the previous professional learning, pedagogy, programs and practices already in place as a
result of previous National Partnerships initiatives.

A Quality Teacher Mentor was established to assist with the embedding of the Quality Teaching Framework into all classrooms K-6.

Surveys of staff and students were conducted to create a comparison in November 2011 and November 2012.

Findings and conclusions

• Both staff and students identified improved quality in preparation and delivery of lessons. Increased engagement and greater autonomy in student direction was also increased. Staff indicated they were more equipped in understanding the Quality Teaching Framework. The survey results indicated;
  • 92% of staff indicated they are more familiar with the Quality Teaching Framework.
  • 94% of staff indicated a greater understanding of the ‘Intellectual Quality’ and ‘Quality Learning Environment’ domains.
  • 93% of students indicated their teachers understand what they need to learn and provide activities and content to meet this.
  • 82% of students believe their teachers allow them to choose their own learning content and voice their opinions in relation to what is being taught in the classroom.
  • 100% of staff display learning intentions in their classrooms and refer to these daily.
  • 88% of staff indicated learning intentions are used more succinctly with success criteria in relation to quality teaching components in their classroom and program.

Future directions

• The Quality Teaching Framework will continue to be presented to staff through a ‘Quality Teacher Mentor’ in 2013.
• The ‘Significance’ domain will be a major focus in 2013.
• Inclusion of all 3 elements into programming and assessment opportunities will be explored in 2013.
• Further improvement in the use of learning intentions in ‘every lesson’ will be a focus for staff in 2013.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teacher about the school through surveys and discussion.

Parental involvement in the school continued throughout 2012. Attendance at P & C meetings, information meetings, parent workshops and special events has been strong.

Over 200 parents attended our Cultural Diversity Day where we celebrated our many and varied cultures within our community through song, dance, words and music. It was an opportunity for parents and teachers to share a lunch and talk together.

Many initiatives have encouraged community involvement. These have included parent workshops in the Community room, Breakfast Club and the Homework Centre.

Professional learning

In 2012 the school received approximately $28,636 from the NSW Department of Education and Training to support teachers’ access to professional learning experiences.

Focus Areas


Other Sources

Professional learning was also undertaken through the following funding:

PSFP and Equity Funding - $18,353, National Partnership on Literacy and Numeracy - $7303, National Partnership Low SES Communities - $11,269 School global - $1782

Professional Learning was undertaken in many areas in accordance with our school priorities. These included - Multi-Lit a Literacy Program, Writing, Aboriginal Education, Anti-Bullying and Cyber Bullying, CPR and Emergency Care, Interactive Writing, Quality Teacher Framework, Hands on Maths, Best practice Running Records, ESL Pedagogy, technology, Child Protection,
National Curriculum preparation and Backward mapping.

**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.

**School priority 1**

**Outcome for 2012–2014**

**Improved Literacy Outcomes for all students.**

Students and teachers are well prepared to meet the demands of NAPLAN external testing, resulting in an increase in students achieving at or above minimum standards in Numeracy and in students achieving or exceeding state average growth.

**Strategies to achieve this target include:**

- Employment of a Literacy Mentor to provide ongoing support for all teachers in the schools literacy program expectations K-6.
- All teachers following school based expectations to develop Literacy programs of intellectual quality.
- Teachers including Quality Teaching references on school based proformas for Literacy.
- Regular benchmarking of reading and moderation of writing as a diagnostic and teaching tool.
- Best practice literacy sessions in all classrooms encompassing modeled, shared, guided and independent reading and writing explicit skills for Talking and Listening.
- Continuation of the implementation of professional learning in feedback, learning intentions and success criteria in conjunction with Quality Teacher Mentor as part of best practice Literacy sessions.
- All teachers implementing resources to deliver guided reading and writing within the context of a quality literacy session including Jolly Phonics, Jolly Grammar, spelling scope and sequence, springboards into Comprehension, Listening Posts and First Steps.
- Professional Learning in writing and the development of a wider vocabulary for all students.
- All teachers using backward mapping to develop rich learning tasks, consistent assessment with marking criteria and rubric for moderation.
- Professional learning informed by Quality Teaching Framework to develop explicit teaching strategies in all strands.

**Our success will be measured by:**

- Successful continuation of the Literacy Mentor Strategy.
- All teachers using the literacy expectations to develop Literacy programs of intellectual quality.
- All teachers implementing regular benchmarking.
- All teachers using a variety of resources to implement guided reading and writing within the context of a quality literacy session.
- All teachers using feedback, success criteria and learning intentions in everyday practice.
- All teachers including Quality teaching references on school based proformas.
- Backward mapping, rich learning tasks, consistent assessments and moderating occurring in all classes K-6.

**2013 Targets to achieve this outcome include:**

**Year 3**

- Increase the percentage of Year 3 students achieving at or above the minimum standard in reading from 82% in 2012 to at least 85% in 2013.
- Increase the percentage of Year 3 students achieving at or above the minimum standard in writing from 87% in 2012 to at least 94% in 2013.
- Increase the percentage of Year 3 students achieving proficiency in reading from 24% in 2012 to at least 26% in 2013.
- At least 35% of Year 3 students achieving proficiency level in writing in 2013 (after close consideration of the cohort of students and the 2011 and 2012 results).

**Year 5**

- Increase the percentage of Year 5 students achieving at or above the minimum standard in reading from 78% in 2012 to at least 82% in 2013.
• Increase the percentage of Year 5 students achieving at or above the minimum standard in writing from 83% in 2012 to at least 86% in 2013.

• Increase the percentage of Year 5 students achieving proficiency in reading from 8% in 2012 to at least 10% in 2013.

Growth Year 3 to Year 5

• Increase the percentage of Year 5 students achieving proficiency in writing from 8% in 2012 to at least 10% in 2013

• Increase the percentage of Year 5 students achieving or exceeding state average growth in reading from 53.1% in 2012 to at least 60% in 2013

School priority 2

Outcome for 2012–2014

Improved numeracy outcomes for all students

Students and teachers well prepared to meet the demands of NAPLAN external testing resulting in an increase in students achieving at or above minimum standards in numeracy and an increase in students achieving or exceeding state average growth.

Strategies to achieve this target include:

• All teachers following school based scope and continuum to implement Maths programs that develop intellectual quality.

• Metalanguage word lists implemented and underpinned with Newman’s Error Analysis as a diagnostic and teaching tool.

• Best practice numeracy sessions in all classrooms encompassing revision, working mathematically ‘hands on’ approach with metalanguage rich plenary involving talking and listening, reading and/or writing.

• Professional learning in feedback, learning intentions and success criteria as part of best practice numeracy sessions

• All teachers implementing resources to deliver ‘best practice’ numeracy lessons including Teaching Measurement, Daily Workouts, Mentals program, Sequential Problem Solving, Algebra for All and Maths in a Box.

• All teachers using backward mapping to develop rich learning tasks and consistent assessments including moderating.

• Professional learning informed by Quality Teaching Framework to develop explicit teaching strategies in all strands, embedding working mathematically outcomes.

• Implementation of a full time Numeracy Teacher Mentor to provide ongoing support for all teachers in the schools numeracy program expectations K-6.

Our success will be measured by:

• All teachers using scope and continuum to develop Maths programs of intellectual quality.

• All teachers implementing metalanguage of Maths, both in written and oral form.

• All teachers implementing ‘best practice’ numeracy sessions which are hands on metalanguage rich with a variety of resources.

• All teachers actively using feedback, success criteria and learning intentions in everyday practice.

• Backward mapping, rich learning tasks, consistent assessments and moderating occurring in all classes K-6.

• Successful implementation of Numeracy Teacher Mentor strategy.

• Newman’s Error Analysis will show improvement in the transformation stage of problem solving by at least 5% from 2012 data.

2013 Targets to achieve this outcome include:

Year 3

• Increase the percentage of Year 3 students achieving at or above the minimum standard in numeracy from 82% in 2012 to at least 85% in 2013.

• Increase the percentage of Year 3 students achieving proficiency in numeracy from 22% in 2012 to at least 24% in 2013.

Year 5

• Increase the percentage of Year 5 students achieving at or above the minimum standard in numeracy from 82% in 2012 to at least 85% in 2013.

• Increase the percentage of Year 5 students achieving proficiency in numeracy from 14% in 2012 to at least 16% in 2013.
Growth Year 3 to Year 5

- Increase the percentage of Year 5 students achieving or exceeding state average growth in Numeracy from 51% in 2012 to at least 60% in 2013.

School priority 3

Outcome for 2012–2014

To strengthen the school ethos through clearly articulated, widely understood and consistently managed expectations of social responsibility with improved student engagement in learning through quality teaching practice by:

- Implementation of systematic and individualised strategies for achieving important social and learning outcomes in all school settings.
- Teachers demonstrating expertise in Quality Teaching principles, PBIS philosophy and implementation action strategies whilst showing growing curriculum knowledge and classroom practice.

Strategies to achieve these targets include:

- Participation in SWSR Attendance Blitz program.
- Provision of professional development of all PBIS systems (universal, targeted, classroom and family) for all teachers.
- Involvement in regional PBIS training focused on classroom systems.
- Creation and maintenance of safe and challenging classroom learning environments with implementation of school developed classroom social skills programs with a focus on IWB lessons for each stage.
- Implementation of effective classroom engagement, management and organisational strategies to maximize student learning opportunities.
- Implementation of increased rigorous cognitive assessment of students with identified need through increased counsellor time for assessment of individual students.
- Identification and implementation of strategies to support students with expressive and receptive language difficulties with the employment of a speech pathologist to meet the needs of students and provide professional learning for staff.
- Implementation of an engagement committee which incorporates PBIS.
- Continued implementation of Positive Behaviour Intervention Strategies (PBIS).
- Professional learning program for staff and community.
- Implementation of a PBIS student mentor group who organise playground games for identified Tier 2 students to develop social skills and learn co operative playground games.
- Continuation of Captain Good Choice initiative to motivate school community and provide ongoing dialogue about the school rules and what they look like in practice.
- Referral system operating successfully.
- Playground mentors trained weekly and fulfilling playground sessions for identified students.

Our success will be measured by:

- Improved consistent staff practice and improved SET results for teachers
- Social skills lessons implemented in all K-6 classes.
- Improved SET results for students.
- Teachers implementing recommended strategies from school counsellor for classroom teachers to support student engagement through the provision of quality teaching practice.
- Ongoing recognition of students displaying positive behaviours.
- Speech pathologist working with identified students and providing professional learning for staff.

2013 Targets to achieve this outcome include:

- Attendance rate at or above the state average.
- Decrease in the number of incidents of inappropriate behaviour resulting in a drop of detention and / or suspension by a further 5% from 2012.
- Increase in the number of students receiving end of term / semester ‘Green Slips’ rewards aligned to PBIS principles from 89% in 2012 to at least 92% in 2013.
- Staff maintaining 85% or greater understanding of student welfare expectations as measured through the use of PBIS SET results.
School priority 4

Outcome for 2012–2014

To strengthen with innovation the leadership and management capacity of all staff to drive school improvement.

Strategies to achieve this target include:

- Develop and refine school based professional learning
- Ongoing implementation of the Team Leadership for School Improvement program
- Ongoing implementation of the Analytical Framework to support school improvement in literacy and numeracy
- Develop leadership density to support career development and succession planning with the introduction of Teacher mentor and Teacher leader positions in curriculum and stage groups
- Develop clear role statements for all levels of leadership
- Implement the use of the Institute of teachers Professional Leadership standards to develop leaders
- Encourage staff to gain accreditation at either professional accomplishment or leadership levels
- Provide Professional Learning opportunities on the Quality Teaching Document to enhance programming and classroom practice.

Our success will be measured by:

- Realignment of school based professional learning
- The Analytical Framework to support school improvement in literacy and numeracy and The Team Leadership for School Improvement Program utilised in school professional learning
- Increased opportunities for leadership roles available to staff
- Role statements developed and implemented for all leadership positions
- Increased knowledge of the Quality Teaching Document observed in programs and classroom practice
- Teachers beginning accreditation in Leadership level.

2013 Targets to achieve this outcome include:

- All 25 measures of the Analytical Framework to support school improvement in Literacy / numeracy at level 3 and above.
- At least 40% or more of staff involved in leadership roles in curriculum and stage areas.
- At least 8% or more of staff registered or gaining accreditation in Professional leadership and accomplishment with the NSW Institute of Teachers.
- At least 50% of teacher programs embedded with Quality Teaching Principles which is also displayed in classroom practice as measured by classroom supervision and feedback.

School Priority 5

Outcome for 2012-2014

The implementation of a broad, inclusive and relevant curriculum with clear alignment between professional learning, student learning needs and assessment and reporting.

Strategies to achieve this target include:

- Staff participation in action learning projects that develop quality teaching programs
- Professional learning in forward feedback strategies to enhance the effectiveness of feedback about students learning tasks
- Professional learning in formative assessment strategies, including learning intentions and success criteria to ensure that teaching programs are driven by students learning needs
- Provide professional learning on the NSW Syllabuses for the Australian Curriculum to support implementation K-6
- Implementation of backward mapping strategies and the development of rich learning tasks
- Moderation of work samples and assessment tasks to ensure consistency of teacher judgment across stages
- Exit grade stage statements developed in literacy and numeracy
- The continuation of a school-based ESL Mentor position
- Targeted professional learning in ESL strategies and resources such as scales and ESL steps
• Professional learning in embedding ICT in all KLAs through demonstration lessons and team teaching and the continuation of a school-based ICT Mentor position
• Utilisation of SMART data to target students learning needs in literacy and numeracy
• Individual Learning Plans developed for students achieving below stage expected outcomes

Our success will be measured by:
• Improved staff professional learning programs evident.
• Staff participation in professional learning about NSW Syllabuses for the Australian Curriculum.
• Backward mapping evident in all teaching programs.
• Evidence of ESL strategies and resources utilized in teaching programs.
• Professional learning in ICT provided to all staff.
• Teachers using SMART data in programming.
• Quality assessment tasks developed K-6.
• Evidence of forward feedback and formative assessment in teaching programs and classroom practice.

2013 Targets to achieve this outcome include:
• At least 85% of staff participating in registered professional learning programs.
• 60% or higher of staff at phase 2 or above in DASA survey.
• At least 40% of students achieving appropriate stage / grade exit outcomes.

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: