Auburn Public School

Annual School Report
Our school at a glance

Students
Enrolment for 2011 was on average 580 students. 98% of students are from Language Backgrounds Other Than English.

Staff
We had a staffing allocation of 54 in 2011. This included 1 Deputy Principal, 6 Assistant Principals and approximately 20 specialist staff.

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

Significant programs and initiatives
2011 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 – Literacy, Priority Schools Program (PSP), Refugee Project, Beginning School Well and School Learning Support Co-ordinator (SLSC) initiative. Our achievements are outlined in more detail in this Report.

Other significant programs included Technology, Drug Education, Student Leadership, Aboriginal Education, programs for students with disabilities and learning difficulties, Multicultural Education, Positive Behaviour Intervention Strategies (PBIS), Reading Recovery and Early School Support (ESSP).

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.

Student achievement in 2011
This year students in Years 3 and 5 participated in the NAPLAN testing.

Messages
Principal’s message
The Annual School Report celebrates the achievements of Auburn Public School in 2011 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 2011 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. This year was also our final year of National Partnership Literacy with significant resources and professional learning for staff on ‘Guided Reading within the context of a quality literacy session.’

This year the school also celebrated 125 years of Public Education with a wonderful showcase of our past and present through song, dance and costume. Many previous students, parents, and staff joined with us to celebrate this great milestone by participating in an open day, tree planting, memorabilia room, assembly, school fair and an evening dinner celebration as well as the production of a commemorative 125th birthday book which traced the school’s history from 1886 till now.

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

Lisa Markey

P & C and/or School Council message

2011 has been another interesting and active year for the Parents and Citizens Association (P & C). Our meetings are generally well attended showing the strong commitment the parents have to our school. We thank the school executive for providing interpreters for the non-English speaking parents which enables them to fully participate in the meetings.

The Uniform shop continues to operate under the efficient leadership of our Co-ordinator, Julie Cross, with the help of Dorothy Bradley who volunteers regularly.

The P & C has continued to work with our local Member of Parliament regarding the erection of an overhead bridge linking the Primary and Infants sites.

The P & C was very sad to farewell our former principal, Mrs Kim Fawcett, and very happy to welcome our new principal, Mrs Lisa Markey with whom the P & C has a good rapport.

As a P & C, we supported the celebrations for the 125th Anniversary of the school and congratulate the staff and students for making this a wonderful event.

Fundraising events have been planned for 2012 and we look forward to another productive year.

Gillian Guy

P & C President

Student representative’s message

The Student Representative Council (SRC) has been involved in many significant events in 2011.

The SRC continues to have an important voice within the school community and uses this to initiate many programs, events and activities that actively improve the learning environment and educational outcomes.

The elected students attend meetings to discuss school and student issues and to action plan solutions.

Congratulations to all members with a special mention to our Presidents Harizo and Erman and Vice Presidents Saja and David, who have been great leaders.

Ms Lisa Borg and Miss Jane Crawford

SRC Co-ordinators

School Captains – 2011

2011 has been a busy and exciting year. Students were involved in so many activities in our school. Interest groups continued with dance groups, choir, public speaking, art, chess, origami, cooking, movie making and scrapbooking just to name a few. We had Harmony Day and Celebrating Cultural Diversity Day, where we all came together and celebrated with our families.

The SRC organised two Music and Games nights, Red Nose Day activities, Easter Guessing competition and assisted in Sports carnivals.

This year we continued being buddies to some of our younger students at lunchtimes, teaching them games and how to work well with others. During Term 4 we celebrated our school’s 125th birthday, which was an amazing event with singing, dancing, birthday cake, a school fair, school tours, a memorabilia room and tree planting. It truly was a great celebration.
What a great year 2011 was at Auburn Public School!

Harizo and Erman

School Captains 2011

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>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>422</td>
<td>397</td>
<td>358</td>
<td>346</td>
<td>309</td>
</tr>
<tr>
<td>Female</td>
<td>350</td>
<td>320</td>
<td>300</td>
<td>271</td>
<td>282</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.9</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.4</td>
<td>95.1</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.2</td>
<td>94.4</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.6</td>
<td>95.5</td>
<td>96.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.9</td>
<td>96.8</td>
<td>97.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.8</td>
<td>97.0</td>
<td>97.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>96.7</td>
<td>96.9</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.6</td>
<td>94.8</td>
<td>95.8</td>
<td>95.5</td>
</tr>
</tbody>
</table>

Management of non-attendance

At Auburn Public School we encourage regular school attendance to maximise student learning. Many students take extended leave overseas annually and apply for exemption from school.
For other students that are experiencing problems with regular attendance we employ various strategies including - LAAMP monitoring, attendance cards, parent interviews and if necessary HSLO involvement. As a school our attendance rates have improved significantly over the previous few years.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/2S</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1J</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/2S</td>
<td>2</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>3/4G</td>
<td>3</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>3/6D</td>
<td>3</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>3/6H</td>
<td>3</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>3I</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4C</td>
<td>4</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>3/4G</td>
<td>4</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>3/6D</td>
<td>4</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>3/6H</td>
<td>4</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/6D</td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>3/6H</td>
<td>5</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/6D</td>
<td>6</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>3/6H</td>
<td>6</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

Classes have been formed in line with State Government’s class size reduction strategy in Kindergarten, Year 1 and Year 2.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>6</td>
</tr>
<tr>
<td>PSP / PPT / RFF</td>
<td>3.5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>4.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>5.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.462</td>
</tr>
<tr>
<td>Total</td>
<td>53.282</td>
</tr>
</tbody>
</table>

At the time of writing this report, Auburn Public School has no Indigenous staff members working in the school.

Staff retention

In 2011, one teacher was promoted to Assistant Principal at another state public school. Towards the end of the year one new teacher was 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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>344,867.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>367,477.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>275,606.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>89,671.38</td>
</tr>
<tr>
<td>Interest</td>
<td>20,079.21</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20,829.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,118,531.45</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>41,906</td>
</tr>
<tr>
<td>Excursions</td>
<td>15,668.87</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>37,416.00</td>
</tr>
<tr>
<td>Library</td>
<td>4,500.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,258.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>333,883.58</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>111,238.57</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>101,931.04</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>57,666.45</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21,506.79</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18,384.26</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>745,360.88</td>
</tr>
</tbody>
</table>

| Balance carried forward   | 373,170.57 |

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

Students have participated in singing and dance activities. Several multicultural dance groups performed throughout the year and the school choir performed at the Opera House.

The School’s Year 3-6 dance group performed at the 125th Birthday Assembly showcasing the Jive,
Charleston, Quadrille, Disco and Hip Hop routines.

Weekly interest groups involving activities such as gardening, pottery, origami, scrapbooking, puppetry, drama and readers theatre also occurred.

**Sport**

Throughout the year, Auburn Public School has been involved in Sport at many levels. Swimming, cross country, athletics and ball games carnivals were held. The changes in structure to the swimming and cross country carnivals were maintained to provide rotational activities for maximum participation. 40 students represented our school at both the Zone athletics and cross country carnivals. Our school was successful at winning the Zone cross country carnival.

Many clinics were held throughout the year. The students participated in cricket, soccer, netball and AFL. Students in Stage 2 also attended an AFL International day and were involved in skill sessions. Students from Granville Boys also visited our school to teach fitness sessions through the After School Communities Initiative with a Year 4 class.

The school received funds through the ‘Premier’s Sporting Challenge’ initiative. The acquisition of new resources and equipment allowed the school to continue implementing its sport and fitness programs K-6. The development of basic coordination skills, an improvement in fitness levels and high engagement in all physical activities continued to be the main focus.

‘After School Sport’ programs continued in 2011. Students were provided with a healthy afternoon snack and then participated in a number of different activities to improve their skill ability and gross motor development. The ‘Australian Sport Commission’ in conjunction with ‘Got Game’ provided funding and resources for the program.

At the end of Term 3, 211 students participated in a 10 day swim program at Ruth Everuss Leisure Centre. The main purpose of the daily sessions was improved water confidence and increased swimming and survival skills in the water. Each child received a certificate for their participation in the program.

**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)

The information provided is indicative for the students who sat NAPLAN 2011 at Auburn Public School.

**Literacy – NAPLAN Year 3**

In Reading 94% of students in Year 3 achieved at or above minimum standards (Bands 2-6) compared to the state average of 97%.

Proficiency levels (Bands 5-6) were achieved by 18% of our students.

6% of our students achieved Band 1 in comparison with 4% of the state.
In Writing 100% of students in Year 3 achieved at or above minimum standards (Bands 2-6) compared to the state average of 98%.

Proficiency levels (Bands 5-6) were achieved by 40% of our students.

0% of our students achieved Band 1 in comparison with 2% of the state.

In Spelling 100% of students in Year 3 achieved at or above minimum standards (Bands 2-6) compared to the state average of 96%.

Proficiency levels (Bands 5-6) were achieved by 44% of our students.

0% of our students achieved Band 1 in comparison with 4% of the state.

In Grammar 98% of students in Year 3 achieved at or above minimum standards (Bands 2-6) compared to the state average of 95%.

Proficiency levels (Bands 5-6) were achieved by 40% of our students.

2% of our students achieved Band 1 in comparison with 5% of the state.
Numeracy – NAPLAN Year 3

In Numeracy 96% of students in Year 3 achieved at or above minimum standards (Bands 2-6) compared to the state average of 96%.

Proficiency levels (Bands 5-6) were achieved by 17% of our students.

4% of our students achieved Band 1 in comparison with 3% of the state.

Literacy – NAPLAN Year 5

In Reading 84% of students in Year 5 achieved at or above minimum standards (Bands 4-8) compared to the state average of 93%.

Proficiency levels (Bands 7-8) were achieved by 11% of our students.

16% of our students achieved Band 3 in comparison with 7% of the state.

In Writing 91% of students in Year 5 achieved at or above minimum standards (Bands 4-8) compared to the state average of 95%.

Proficiency levels (Bands 7-8) were achieved by 10% of our students.

9% of our students achieved Band 3 in comparison with 5% of the state.
In Spelling 90% of students in Year 5 achieved at or above minimum standards (Bands 4-8) compared to the state average of 95%.

Proficiency levels (Bands 7-8) were achieved by 18% of our students.

10% of our students achieved Band 3 in comparison with 5% of the state.

In Grammar 85% of students in Year 5 achieved at or above minimum standards (Bands 4-8) compared to the state average of 94%.

Proficiency levels (Bands 7-8) were achieved by 7% of our students.

15% of our students achieved Band 3 in comparison with 6% of the state.

In Numeracy – NAPLAN Year 5

In Numeracy 91% of students in Year 3 achieved at or above minimum standards (Bands 2-6) compared to the state average of 96%.

Proficiency levels (Bands 5-6) were achieved by 6% of our students.

9% of our students achieved Band 1 in comparison with 4% of the state.
Progress in literacy

- Year 3 students’ demonstrated knowledge in visual literacy, connecting information, applied comprehension, punctuation usage, interpretation of texts, use of adjectives, verbs and adverbs.

- Year 3 students require further assistance in the use of inference, use of contractions, apostrophes, capitalisation and the use of complex sentences.

- Year 5 students demonstrated knowledge in generalisations and inferences about characters, structure and meaning of an argument text, use of brackets, use of commas, identifying and correcting spelling errors and in background knowledge.

- Year 5 students require further assistance in inference, deduction and reasoning, interpreting imagery and metaphors, applied comprehension and complex sentences.

Progress in numeracy

- Year 3 students demonstrated knowledge in using symmetry to identify position, 3D nets, identifying correct number sentences, patterns and algebra and 2D.

- Year 3 students require further assistance with use of arrays to solve multiplication, use of tally marks to solve problems, rotation of shapes and multi-step problems.

- Year 5 students demonstrated knowledge in digital and analog time, addition and subtraction, data, 2D and position.

- Year 5 students require further assistance with tessellations, interpretation of timetables, 3D, fractions and decimals, language of chance and multi-step problems.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>74.6</td>
</tr>
<tr>
<td>Writing</td>
<td>80.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>78.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>76.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.6</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.8</td>
</tr>
<tr>
<td>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>80.3</td>
</tr>
<tr>
<td>Writing</td>
<td>87.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>85.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>81.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**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 the Connected Outcome Groups units of work.

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

Each year we celebrate NAIDOC week and this year the school hosted a wonderful performance by ‘The Beatty Clan Crew.’

**Multicultural education**

Over 98% of our students come from a language background other than English so at Auburn Public School we celebrate the rich diversity of our community every day. There is a strong sense of co-operation and friendliness in all areas ranging from the classroom, to the playground to our community meetings.

Initiatives which were begun as part of the Successful Language Learners (SLL) Project have continued throughout 2011.

These included:

- teachers planning and implementing teaching and learning programs with a strong emphasis on ESL pedagogy and practice.
- community Language programs which are closely aligned to other teaching programs.
- teaching programs which have strong multicultural perspectives embedded within them.
- celebrating our diversity through song, dance, art activities and performances.
- translation of documents for parents and the regular use of interpreters in meetings.
- multilingual courses for parents informing them about school practice and routines.
- the continued use our Community Room for parents meetings and social events. Parents have participated in cooking lessons, sewing activities, jewellery making and henna tattoos.
- the Breakfast Club for some of our K-2 students ensuring they have a healthy breakfast so that they are ready for learning.
- the Homework Centre has continued for 3-6 students and has been extended to students in Years One and Two.
- the Beginning School Well Project which has supported the transition of children of refugee backgrounds from preschool to Kindergarten.
National Partnership Programs

In 2011, Auburn Public School concluded its involvement in the National Partnerships Literacy/Numeracy initiative which was funded by the Federal Government of Australia.

Through professional learning opportunities, strategic resource acquisition, teacher mentoring and expert consultancy throughout the initiative, staff at Auburn gained a significant understanding of the pedagogy of preparing, delivering and programming guided reading sessions within the context of a quality literacy session.

Auburn Public has mandated literacy policies to align with the insights gained through the initiative to ensure the sustainability of the program within our school far beyond the funding allocation.

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 2011. Funding in 2011 supported the following programs.

- additional staffing (1.0) was used to provide a technology teacher to develop literacy through technology. This program is run as a team teaching model for all classes K-6 to develop specialist technology skills and enhancing literacy skills.
- additional staffing (0.1) was used to support the reduction in class size numbers.
- staff participated in professional learning programs to further develop an understanding of Reading as part of a whole literacy program. In Numeracy staff continued to develop expertise in metalinguage with emphasis on Newmans Error Analysis in all classroom K-6
- the continuation of the implementation of the Jolly Phonics (a synthetic phonics program) and Jolly Grammar (a cohesive grammar program) through new staff induction training, Jolly Phonics Parent Workshop, the embedding of the Jolly Phonics scope and sequence in all Early Stage 1 and Stage 1 classrooms and the embedding of The Jolly Grammar and spelling scope and sequences in all Stage 1 and Stage 2 and Stage 3 classrooms
- The Preschool Playgroup – supervisor of this group employed on Wednesday mornings on a teachers’ aide salary.
- Literacy and Numeracy resources were purchased to support teaching programs.

Support Education Unit classes

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. In addition, an Early School Support Program (ESSP) operated for students in K-2 with mild intellectual disabilities.

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 participated in a wide range of opportunities and experiences to promote student independence in accessing facilities in their local community. In 2011 these included:

- participation in an engaging Dance and Drama program with Lavender Lilly which was provided by Auburn Council.
- participation in a 10 week Tai Chi Qigong program with a qualified instructor organized by Auburn Council. Tai Chi Qigong movements encourage good
posture, deep breathing, poise, balance and co-ordination.

• an excursion to the Auburn Centre for Community which was sponsored by Auburn City Council and organised as an activity for International Day of People with a Disability.

This year our school was also successful in gaining a grant of $10,000 towards our Sensory Playground project to support the social and sensory needs of our students on the playground.

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.

In 2012 we hope to access more funding sources from the community to bring this sensory playground project to fruition.

The parents of the students in our support classes this year were greatly supported by the Triple P Stepping Stones Positive Parenting Program. This program was run at our school in partnership with the Parramatta team of Ageing, Disability and Home Care (ADAC).

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.

Respect and Responsibility

The teaching of appropriate ethics and values permeates our school. All students follow our three school rules that align to our PBIS school rules.

Auburn Public School is a great example of our strong public education system with its inherent qualities of inclusiveness, equality, acceptance and lack of discrimination.

In 2011, The Positive Behaviour Intervention Strategies (PBIS) continued to further develop the integral aspects of respect and responsibility within our school programs. All students continued to learn the importance of these aspects through our three school rules that are discussed in every classroom and reinforced throughout all school activities. Explicit lessons have been designed for each stage to enhance their understanding of respect and responsibility. All rules and expectations are displayed in every setting within our school. The consistency in the language used across K-6 by staff, students and parents continued to be evident.

Premiers Reading Challenge

In 2011, students from our school participated in the NSW Premier’s Reading Challenge for the first time. Students from Year 3 to 6 were invited to participate and additional time and resources were allocated in the school library to facilitate the program. 202 students successfully completed the program attaining the certificate from the Premier of NSW.

Progress on 2011 targets

Target 1

Improved levels of student engagement.

To strengthen the school ethos through clearly articulated, widely understood and consistently managed expectations of social responsibility.

Our achievements include:

• 97.3% of staff can articulate a deep understanding of the philosophy and expectations of the PBIS program.
• 100% reduction in long suspensions and 25% reduction in short suspensions from 2010 to 2011.
• 33% decrease in detention rates from 2010 to 2011.
• 6% increase in the number of students receiving end of Term/Semester “Green Slip” rewards, aligned with PBIS principles.

In addition:
• the introduction of Captain Good Choice who is a 3 dimensional reminder of our school rules and expectations who has been warmly received by the whole community.
• continued implementation of playground lesson plans.
• focus areas of need were reviewed which resulted in the completion and implementation of school matrixes for the stairwells and transition from the playground to the classroom.
• a lunchtime mentor program, with trained Year 5 and 6 mentors, across K-6 for tier 2 students.
• 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.
• the PBIS team presented regionally the process and outstanding results the school has had with the PBIS journey.

Target 2
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 an increase in students achieving or exceeding state average growth.

Our achievements include:
• participation in the Commonwealth Government National Partnership- Literacy. Project will include:
  • professional learning for teachers.
  • all teachers following school expectations for the delivery of ‘quality literacy sessions’
  • a structured guided reading program within the context of a quality literacy session will be evident in all classrooms.
  • all teachers using Jolly Phonics, Jolly Grammar and the spelling scope and sequence for Early Stage 1, Stage 1 and Stage 2 students.

*18% of Year 3 students and 11% of Year 5 students achieved proficiency in Reading in NAPLAN testing as well as 94% of Year 3 students and 84% of Year 5 students achieving ‘at or above’ minimum standards.

*64% of Year 5 students achieved or exceeded state average growth.

Target 3
Improved Numeracy outcomes for all students.

Our achievements include:

*98% 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.

*99% 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; 75% using box cars; 85% using Algebra for All; 98% using Teaching
Measurement; 95% using Mentals; 84% using Fundamentals; 90% using Maths in a Box and 88% using Sequential Problem Solving.

*100% of classrooms implementing best practice numeracy sessions as delivered by Maths mentors K-6

*82% of teachers using backward mapping and moderating in Maths programs

*2011 Newman’s Error Analysis showed a 9% improvement in the process stage of problem solving compared to last year’s benchmark.

*17% of Year 3 and 6% of Year 5 students achieved proficiency in NAPLAN testing as well 96% of Year 3 and 91% of Year 5 achieved at or above minimum standard. 64% of Year 5 students achieved or exceeded state average growth.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of leadership and use of Individual Learning Plans.

Educational and management practice

Background

This year as part of our Situational Analysis for National Partnership Low SES we surveyed all staff about the school leadership team within the school. Eleven questions were posed which covered areas such as personal attributes, commitment, ethics, communication and problem solving ability.

Findings and conclusions

- 100% of staff stated that school leaders almost always or usually demonstrate an interest in, and an accountability for student learning outcomes.
- 100% of staff stated that school leaders almost always or usually model commitment to school improvement.
- 98% of staff stated that school leaders almost always or usually effectively implement change processes which result in improved student learning outcomes.
- 98% of staff stated that school leaders almost always or usually encourage teachers to reflect on their practices.
- 95% of staff stated that school leaders almost always or usually improve the school through an understanding of the schools strengths and weaknesses.
- 95% of staff stated that school leaders almost always or usually ensure that all groups within the school community develop the statement of the schools purpose.
- 93% of staff stated that school leaders almost always or usually encourage staff,

15
students and parents to take leadership roles in the school.

**Future directions**

Executive team to participate in coaching facilitated by the School Education Director. All executive staff provided with opportunities for professional learning in Action Learning and forward feedback to build leadership capacity. Encouragement and support for executive and other staff to begin accreditation in Professional Leadership and/or Accomplishment. The ongoing implementation of the Team Leadership for School Improvement Program delivered by the Executive team. Development of leadership density at all levels to support career development and succession planning with introduction of – Teacher Mentor and Teacher Leader positions. The development of role statements for all levels of leadership within the school. Implementation and use of the Institute of Teachers Professional Leadership standards to develop leaders in the school.

**Curriculum**

**Individualised Learning Plans**

**Background**

Over the past 2 years Individualised Learning Plans have become an integral part of our teaching/learning process supporting students with complex additional needs.

In 2009 (before National Partnerships-Literacy) we had a total only 10 ILPs implemented. These were for 2 vision students, 5 high support students and 2 students with identified behaviour needs.

In 2010 there were 193 ILPs implemented for students with vision needs, high support, behaviour, literacy needs and ESL needs.

In 2011 there were 181 ILPs implemented for students with vision needs, high support, behaviour, literacy needs and ESL needs. This year we have established enrichments across the school and 3 students from the junior enrichment class were identified as needing a more challenging program for literacy than the rest of their class. An ILP was written and implemented.

In 2009, we began to improve the quality of our ILPs by ensuring that the goals were SMART goals. They needed to be measurable and programs need to be reviewed regularly. This occurred as part of the “School Learning Support Co-ordinator” (SLSC) program. At this point, ILPs were only for students with high support needs and a few targeted students.

In 2010, we extended ILP implementation to all students (K-6) who were identified, (using SMART data), as working in the bottom two bands of the NAPLAN test and our first phase ESL students. We were able to utilise the expertise gained from SLSC program to ensure the quality and consistency of these ILPs.

The number of students needing ILPs was considerable. We looked closely at the NAPLAN data and found we were able to construct groups of students who needed support with similar literacy skills, so we wrote group ILPs where appropriate. This occurred most frequently in our Safety Net and Reception classes.

**Findings and Conclusions**

Initially, teachers were asked to focus on the most important literacy needs for their students and set measurable goals. Once they had decided on their starting point, they developed the strategies to help improve the necessary skills. These strategies were to include elements from the Teacher Professional learning - “Guided Reading within the Context of a Quality Literacy Session” we had received from Robyn Wild through National Partnerships Literacy Program. Her expertise has helped us develop an exemplar model for teaching literacy which is pedagogically consistent across the whole school.

Important strategies we use are modelled, guided, shared and independent reading and
writing tasks. Skills need to be taught explicitly. Tasks are set with the use of First Steps, “Programming and Strategies Handbook” and “Jolly Phonics and Jolly Grammar resources.

All teachers have access to First Steps as National Partnerships funds ensured we could buy enough for all classroom teachers. All staff were trained in the “Jolly Phonics” and “Jolly Grammar” as part of our Priority Schools Program (PSP).

Continuous amendments are made to the ILPs as part of the regular teaching/learning cycle within the classroom. At the end of each term, teachers are given time in our planning weeks to reflect, revisit, review, add or rewrite their ILPs working one on one with the SLSC.

Copies of all ILPs are filed by the SLSC for our ongoing records and as an ongoing school resource.

Our teacher expertise has developed since 2009. In 2009, 8 teachers implemented ILPs. In 2010, there were 19 teachers who implemented ILPs. In 2011, there are 30 teachers who can write, implement, and review ILPs with SMART goals and utilising a range of supportive strategies.

Future Directions

The process for writing implementing, reviewing and assessing ILPs is embedded into school practice and policy. We allocate time for them to be reviewed and written. They are part of classroom teachers teaching/learning programs. We have regular discussions about issues arising from ILPs at our weekly LST meetings and the process for writing ILPs is now part of Auburn’s LST policy. All these processes are in place to ensure sustainability and consistency into the future.

Developing ILPs for students with complex additional needs allows us to ensure all students have appropriate and consistent access to the curriculum whilst supporting their individual learning needs.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school

Parent involvement in the school continued to improve in 2011. Regular attendance at P&C meetings, Information Meetings and special events has been excellent.

A Cultural Diversity Day, involving performances and a special lunch, held to celebrate the many and varied cultures, saw over 200 parents come together to share a luncheon with staff.

Excellent community involvement has been evident through the many initiatives implemented by Ms Campbell co-coordinating the community room, breakfast club and homework centre.

A huge number of past and present students, parents and teachers were in attendance for the schools 125th birthday celebrations this year. There were many stories shared about their amazing memories of the time they attended the school, and many were reunited with past friends.

Professional learning

In 2011 the school received approximately $28,983 from the NSW Department of Education and Training to support teachers’ access to professional learning experiences.
Focus Areas

Beginning Teachers - $588, Quality Teaching - $1637, Literacy and Numeracy - $4337, Syllabus Implementation - $1482, Leadership and Career - $7053, Welfare - $7069

Other Sources

Professional learning was also undertaken through the following projects:

PSFP - $25,373, National Partnership on Literacy and Numeracy - $10,094, School global - $1459

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

Strategies to achieve this target include:

- all teachers following school based expectations to develop Literacy programs of intellectual quality.
- 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 and explicit skills for Talking and Listening.
- professional learning in feedback, learning intentions and success criteria 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 and First Steps
- professional learning in guided writing and explicit writing skills for identified groups of students
- 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.
- Implementation of a full time Literacy Teacher Mentor to provide ongoing support for all teachers in the schools literacy program expectations K-6.

Our success will be measured by:

- 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 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 Literacy Teacher Mentor strategy

2012 Targets to achieve this outcome include:

Year 3

- at least 90% of Year 3 students achieving at or above minimum standards in reading
- at least 94% of Year 3 students achieving at or above minimum standards in Writing
- at least 16% of Year 3 students achieving proficiency level in Reading.
- at least 24% of Year 3 students achieving proficiency level in Writing.
Year 5
- at least 82% of Year 5 students achieving at or above minimum standards in Reading.
- at least 82% of Year 5 students achieving at or above minimum standards in Writing.
- at least 10% of Year 5 students achieving proficiency level in Reading.
- at least 8% of Year 5 students achieving proficiency level in Writing.

Growth Year 3 to 5
At least 60% of students achieving or exceeding state average growth in Reading.

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 develop Maths programs of 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.

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 10% from 2011 data.

2012 Targets to achieve this strategy include:
Year 3
- at least 89% of our students achieving at or above minimum standards in numeracy.
- at least 16% of our students achieving proficiency levels in numeracy.

Year 5
- at least 90% of our students achieving at or above minimum standards in numeracy.
- at least 12% of our students achieving proficiency levels in numeracy.
Growth
- at least 60% of our students achieving or exceeding state average growth in numeracy.

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.

Strategies to achieve these targets include:
- participation in SWSR Attendance Blitz program.
- all teachers provided with professional development about all PBIS systems.
- the maintenance of safe and challenging classroom learning environments with the implementation of school developed classroom social skills programs.
- Implementation of effective classroom engagement, management and organisational strategies to maximise 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).
- K-6 implementation of stage based lessons on core concepts for playground behaviour and expectations.
- 2012 will see lessons modified to be used on the Interactive Whiteboards.
- 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.

Our success will be measured by:
- Increase in student attendance by a further 0.2% with attendance rate at or above the state average.
- Improved consistent staff practice and improved SET results for teachers.
- decrease in the number of incidents of inappropriate behaviour resulting in a drop in detention and / or suspension by a further 5% from 2011.
- a further 5% from 2011 data in the number of students receiving end of Term / Semester ‘Green Slip’ rewards, aligned to PBIS principles.
- 85% of staff gaining a greater understanding of student welfare expectations as measured through the use of the PBIS School Evaluation Tool (SET) results.
- 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 in learning through the provision of quality teaching practice.
• speech pathologist working with identified students and providing professional learning for staff.

2012 Targets to achieve this strategy include:
• attendance rate at or above state average.
• Implementation of systematic and individualised strategies for achieving important social and learning outcomes in all school settings.
• a decrease in the number of incidents of inappropriate behavior resulting in a drop of detention and / or suspension by 5%.
• an increase of 5% in the number of students receiving ‘Green Slip’ awards aligned to PBIS principles.
• Teachers demonstrating expertise in Quality Teaching principles, PBIS philosophy and implementation action strategies whilst showing growing curriculum knowledge and classroom practice.
• 85% of all staffing understanding student welfare expectations as measured through the use of PBIS school evaluation (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:
• review and 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.

2012 Targets to achieve this outcome include:
• all 25 measures of the Analytical Framework at level 2 or above
• at least 20% or more of staff involved in leadership roles in curriculum and stage areas
• at least 8% 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 are also evident in classroom practice through observations

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:
- all staff participating in backward mapping to establish quality rich learning tasks.
- creation of rubrics developed for each grade for text types and Number strands.
- moderation of assessment tasks to increase consistency of teacher judgement.
- exit grade indicators developed for each outcome, in every stage, in Writing and Number to further embed assessment practices.
- professional learning in the analysis and use of data, both internal and external, including SMART and DASA.
- development of school based work samples aligned to reporting format for Writing and Number strands.
- Implementation of a K-6 assessment schedule.
- review of current reporting system through survey analysis from staff, students and parents.

Our success will be measured by:
- backward mapping evident in all teaching programs.
- rich assessment tasks developed with accompanying rubrics clearly articulating indicators that align with reporting expectations.
- moderation of work samples and assessments completed, collected and collated.

- Indicators collected from all grades for Writing and Number to develop banks for expected stage outcomes.
- formation of a school database to track student progress in Number and Writing against all exit indicators for each grade.
- SMART data being used in programming, practice and assessments by all teachers.
- collation of moderated work samples and assessment.
- K-6 assessment schedule being used across the school.
- quality assessment tasks developed.
- teacher professional learning undertaken in CTJ.
- new school policy created in relation to expected indicators for Grade/Stage based outcomes in Writing and Number.
- surveys conducted, collected and analysed and reporting structure established to become school policy.

2012 Targets to achieve this outcome include:
- at least 50% of staff participating in registered professional learning programs.
- 100% of staff at phase 2 or higher in DASA survey.
- at least 40% of students achieving appropriate stage / grade exit outcomes.
- completion of DASA online to show staff identified areas for ongoing professional learning.

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.

Mrs Lisa Markey: Principal
Executive staff: Auburn Public School
Teaching staff: Auburn Public School
School contact information

Auburn Public School.
Beatrice St and Auburn Rd, Auburn 2144.
Ph: 02 9646 2200
Fax: 02 9749 1654
Email: auburn-p.admin@det.nsw.edu.au
School Code: 7403

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: