Auburn Public School
Annual School Report 2013
School context

Auburn Public School has played a significant role in the Auburn community for more than 125 years. The school promotes cultural similarities and differences in a nurturing environment. A positive culture of collaboration and continuous improvement is evident within our school.

Principal’s message

This Annual School report celebrates the achievements of Auburn Public School in 2013. Our school acknowledges and nurtures the diversity and individuality found within all students and staff.

In 2013, there was a continued strong focus on Literacy, Numeracy, student welfare and technology. The school participated in a variety of programs and initiatives that supported staff professional development and improved student achievement.

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.

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
Principal

P & C message

The P & C Association had a change of executive this year with all new office bearers. The P & C met twice each term with meetings being well attended most of the time and we thank the school executive for continuing to provide translators so all parents can fully participate in these meetings. This year the P & C held three fundraising events – Mother’s Day Stall, Father’s Day Stall and Gift Stall. The uniform shop continues to operate well under the capable leadership of Mrs Julie Cross, supplying quality uniforms at affordable prices to our students. Sadly, the regular helper at the uniform shop Ms Lesley Pai, was unable to continue owing to serious ill health, however some parents have volunteered to assist Mrs Cross.

The applications for grants to assist with the purchase of the Sensory Playground for the Special Education Unit were successful and, through these grants, $55,377 was remitted to the school from the P & C Association. Construction of the playground is anticipated to commence in March, 2014.

During the year the P & C has continued to enjoy an excellent working relationship with the school executive and staff and we look forward to another productive year in 2014.

Meric Uyanik
P & C President
**Student representative’s message**

Auburn Public School provides students with the chance to learn and develop skills in Literacy, numeracy and other Key Learning Areas. There are also lots of other activities like sport, music and dance.

At Auburn Public School we acknowledge and respect differences by taking part in the celebrations that are very important to our school such as Harmony Day and Cultural Diversity Day. This respect allows us to learn about ourselves and others.

2013 has been a very exciting and busy year for all of the students at our school. The SRC actively organised two fantastic Music and Games nights, ran Red Nose Day activities, held an extraordinary Easter guessing competition and assisted in supporting fundraising efforts for our school’s sensory playground project.

Our school choir performed sensationaly at ‘Our Schools’ Spectacular’ at the famous Sydney Opera House. One of those students co-hosted the show in front of thousands of people. It was amazing!

Another exceptional event of 2013 was the DanceSport Program which taught students a wide range of dancing styles in a fun way. The students competed against many different schools and our school was fabulous.

Also this year students from our school participated in the Robotics Program. It was exciting to learn about how to use software and how to control the robots.

The Year 5 and 6 students had lots of fun visiting Canberra and Parliament House as part of the 2013 overnight school camp. Thank you to all of the teachers who organised that amazing excursion.

In sport, it was highly successful year for our school. Many students represented our school at the Regional Cross Country and Athletics Carnival. We also had a magnificent boys versus girls soccer game.

Students also had the chance to meet the Greater Western Sydney Giants as part of the yearly SRC excursion. They also came to teach us some football skills. The Student Representatives received free Giants merchandise.

It has been wonderful to be a part of the Student Representative council this year.

Elle and Mandy

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**Student information**

Enrolments for 2013 were on average 600 students. 98% of students are from Language Backgrounds other than English.

**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>300</td>
<td>271</td>
<td>282</td>
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**Student attendance profile**

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<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>K</td>
<td>94.3</td>
<td>94.9</td>
<td>92.8</td>
<td>93.6</td>
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<tr>
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<td>96.7</td>
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<td>95.8</td>
<td>95.5</td>
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Management of non-attendance

The school encourages regular attendance to maximise student learning. Many students take extended leave and apply for an exemption through the completion of forms at our front office. For other students who are experiencing problems with regular attendance, we employ various strategies including attendance cards, reward systems, parent interviews and letters sent home as well as HSLO involvement where necessary. Our attendance rates have, and continue to improve significantly.

Workforce information

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

Our school maintains high levels of staff retention. At the same time a large number of casual and temporary teaching positions exist in support of staff on various types of approved leave, in particular maternity leave.

Teacher qualifications

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

<table>
<thead>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Workforce composition

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<tr>
<th>Position</th>
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<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Principal Support Unit</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>20.28</td>
</tr>
<tr>
<td>Support Unit Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Teacher of Community Languages</td>
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<td>School Counselor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.46</td>
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<td>Total</td>
<td>47.20</td>
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There are no teachers of Aboriginal origin.

Significant Programs and Initiatives

2013 has been another exciting and rewarding year for the Auburn Public School learning community.

The school has been fortunate to gain significant funding from both the Commonwealth and State Governments 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 the Early Action for Success 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 Pre-Lit, Mini-Lit and the consolidation of Multi-Lit (a specialised reading intervention strategy), programs for students with disabilities and learning difficulties, Multicultural Education, Positive Behaviour Intervention Strategies (PBIS) and Reading Recovery. Many other great school based initiatives also continue to gain strength including our Homework Centre, Breakfast Club and numerous parent courses.
Financial summary

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

Date of financial summary 30/11/2013

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<td>School &amp; community</td>
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<td>Canteen</td>
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<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
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<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Training &amp; development</td>
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<tr>
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<td>Administration &amp; office</td>
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<td>Maintenance</td>
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<td>Total expenditure</td>
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<td>Balance carried forward</td>
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A full copy of the school’s 2013 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 2013

Achievements

Arts

Creative Arts programs at our school enabled students to gain skills, understandings and values that each of the art forms offer.

In 2013, students participated in the following arts programs:

- 30 students were active members of the 3-6 Dance Group who were successful in gaining selection to perform at the Granville District ‘Our Schools’ Spectacular’ at the Sydney Opera House;
- The 3-6 Choir performed at special assemblies, in school events, and participated in the ‘Our Schools’ Spectacular’ at the Sydney Opera House;
- For the first time, both the K-2 and 3-6 choirs performed together in a mass performance at the schools formal presentation days;
- Students from Years 2-6 represented our school at the Sydney DanceSport Championships that were held at Penrith Stadium at Cambridge Park. All students received a medallion that was kindly donated by the sponsor of the event Stefano Olivieri a Dancing with the Stars and 2004 World Dance Champion winner and owner of the DanceXS Dance Studio. Some of these students in Dancesport are taking up the wonderful offer from this dance studio for a free professional dance lesson.
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 zone and regional level. Students were also selected in District Rugby League, Soccer and Water Polo teams.

The ‘Active After School Sport’ program continued in 2013. 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.

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.

Stage 2 and 3 students participated in a 6 week AFL program, delivered by AFL staff. The program focused on football activities which built students fine and gross motor skills. The program also incorporated themes around fair play, leadership, team work and harmony.

During Term 1, boys in Stage 3 visited the ‘Learning with League’ Centre where they were provided with the opportunity to participate in activities with a focus on Literacy, Personal Development and Health. Activities coincided with general positive characteristics of Rugby league including teamwork, support, encouragement, healthy lifestyles and determination.

Other

Interest Groups continued in 2013, 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. The Choir and Dance groups also participated in the Granville School Spectacular.

During Term 1, Auburn City Council conducted free workshops for Stage 1 students to teach students about the correct disposal of waste items and how they can take action to care for the environment.

Early in Term 2, approximately sixty Stage 3 students attended an overnight excursion to Canberra. Students visited Parliament House, the War Memorial, Questacon, the Mint and the Australian Institute of Sport. The students who did not go to Canberra participated in a variety of ‘in-school’ activities.

Special Education Unit

The Support Unit at Auburn Public School provides a supportive, engaging and a positive learning environment for students with additional educational needs. There are four specialised classes with specialist staff that cater to students with a range of learning needs such as Autism and mild and moderate intellectual disabilities. These classes are a regional resource.

These classes follow a differentiated curriculum that is tailored to suit each students’ individualised learning needs. Teachers and parents work closely together in the
development of individualised learning goals and regular reviews are conducted to both monitor and develop new goals. The learning programs are devised to cater for the individual learning requirements of each student with a strong emphasis on the areas of communication, academic, social skills and behaviour.

The inclusive sensory playground will be installed in January with full completion expected by March 2014. We publically acknowledge the support of Auburn Club Grants, Dooleys Club Lidcombe, The Gard Walden Trust, Community Building Partnership Program, Transgrid Community Partnership Program, McDonald’s, Primary Club of Australia and Barbara Perry (Auburn MP). This state of the art Sensory playground will be one of its kind in the area and will incorporate the use of different textures as well as musical sounds to cater to students’ sensory needs.

A social skills program within the Support Unit focuses on weekly activities such as cooking, road and cyber safety and personal care skills which are run on a rotational basis giving all students the opportunity to take part in this skill-building program.

Students from the Support Unit have been engaged in Mathematics groups with mainstream classes and performed at the Sydney Opera House as members of the school choir. Students also participated and performed as part of school interest groups programs such as in dance, choir, cultural dance groups and gardening.

All the students from the Support Unit travelled by bus to attend the end of year event for students with disabilities. It was a fun filled day enjoyed by students and staff. All the students were well behaved and enjoyed the various rides and activities organised by the Make A Wish Foundation.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
Significant programs and initiatives

Student Representative’s Council

The Student Representative Council (SRC) has had a successful year of being actively involved in key projects and initiatives by contributing ideas and opinions on behalf of the student body. The SRC has conducted themselves in an exemplary manner consistent with the values of responsibility, citizenship and democracy.

The SRC co-ordinated Music and Games nights, the Easter guessing competition and played a pivotal role during the consultation for the final design of the schools ‘Sensory Playground’.

In Term 3, our SRC students were specially selected to part of the media launch of the new AFL team GWS Giants new state of the art training facility at Sydney Olympic Park. Our students demonstrated a high level of leadership skills at this special occasion as they were clearly the media darlings of this day’s media events.

This year the SRC had the opportunity to plant trees within the Western Sydney Parklands as part of the 500 Schools Planting Program being run by the Western Sydney Parklands Trust involving staff from Greening Australia. The students found this an engaging hands on experience and felt privileged to be a part of ecological history.

The SRC look forward to serving the school community in 2014.

Parent Involvement

Parental Involvement in the school has continued to increase throughout 2013. Attendance at P&C meetings, parent workshops and special events has been strong.

There has been a continuation of many programs including English classes, information about literacy, craft and cooking lessons. Other programs have been introduced in 2013. These have included a business course, the SPARK program (helping parents to support with homework) and a SHAPE program (fitness and health).

Over 200 parents attended our annual Cultural Diversity Day where we celebrated the various cultures within our one community. This was done through song, dance, words and food. It is a great opportunity for parents and teachers to share lunch and talk.

Many initiatives encouraging community involvement include activities in the Community Room, Breakfast Club, Homework Centre and Kindergarten Transition. Parents have been volunteering to help at school events and supporting teachers in classrooms.

Aboriginal Education

Our school provides programs designed to educate all students about Aboriginal history and 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 for K-2 students called ‘Let’s Bridge the Gap’, where dances about Australia’s unique animals were demonstrated and explained. The year’s 3-6 students participated in the ‘Maluerindi Clan’ workshop. Students worked in smaller groups concentrating on different aspects of the Aboriginal culture, art, dance and didgeridoo and storytelling.
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 continued in 2013 included:

- teachers planning and implementing programs that have an emphasis on ESL pedagogy;
- community language programs in Turkish, Arabic, Chinese and Farsi being closely aligned to classroom programs;
- teaching and learning programs that contain embedded multicultural focuses;
- celebrating diversity through the arts;
- translation of many documents and parent notes and having interpreters available for parent meetings;
- multilingual courses for parents informing them about school practices and routines;
- a community room and kitchen used for parent meetings and social activities such as flower arranging, glass painting, sewing, cake decorating and jewellery making;
- a Breakfast Club to support students to have a healthy breakfast before school.
- a Homework Centre to support K-6 students with homework expectations;
- the Beginning School Well project to assist students who are from a refugee background transition into school;
- expanding our understanding of diversity through celebrations such as Harmony Day and Cultural Diversity Day.

National partnerships program
Our school has been involved the federal National Partnerships LOW SES program. This year was the last year of this program. Below are the outcomes that were achieved as part of this initiative.

Curriculum Delivery K-6
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 with moderating opportunities for all staff.

All mentors, in conjunction with the Principal, designed a mentoring process which incorporated proformas, guidelines, structure and organisation. 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 is evident as sessions are more individualised in each area and align to teacher goals and professional learning, also improving curriculum delivery. 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. A major increase in community engagement is occurring as more parents attend courses, including a business course, organised by mentors; utilisation of the Community Room; and participation 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.
Changes in Literacy Practice

MULTILIT/MiniLit/PreLit Programs:

MULTILIT: In 2013, we have trained 3 executive staff, 2 LaST’s and 15 SLSOs in the delivery of the MULTILIT Intervention Program. This has been undertaken in partnership with Guildford West PS. Professional learning has been presented to all staff with an emphasis on the use of the strategies in the classroom. The executive staff trialled this program in 2012 with Stage 2 and 3 students, who were identified as performing below stage outcomes. All students who took part in the program were tracked via SMART Data and showed growth in the area of Reading between Years 5 and 7 after completing the program. As a result, MULTILIT is now a current sustained practice within our school. There have been 5 students who have successfully completed the program so far. Two SLSOs and the LaST are currently working with a further 11 students from 3 targeted classes based on SMART Data and in-school assessments on Reading. Class teachers have noted improved reading and writing in classroom tasks with the use of the newly learnt MULTILIT strategies. We anticipate that with strategic timetabling, ongoing professional learning and networking opportunities, more students will access the program in 2014. The SLSOs and LaST will have collegial support in the program delivery through regular networking with the appropriate staff from Guildford West PS.

MiniLit: One member of executive, one Reading Recovery teacher, two targeted class teachers and two support teachers have been trained in the MiniLit Program in 2013. This program is currently being overseen by our executive and Reading Recovery teacher and trialled in two targeted classes, with additional support to ensure effective implementation. Progress of students will be tracked using pre- and post-testing and PLAN (Best Start) data for collation of growth in 2014.

PreLit: In 2013, we have trained one executive member of staff and the LaST in the delivery of the PreLit program. PreLit was trialled in a selected class with additional support based on need, and is currently being implemented as a complete trial in a targeted Kindergarten class for Term 4. Students were identified through consultation with the class teacher and a pre-test. The LaST is currently implementing this program, and it will be implemented in 2014 across all five Kindergarten classes with LaST support to complement our Jolly Phonics Program by providing a sound oral language base for all students.

Early Action for Success

In semester 2, Auburn Public school was provided additional support through the Early Action for Success program. This program provided the school with a K-2 Instructional Leader to drive the initiative. The Instructional Leader collected and analysed student achievement data and conducted a review of K-2 practices. This program will continue in 2014-2015.

Student Welfare

PBIS

In 2013 the school continued its implementation of Positive Behaviour Intervention Systems (PBIS) and the school discipline code. Auburn Public School has been participating in the PBIS 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.
Speech Therapy

In 2013, a Speech Pathologist was employed. He was able to test 27 students, compile reports, and feedback this information to parents. He recommended referral for further treatment and many families have gone on to claim speech therapy services. A large number of students have been able to access services during crucial early years. The Speech Pathologist has provided Teacher Professional Learning for teachers of Kindergarten, Year 1 and Year 2 students by demonstrating best practice for the explicit teaching of oral language within a classroom setting. He developed a range of resources that can be used by teachers in the future. As part of his role, the Speech Pathologist held parent meetings to help parents with speech strategies for their children and to guide them in finding professional assistance if needed.

School planning and evaluation 2012—2014

School evaluation processes

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

- parent, student and staff surveys
- NAPLAN data
- school based data

School planning 2012—2014: progress in 2013

School priority 1

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 literacy and an increase in students achieving or exceeding state average growth.

Our achievements include:

- induction for new staff regarding all school literacy programs, proformas, policy and expectations;
- 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 being 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;
- Staff were presented with a range of professional development in the implementation of the New English Syllabus;
- all teachers implementing the explicit oral language program (speaking and listening);
- students having access to an explicit MiniLit program;
- the development of rich tasks through continued professional learning on Backward Mapping, integration of KLA’s, differentiation and reflection;
- the inclusion of dimensions and elements from the QTF evident in teachers’ programs and practices.

Outcomes from 2012–2014

Improved Literacy Outcomes for all students

Evidence of progress towards outcomes in 2013:

- 20% of Year 3 students and 9% of Year 5 students achieved proficiency in Reading in NAPLAN testing as well as 79% of Year 3
students and 91% of Year 5 students achieving ‘at or above’ minimum standards

- 50% of Year 5 students achieved or exceeded state average growth

**2014 Targets to achieve this outcome**

**Year 3**

- Increase the percentage of Year 3 students achieving at or above the minimum standard in Reading from 79% in 2013 to at least 85% in 2014. *Authentic target based on trend data.*
- Increase the percentage of Year 3 students achieving at or above the minimum standard in Writing from 82% in 2013 to at least 88% in 2014.
- Increase the percentage of Year 3 students achieving proficiency in Reading from 20% in 2013 to at least 24% in 2014.
- Increase the percentage of Year 3 students achieving proficiency in Writing from 32% in 2013 to at least 39% in 2014.

**Year 5**

- Increase the percentage of Year 5 students achieving at or above the minimum standard in Reading from 92% in 2013 to at least 88% in 2014. *Note: This is an authentic target based on an average of 3 years data as this cohort performed significantly above expectations.*
- Increase the percentage of Year 5 students achieving at or above the minimum standard in Writing from 78% in 2013 to at least 86% in 2014.
- Increase the percentage of Year 5 students achieving proficiency in Reading from 9% in 2013 to at least 12% in 2014.
- Increase the percentage of Year 5 students achieving proficiency in Writing from 4% in 2013 to at least 10% in 2014.

**Growth Year 3 to Year 5**

Increase the percentage of Year 3 students achieving or exceeding state average growth in Reading from 50% in 2013 to at least 60% in 2014.

**Strategies to achieve these outcomes in 2014**

- all teachers following school based expectations to develop Literacy programs of intellectual quality;
- all teachers implementing the New English Syllabus effectively;
- regular benchmarking of reading and moderation of writing as a diagnostic and teaching tool;
- best practice literacy sessions in all classrooms encompassing modelled, shared, guided and independent reading and writing and explicit skills for speaking 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, Springboard into Comprehension and First Steps;
- professional learning in guided writing and explicit writing and representing 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 strand;
- Implementation of a full time Literacy Teacher Mentor to provide ongoing support for all teachers in the schools literacy program expectations K-6;
- Implementation of a prelit/minilit mentor to provide ongoing support for teachers in Early Stage 1 and Stage 1 in the schools literacy program.

**Our success will be measured by:**

- all teachers using the Literacy Expectations to develop Literacy programs of intellectual quality;
- all teachers implementing regular benchmarking and running records;
• 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 strategies.

School priority 2

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:
• 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.
• 94% of teachers using the identified Maths metalanguage both orally and in written form.
• 90% of teachers stated that there was an improvement in students use and knowledge of Maths metalanguage in talking and listening, reading, writing.
• Teachers implementing resources to deliver ‘best practice’ numeracy lessons.- 90% using Daily Workouts; 60% using box cars; 80% using Algebra for All; 94% using Teaching Measurement; 90% using mentals; 88% using Fundamentals; 90% using Maths in a Box and 85% using Sequential problem solving.
• 100% of classrooms implementing best practice numeracy sessions as delivered by Maths mentors K-6
• 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
• 2013 Newman’s Error Analysis showed a 6% improvement in the transformation stage of problem solving compared to last years benchmark.

Outcomes from 2012–2014

Improved numeracy outcomes for all students

Evidence of progress towards outcomes in 2013:
• 18% of Year 3 and 9% of Year 5 students achieved proficiency in NAPLAN testing
• 78% of Year 3 and 83% of Year 5 achieved at or above minimum standard.
• 51% of Year 5 students achieved or exceeded state average growth in numeracy

2014 targets to meet this outcome

Year 3
• Increase the percentage of Year 3 students achieving at or above the minimum standard in Numeracy from 78% in 2013 to at least 83% in 2014.
• Increase the percentage of Year 3 students achieving proficiency in Numeracy from 18% in 2013 to at least 23% in 2014.

Year 5
• Increase the percentage of Year 5 students achieving at or above the minimum standard in Numeracy from 83% in 2013 to at least 86% in 2014.
• Increase the percentage of Year 5 students achieving proficiency in Numeracy from 9% in 2013 to at least 15% in 2014.

Growth Year 3 to Year 5

Increase the percentage of Year 5 students achieving or exceeding state average growth in Numeracy from 51% in 2013 to at least 60% in 2014.

Strategies to achieve these outcomes in 2014:
• 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.
- 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.
- Implementation of TEN program

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.
- Successful implementation of TEN program as part of EA4S initiative measured through benchmark data.
- Newman’s Error Analysis will show improvement in the transformation stage of problem solving by at least 5% from 2012 data.

School priority 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:

- Implementation of a Lunchtime Mentor Program, with trained stage 2 and stage 3 mentors, across K-6 for tier 2 students. These students were provided with additional time for training and debriefing throughout the year as part of an Interest Group every week.
- Completion, presentation and implementation of Interactive whiteboard lessons across all stages to support classroom teachers in delivering existing PBIS lesson plans.
- Continued attendance of our schools positive behaviour mascot (Captain Good Choice) at assemblies K-6 throughout the year to continue to target and promote specific positive behaviours during transition times.
- Successful relaunch of our PBIS Program school-wide to students, staff, parents and the wider community. A school celebration was held and members of the community, students and their families were invited, along with significant members of the DEC.

Outcomes from 2012-2014

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

Evidence of progress towards 2013 targets

- 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 of and expectations of the PBIS program
- 500% increase in short suspensions, from 1 to 5, between 2012 and 2013
- 100% drop in long suspensions, from 1 to 0, between 2012 and 2013
- Increase in the number of students receiving end of term/semester “Green Slip” rewards, aligned with PBIS principles

2014 Targets to achieve this outcome include:

- Attendance rate at or above the state average.
- Decrease the number of incidents of inappropriate behaviour resulting in a drop of detention and/or suspension by at least 20% from the 2013 figures of 669 detentions.
- Continue to increase in the number of students receiving end of term/semester ‘Green Slip’ rewards aligned to PBIS principles.
- Staff continuing to maintaining 85% or greater understanding of student’s welfare expectations as measured through the use of PBIS SET results.

Strategies to achieve these targets include:

- In depth professional development of all PBIS Systems (universal, targeted, classroom and family) for all new members of staff, and targeted annual professional development for all current members of staff.
- Involvement in regional PBIS training focused on classroom systems.
- Creation and maintenance of safe, and challenging learning environments with the implementation of school developed classroom social skills programs integrated with specifically tailored IWB lessons for each stage.
- Implementations of effective classroom engagement and consistent classroom 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.
- Continued effective utilisation of the Learning and Support Teacher to provide expertise and support to teachers and students with additional learning needs by case managing Learning Support Team Referrals.
- Consistent implementation of identified strategies to support students with expressive, receptive and global language delays through implementation of the Government Initiative “SPOT In Schools Program”.
- Continued implementation of an effective engagement committee embedding the processes and philosophy of PBIS into our school culture.
- Continued consistent implementation of Positive Behaviour Intervention Strategies (PBIS) School wide.
- Continued professional learning program for staff and the wider school community.
- Consistent implementation of the PBIS playground mentor group. Students who are mentors will collaborate with PBIS team to organise playground games for identified tier 2 students to develop social skills and learn co-operative playground games.
• Continued implementation of the Captain Good Choice initiative to motivate the school community and provide ongoing dialogue about the school rules and what they look like in practice.

• Continued successful operation of both PBIS and LST referral systems.

• Examples of appropriate referrals provided to staff for referrals to the Learning Support Team.

• Playground mentors to continue to be trained weekly as part of their chosen ‘Interest group’ (to be run by PBIS coordinator) to assist them in fulfilling playground sessions to support and mentor identified students.

**Our success will be measured by:**

• Social skills lessons and IWB lessons consistently implemented in all K-6 classrooms.

• Teachers implementing recommended strategies from the school counsellor and Learning and Support Teacher to support student behaviour and engagement through the provision of quality teaching practice.

• Speech Pathologists from the ‘SPOT’ Government Initiative working with classes and students, in addition to providing ongoing professional learning for staff throughout the year.

**School priority 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. A cohesive model of delivery adopted for new curriculum professional learning throughout 2013.

• Role statements have been developed and implemented for all Teacher Mentor positions. Other leadership position role statements will continue to be developed throughout 2014

**Outcomes from 2012–2014**

• 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 checklist.

**Evidence of progress towards outcomes in 2013:**

• Our results in the Analytical Framework review showed that in all 25 practical measures to improve literacy and numeracy we scored at level 3 or above, achieving our target.

• Leadership roles for all staff have been expanded with at least 65% of staff involved in leadership roles in curriculum and stage areas exceeding our target by 25%.

• 57% of teacher programs showed evidence of Quality Teaching Principles, being embedded whilst also being displayed in classroom practice. This area will continue to be a focus for development in 2014

• 11% of staff have attended preliminary meetings including video conferences about accreditation at Lead and Highly Accomplished with 4% of staff registered to gain accreditation with the NSW Institute of Teachers. This is an area for continued awareness raising and focus in 2014 through our ALBY network

**2014 targets to meet this outcome**

• All 25 measures of the Analytical Framework to support school improvement in Literacy / numeracy at level 4 and above.
• At least 70% or more of staff involved in leadership roles in curriculum and stage areas.
• At least 12% or more of staff registered or gaining accreditation in Lead and Highly Accomplished with the Australian Institute for Teaching and School Leadership (AITSL).
• At least 65% of teacher programs embedded with Quality Teaching Principles which are also displayed in the classroom practice as measured by classroom supervision and feedback.

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

School priority 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:
• Staff completed Professional Learning Plans linked to professional teaching standards which incorporate professional learning opportunity targets, in consultation with their executive leader.
• All staff participated in backward mapping to establish quality rich learning tasks through teams and evident in all programs.
• Rubrics developed for each grade on writing text types and numeracy, and presented to all staff. These are used consistently K-6.

Outcomes from 2012–2014
• 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.

Evidence of progress towards outcomes in 2013:
• 85% of staff participated in registered professional learning programs.
• DASA Survey was unable to be accessed at time of writing report.
• 41% of students achieved appropriate stage / grade exit outcomes in Reading in 2013.

2014 targets to meet these outcomes
• At least 90% of staff participating in registered professional learning programs.
• 50% of staff at phase 4 in DASA survey.
• At least 45% of students achieving appropriate stage / grade exit outcomes.

**Strategies to achieve these targets in 2014**

- All staff to complete Professional Learning Plans linked to professional teaching standards which incorporate professional learning opportunity targets, in consultation with their executive leader.
- All staff encouraged to look at Teacher Professional Learning opportunities that reflect their professional learning goals and school priorities.
- Continuation of staff participating in backward mapping to establish quality rich learning tasks through teams and evident in all programs.
- Rubrics developed for each grade on writing text types and numeracy, and presented to all staff. These are used consistently K-6.
- Time allocated for moderation of assessment tasks and work samples to increase consistency of teacher judgement valued by 100% of staff.
- Increasing use of Learning Plans is evident in K-2 programs, assessment and practice.

**Our success will be measured by:**

- All staff to have developed and updated a professional learning plan that is aligned to professional teaching standards.
- An increase in staff participating in professional learning opportunities.
- Backward mapping and quality learning tasks evident in all teaching and learning programs.
- Rubrics consistently used IK-6.
- Assessment tasks consistently assessed effectively K-6.
- Learning plans being used effectively in K-2.

**Professional learning**

Staff participated in many professional learning opportunities in 2013. The delivery of these included whole staff presentations, small group activities, individual mentoring and support, team workshops, on line modules and external courses. Additionally a differentiation team participated in regional program to develop skills in differentiating the curriculum for all learners. These strategies were then shared with all staff in follow up sessions.

The content of all professional learning was aligned to the schools priorities and teachers’ individual professional learning plans and included:

- Teachers worked with their supervisors to develop individual professional learning plans that were linked to the school plan and the National Teaching Standards.
- Workshops and presentations delivered by the executive on the NSW English Syllabus. Teachers also began planning and programming with the new syllabus. Resources were purchased to support teaching programs.
- New staff induction on best practice literacy strategies to enable all staff to effectively plan for literacy sessions to include modelled, shared, guided and independent tasks.
- Team teaching and demonstrations lessons on literacy teaching strategies provided by the literacy mentor to a range of individual staff members.
- ESL teachers attending professional learning on the EAL/D learning progression with follow up feedback to all staff from regional personnel. All staff now confident in using an ESL focused pedagogy and assessing students against the new criteria.
- Whole staff professional learning on ICT teaching strategies and Web 2 Tools provide by the ICT Mentor.
- Individual teachers trained in targeted literacy programs: MultiLit, PreLit and MiniLit.
- Professional learning in the use of SMART data as an assessment and evaluation tool.
- Individualised support was provided to all staff on best practice Numeracy through the Numeracy Mentor program. This included team teaching, demonstration lessons and classroom support.
- Induction for new staff in best practice numeracy to ensure that a consistent approach continued across the school.
• Presentations and workshops on PBIS including school practices and supporting students with challenging behaviours.

• Professional learning sessions on developing Individual Learning Plans for all staff delivered by the Learning and Support Teacher.

Parent/caregiver, student, and teacher satisfaction

In 2013 the school sought the opinions of parents, students and teachers through surveys and discussions.

Parent involvement in the school continued to improve in 2013. 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 250 parents come together to share a luncheon with staff.

Excellent community involvement has been evident through the many initiatives implemented by Mrs Das co-ordinating the community room, Breakfast Club and Homework Centre. Harmony Day, Book Week and ANZAC Day activities saw an increase in parents attending from 2012.

A parent teacher reporting evening was very well attended with 89% of parents attending to gather great feedback on their child’s learning. Twenty eight interpreters were on site to assist with translation and a successful evening was enjoyed by all.

Overall the school was supported in all its initiatives by the student and parent body as can be evidenced by the data that showed greater number of parents attending assemblies and parent meetings this year.

Program evaluations

Quality Teaching Practices

In 2013 the school reviewed teachers’ understanding and use of Quality Teaching practices in classroom programs. The evaluation consisted of an on-line survey to all teachers.

Background

Quality teaching practices have always been a focus for teaching and learning at Auburn Public School. Staff have participated in regular professional learning opportunities on the dimensions of the quality teaching framework and the impact of using this model to improve student learning outcomes.

While the school was receiving National Partnerships and Low SES support, funds were allocated towards literacy and numeracy programs that embedded a wide range of quality teaching strategies. Staff were provided with professional development from external and regional consultants on how to implement these programs that utilised quality teaching practices.

Additionally, the schools teacher mentors in literacy, numeracy, ICT, Quality Teaching and ESL supported teachers pedagogy through presentations, demonstration lessons, individual mentoring and workshops.

In 2013, all staff were involved in professional learning about implementing the NSW English Syllabus which has embedded a wide variety of quality teaching practices. We decided to evaluate the considerable professional learning completed in this area in order to redefine our future directions for professional development for all staff for 2014 and beyond.

Findings and Conclusions

Teachers were asked a range of questions that related to the intellectual quality, quality learning environment and significance of their teaching practice and programs.

The results indicated that teachers are utilising a range of effective quality teaching strategies in their daily practice. In particular:

• Teachers regularly embedded and explained specific content language into lessons.

• Sustained communication such as class discussions were used as effective teaching and learning strategies.

• A degree of high expectations for student achievement was maintained by teachers and this was regularly communicated to students.

• Teachers consistently created atmospheres of mutual respect and support within their classrooms.
The majority of students remained on task and engaged for most lessons.

Lesson planning involves recognition of students’ diverse social and cultural backgrounds.

A significant amount of teachers regularly used multimedia resources to engage students.

The survey also revealed that teachers required additional support and professional learning in:

- Providing opportunities for students to make connections between existing knowledge and new concepts.
- Utilising strategies that encouraged students to challenge and question concepts.
- Embedding effective assessment strategies into their practice so that students have a variety of opportunities to demonstrate their learning.
- Establishing and communicating assessment criteria to students at the beginning of lessons.
- Supporting students to set goals for their own learning.

**Future directions**

The survey results redefined the focus for the 2014 professional development program.

The school will continue discussions at stage and grade level on the use of metalanguage, sustained communication, maintaining high expectations, student engagement and regular use of multimedia into classroom practice.

A focused whole school professional learning program that will include lesson demonstrations, mentoring support, workshops and presentations on the following:

- Creating Learning Intentions for each lesson so that students and teachers understand the direction, purpose and expected outcomes of each lesson.
- Developing questioning techniques in the classroom to encourage students to challenge ideas and concepts.
- Utilising formative assessment techniques so that students are provided with a range of opportunities to demonstrate their learning.
- Establishing and communicating success criteria for each lesson so that students understand how they can achieve and demonstrate achievement.
- Supporting to students to reflect on their learning and to set their own learning goals

**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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: