2010 Annual School Report
Auburn North Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
There were 545 students enrolled at Auburn North Public School in 2010. 98% of students had a language background other than English and these students represented over 40 different cultures from around the world. The school continued to enrol refugee students from Afghanistan, Pakistan and Sri Lanka. These students represented 20% of the school’s population.

Staff
All teachers were highly committed to achieving excellent student learning outcomes for all students. Teaching and learning programs had a major focus on literacy, numeracy and student engagement, and were based on strong programming and effective and consistent assessment and evaluation strategies. All of these programs were supported by the Priority Schools’ Program (PSP) funding and the National Partnership Low Socio-economic Communities Reform Extension Initiative (LSES REI).

Our school has a high component of Early Career Teachers who received additional support from a full-time teacher-mentor. Experienced teaching staff played a vital role within the school taking on various leadership roles in peer mentoring, extra-curricular activities and as members of the leadership team.

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

Significant programs and initiatives
Our school received funding and additional staffing allocation to assist in the effective implementation of the following four programs:

- National Partnership Low Socio-economic Communities Reform Extension Initiative (LSES REI) from Semester 2;
- Priority Schools’ Program (PSP);
- Teacher Mentor Program; and
- Successful Language Learners (SLL) Program.

In 2010, the school joined the National Partnerships LSES REI and was allocated additional funding of $540,000.00 over two years, and selected a Highly Accomplished Teacher (H.A.T.) and an Educational Paraprofessional through merit selection.

Funding and an additional staffing allocation from the Priority Schools’ Program were used to improve teaching and learning outcomes in the areas of literacy, numeracy and student engagement.

The Teacher Mentor Program involved one full-time teacher mentor as an additional staffing allocation to further develop the skills of early career teachers using the Quality Teaching Framework.

The Successful Language Learners (SLL) Program was a two-year project (2009-2010) funded by the Federal Government to support schools with a high percentage of students from refugee and non-English speaking backgrounds (NESB). This was the second year of this program.

Student achievement in 2010
According to school-based and external data, our students and school achieved high quality outcomes in a wide range of areas. In 2011, our school will consolidate areas of achievement but focus on areas where our school’s performance and student achievement were not as strong.

Messages

Principal’s message
Auburn North Public School, set in attractive school grounds, provides an excellent education for all students.

In addition to emphasising literacy and numeracy, the school provides a range of high quality programs to extend and enrich student learning. We value excellence in academics, the arts, sport and technology.

Auburn North Public School seeks to ensure that students realise their full potential academically, socially, emotionally and physically in a school environment which is academically challenging, disciplined, safe and caring.

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.

Mark Harris

P & C message

During 2010, the school’s Parents’ and Citizens’ (P&C) Association met monthly with the intention of supporting the school. The P&C successfully led our school in requesting the appointment of a school crossing supervisor. The P&C organised a range of fundraising programs including a Mother’s Day stall and Father’s Day stall and sausage sizzles. It also made links with local businesses which funded prizes for the Years 3-6 Presentation Assembly. Members of the P&C also served on a merit selection panel.

Noor Jabeen P&C President

Student representative’s message

The Student Representative Council (SRC) met once a week to look at ways to further develop our school. Twenty-five students, two students from Year 2 and 1 student from each Year 3-6 class, represented Years 2 to 6 along with our 8 captains and prefects.

The SRC was enthusiastic and committed to supporting different charities. In 2010, the SRC initiated and organised ‘Charity Week’, which included raising 578 tin cans of food for Anglicare. The $539.00 raised from Charity Week was donated to:

a. ‘School-in-a-Box Kit’ - $218.00.

b. ‘World Vision’ - $248.00.

c. ‘Westmead Children’s Hospital’ - $73.00.

Zeinab Alamer and Sophia Wang

School context

Student information

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

Student enrolment profile

There were 220 students in the K-2 section of the school and 325 in the 3-6 section. Students from language backgrounds other than English (LBOTE) made up 98% of student enrolment in 2010.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>315</td>
<td>329</td>
<td>319</td>
<td>291</td>
<td>277</td>
</tr>
<tr>
<td>Female</td>
<td>343</td>
<td>335</td>
<td>312</td>
<td>286</td>
<td>268</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance was above both region and state percentages with a school improvement of 1% in attendance compared to 2009. There were 81 students who travelled overseas for 15 days or more.

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School K</td>
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<td>93.2</td>
<td>94.6</td>
<td>95.0</td>
</tr>
<tr>
<td>1</td>
<td>94.6</td>
<td>95.0</td>
<td>95.0</td>
<td>95.4</td>
</tr>
<tr>
<td>2</td>
<td>94.3</td>
<td>96.1</td>
<td>95.8</td>
<td>95.0</td>
</tr>
<tr>
<td>3</td>
<td>96.5</td>
<td>96.5</td>
<td>96.5</td>
<td>95.4</td>
</tr>
<tr>
<td>4</td>
<td>93.8</td>
<td>94.6</td>
<td>93.4</td>
<td>94.1</td>
</tr>
<tr>
<td>5</td>
<td>93.4</td>
<td>94.1</td>
<td>93.9</td>
<td>94.7</td>
</tr>
<tr>
<td>6</td>
<td>93.9</td>
<td>94.2</td>
<td>94.2</td>
<td>94.8</td>
</tr>
<tr>
<td>7</td>
<td>94.4</td>
<td>94.7</td>
<td>94.4</td>
<td>94.7</td>
</tr>
<tr>
<td>8</td>
<td>94.4</td>
<td>94.7</td>
<td>94.4</td>
<td>94.7</td>
</tr>
<tr>
<td>Region K</td>
<td>94.0</td>
<td>94.3</td>
<td>92.4</td>
<td>94.7</td>
</tr>
<tr>
<td>1</td>
<td>93.8</td>
<td>94.7</td>
<td>93.7</td>
<td>94.2</td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
<td>94.0</td>
<td>94.4</td>
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<td>94.1</td>
<td>94.5</td>
<td>94.1</td>
<td>94.5</td>
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<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.0</td>
<td>94.4</td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
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<td>94.0</td>
<td>94.4</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.6</td>
<td>94.0</td>
</tr>
<tr>
<td>7</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

In 2010, the school continued to track attendance through WebAttend, an on-line system for monitoring attendance. Strategies to improve attendance included:

a. daily attendance being entered onto Web Attend. Teachers stated that this enabled them to better address individual student attendance issues and patterns;

b. phone calls and interviews being conducted by the Deputy Principal and Home School Liaison Officer (HSLO) with families whose children’s attendance rates were unsatisfactory or whose children were regularly late; and

c. parents being informed about the importance of regular school attendance
Staff information

It is a requirement that the reporting of information for all staff 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>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal - Mentor</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal – English as a Second Language (ESL)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Primary Part-Time Teacher</td>
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<tr>
<td>Primary Teacher RFF</td>
<td>0.882</td>
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<tr>
<td>Primary Teacher Librarian</td>
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<tr>
<td>Primary Priority School Funding Scheme</td>
<td>1.2</td>
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<td>Primary Community Language Teacher</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>Itinerant Primary Teacher of Hearing Disabilities</td>
<td>1.0</td>
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<tr>
<td>Primary General Assistant</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.962</td>
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<tr>
<td>Total</td>
<td>46.264</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The staff composition of Auburn North Public School includes one staff member from an Indigenous background.

Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools as either permanent or temporary teachers. Temporary teachers replaced teachers who were on leave.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>87</td>
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<tr>
<td>Postgraduate</td>
<td>13</td>
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</table>

Staff Retention

Although staff retention remains high, many teachers are temporary teachers as they have replaced staff on maternity leave. This resulted in two new teachers at the school. This resulted in two new teachers being appointed to the school through merit selection.

Structure of classes

To ensure that class sizes are in line with DET recommendations, the school created 21 classes based on a parallel structured system. Classes were grade-based or composite groupings.

Class sizes

In March 2003, the NSW Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported in the 2010 class size audit which was conducted on 17th March, 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
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<tr>
<td>4/3H</td>
<td>3</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>4/3H</td>
<td>4</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>4/3S</td>
<td>3</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>4/3S</td>
<td>4</td>
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<tr>
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<td>K</td>
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<td>20</td>
</tr>
<tr>
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<td>K</td>
<td>20</td>
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<td>22</td>
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<tr>
<td>2/1C</td>
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<td>23</td>
</tr>
<tr>
<td>2/1C</td>
<td>2</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>25</td>
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<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4/3J</td>
<td>3</td>
<td>14</td>
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<td>4</td>
<td>15</td>
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<tr>
<td>4/3K</td>
<td>3</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>4/3K</td>
<td>4</td>
<td>16</td>
<td>30</td>
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<tr>
<td>4/3R</td>
<td>3</td>
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<td>30</td>
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<tr>
<td>4/3R</td>
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<tr>
<td>5/4M</td>
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<td>29</td>
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<td>5L</td>
<td>5</td>
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<td>30</td>
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<tr>
<td>6T</td>
<td>6</td>
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<td>5B</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>30</td>
<td>30</td>
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<tr>
<td>1KK</td>
<td>1</td>
<td>23</td>
<td>23</td>
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Financial summary

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

Date of financial summary: 30/11/2010

<table>
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<th>Income</th>
<th>$</th>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>1069365.43</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<tr>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>719565.02</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>349800.41</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the school’s P and C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Creative and Performing Arts (CAPA) programs at our school enabled students to gain skills, understandings and values that each of the art forms offers.

In 2010, students participated in the following arts programs:

- 38 boys and girls were active members of the Senior Dance Group, performing in the Granville District ‘Our Schools’ Spectacular’ at the Sydney Opera House;

- 20 students in Year 5 and Year 6 performed at the South Western Sydney Dance Festival at the Bankstown Town Hall; and

- the Choir performed at special assemblies, in district events, and participated in the ‘Our Schools’ Spectacular’ at the Sydney Opera House.

Sport

K-6 students participated in a variety of programs which, according to school-based assessment data, improved student fitness levels and fundamental movement skills.

School programs included:

- K-6 class fitness programs and K-6 sports programs;
- ‘Primary Schools’ Sports Association’ (PSSA) program, with the senior cricket team and the junior soccer team becoming zone champions;
- ‘Active After Schools Sport Association’ (AASC) program, where 45 K-2 students participated in the program every Monday afternoon and 30 students from Years 3-6 students participated each Wednesday afternoon for seven weeks per term;
- K-6 cross country carnival, with 38 students representing at district level and seven students advancing to regional level;
- K-6 athletics carnival, with 32 students representing at district level and four students advancing to regional level;
- ‘Learn-to-Swim Swimming Scheme’, which involved 120 students from Year 2 to Year 6 learning how to swim or further developing their swimming skills; and
K-6 students participated in our school’s ‘Mini-Commonwealth Games Day’ program, which involved students participating in a range of modified sporting activities similar to those represented in the 2010 Commonwealth Games.

Library
In 2010, as part of the ‘Building the Education Revolution’ program, the school library was renovated and refurbished. The renovation included a complete electrical and data upgrade, a connected classroom, a video-conferencing unit, an interactive whiteboard, and new carpet, shelving and furniture.

Successful library programs included:

- ‘Locked in Literacy’, where classes were timetabled to learn in the library on a fortnightly basis for a 2 hour session, with class teachers and the Teacher Librarian involved in the planning, teaching and assessment of activities. Learning focused on the Information Skills Process and included note-taking, website evaluation, critical literacy, blogging, video-conferencing and literature appreciation;
- ‘Children’s Book Council Book Week’ program and our ‘Across the Story Bridge’ program where five visiting authors entertained and inspired the students, teachers and parents with an afternoon of learning coordinated by Deb Abela, National Literacy Ambassador. Authors included Chris Cheng, Oliver Phommavanah, Susanne Gervay and Jeni Mawter; and
- Library Website and Blog being developed, which enabled students to access web links and reading and responding to learning from both home and school computers.

Public speaking and debating
Auburn North Public School recognises the importance of developing oral skills. In 2010, all teachers were trained in teaching impromptu speech strategies and, as a result, all 3-6 children developed skills in this area of public speaking.

Six students in Stage 3 participated in a formal debating program, achieving second place in the Granville District Debating Competition.

Academic
Our school participated in the National Assessment Program - Literacy and Numeracy (NAPLAN). The results across Years 3, 5, 7 and 9 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)
Yr 5: from Band 3 (lowest) to Band 8 (highest)

Literacy – NAPLAN Year 3
In 2010, 69 Year 3 students completed NAPLAN, 99% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 3 2010 NAPLAN literacy results:

- our school’s mean was above the region in spelling;
- 92% of students achieved at or above minimum standard in overall literacy;
- 41% of students achieved in the highest two bands (Bands 5 and 6) in overall literacy;
- 46% of students achieved in the highest two bands (Bands 5 and 6) in writing;
- 48% of students achieved in the highest two bands (Bands 5 and 6) in grammar and punctuation;
- 29% of students achieved in the highest two bands (Bands 5 and 6) in reading;
- 42% of students achieved in the highest two bands (Bands 5 and 6) in grammar and punctuation; and
- students demonstrated the necessary skills to locate directly stated information in a simple information text, identify a speaker’s opinion in a persuasive text, write a narrative containing a beginning and complication,
clearly link sentences within their writing, identify and correct spelling errors, identify conjunctions in a complex sentence, identify the proper noun requiring a capital letter in a complex sentence, and select the correct verb indicating future tense in a simple sentence.

The main implications for our school’s literacy programs are to:

- further develop and maintain consistent, accurate and effective reading comprehension teaching and assessment K-6;
- continue to expand each student’s understanding of literal, inferential and linguistic features of text and how they affect the audience’s interpretation of a variety of texts;
- continue to provide two hours of uninterrupted, collaborative literacy teaching time four days per week; and
- have 100% of Year 3 students achieving at or above minimum standard in NAPLAN reading and writing and at least 50% of students achieving in the top two bands (Bands 5 and 6) of NAPLAN reading and writing.

Numeracy – NAPLAN Year 3

In 2010, 69 Year 3 students completed NAPLAN, 99% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 3 2010 NAPLAN numeracy results:

- our school’s mean was above the region in numeracy;
- 85% of students achieved at or above minimum standard in numeracy;
- 32% of students achieved in the top two bands (Bands 5 and 6);
- 55% of students achieved in the top three bands (Bands 4, 5 and 6); and
- students demonstrated the necessary skills to select the most likely outcome in an event, solve problems involving money and remainders, identify a solution to a problem by interpreting a column graph, identify the next term in an increasing number pattern, use informal units to calculate area, use addition, subtraction, multiplication, division and reasoning to solve problems, read time on an analog clock to the quarter hour, and identify division as a solution to a word problem.
The main implications for our school’s numeracy programs are to:

- continue to develop differentiated CMIT lessons in number;
- develop and implement effective on-going, assessment strategies in ‘Count Me In Too’ (CMIT);
- further develop each student’s ability to apply a range of strategies in number and problem solving tasks;
- continue to engage students through hands-on learning experiences to enable them to develop a deeper understanding of concepts taught; and
- have 100% of Year 3 students achieving at or above minimum standard in NAPLAN numeracy and at least 50% achieving in the top two bands (Bands 5 and 6).

**Literacy – NAPLAN Year 5**

In 2010, 72 Year 5 students completed NAPLAN, 97% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 5 2010 NAPLAN literacy results:

- 87% of students achieved at or above minimum standard in overall literacy;

![Graph showing percentage of students in bands for Year 5 grammar and punctuation]

- 28% of students achieved in the top two bands (Bands 7 and 8) in grammar and punctuation;
- 23% of students achieved in the top two bands (Bands 7 and 8) in spelling;
- 21% of students achieved in the top two bands (Bands 7 and 8) for writing and overall literacy; and
- students demonstrated the necessary skills to locate directly stated information in an information text, recognise the purpose of a text feature in an information text, use background knowledge to infer information about characters in a narrative text, write a narrative containing a beginning and complication, develop and elaborate on ideas within a narrative text, write paragraphs that focus on a single idea, and identify and correct spelling errors.

The main implications for our school’s literacy program are to:

- further develop and maintain consistent, accurate and effective K-6 reading comprehension teaching and assessment;
- continue to expand each student’s understanding of literal, inferential and linguistic features of texts and how they affect the audience’s interpretation of a variety of texts;
- continue to provide two hours of uninterrupted, collaborative literacy teaching time four days per week;

- engage all students but, particularly boys, with authentic texts, including multimedia and current events and explicitly teach higher order thinking skills to assist students to critically analyse and comprehend texts;
- have 100% of Year 5 students achieving at or above minimum standard in NAPLAN reading and writing, at least 50% of students
achieving in the top two bands in NAPLAN reading and writing, and 95% of students achieving or exceeding state average growth.

**Numeracy – NAPLAN Year 5**

In 2010, 72 Year 5 students sat NAPLAN, 97% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 5 2010 NAPLAN numeracy results:

- 89% of students achieved at or above minimum standard in numeracy;
- 43% of students achieved in the top three bands (Bands 6, 7 and 8);
- 20% of students achieved in the top two bands (Bands 7 and 8); and
- students demonstrated the necessary skills to identify the expanded form of three-digit numbers, select the most likely outcome in a chance event, use the compensation strategy for addition, identify tessellating shapes, determine the scale of a drawing, read time on an analog clock to the quarter hour, and identify division as a solution to a word problem.

The main implications for our school’s numeracy program are to:

- improve teacher knowledge and use of the mathematics syllabus and support documents;
- focus on explicit and systematic assessing, programming and teaching in numeracy;
- continue to develop each student’s knowledge and use of the language of mathematics to enhance their ability to apply their knowledge accurately to problem solving tasks;
- further develop each student’s skills in applying their number skills to problem solving and open ended tasks, particularly in multiplication; and
- have 100% of students achieving at or above minimum standard in NAPLAN numeracy and 50% of students achieving in the top two bands of NAPLAN numeracy.

**Progress in literacy**

The graph below indicates that students who completed the NAPLAN in Year 3 while attending Auburn North Public School and completed the Year 5 NAPLAN while still attending Auburn North Public School have achieved above state average growth in reading by 11.6 points.

The following graph indicates that students who completed the NAPLAN in Year 3 while attending Auburn North Public School and completed the Year 5 NAPLAN while still attending Auburn North Public School have achieved above state average growth in writing by 13.7 points.
Progress in numeracy

The graph below indicates that students who completed the NAPLAN in Year 3 while attending Auburn North Public School and completed the Year 5 NAPLAN while still attending Auburn North Public School have achieved above state average growth in numeracy by 15.5 points.

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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>84</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>75</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

National Partnership Low Socio-economic Communities Reform Extension Initiative

In 2010 the school received:

a. a funding allocation of an additional $540,000.00;

b. the allocation of a Highly Accomplished Teacher through merit selection; and

c. the allocation of an Educational Paraprofessional through merit selection.

(Further information is provided in the Key Evaluations section.)

Priority Schools’ Program

Our school received funding from the Priority Schools Program (PSP) to support programs targeting literacy, numeracy and student engagement. Funding was directed towards a number of programs that supported the school’s identified targets. This included:

- PSP staffing allocation that supported a part-time numeracy mentor, focusing on the implementation of the Count Me In Too (CMIT) program K-4, Counting-On (CO) program for Years 5-6 and Newman’s Error Analysis Years 3-6. Mathematics resources...
were purchased for the implementation of CMIT homework in Years 1-4; and

- PSP staffing allocation that supported a part-time student engagement mentor focusing on Interactive Computer Technology (ICT), developing skills in the use of Interactive Whiteboard (IWB), robotics, video-conferencing, blogging and contributions to the school website.

According to quantitative and qualitative data, the PSP program, its funding, and our PSP-related strategies, significantly improved teaching and learning outcomes.

Teacher Mentor Program
A full-time teacher mentor continued to provide intensive support to 20 permanent and temporary Early Career Teachers in their first three years of teaching. The teacher mentor worked with teachers to develop effective teaching and learning strategies using the Quality Teaching Framework and the Professional Teaching Standards. The teacher mentor also provided team teaching, demonstration lessons, classroom/behavior management strategies, professional learning opportunities, professional dialogue and collegial support.

The teacher mentor assisted five teachers to receive their teaching certificates and their accreditation with the Institute of Teachers and according to quantitative and qualitative data, the teacher-mentor program significantly improved teaching and learning outcomes.

Successful Language Learners
The Successful Language Learners (SLL) Program was a project funded by the Federal Government to support schools with a high percentage of refugee and non-English speaking background students (NESB).

The SLL project funded our Homework Centre in which 70 students from Years 3-6 participated two afternoons a week. In Term 3 2010, SPARKS (St Vincent’s) joined the homework centre each Wednesday afternoon and provided 1:1 tutoring for 20 students from refugee backgrounds. These students developed their language, literacy and mathematical skills. The Homework Centre will be funded by the National Partnership LSES REI program in 2011.

One of the aims of the SLL project was to provide high quality professional learning sessions for teachers to improve the learning outcomes in literacy and numeracy of our NESB and refugee students. In 2010, all teachers were trained in ESL Scales and ESL Steps and all teachers, including executive teachers, participated in the TELL (Teaching English Language Learners) program which examined ESL pedagogy. 35 teachers attended this course, with 16 ECTs receiving accreditation with the Institute of Teachers.

As a result of this training, teachers developed Individual Language Learner Programs, where all students were assessed and placed on an ESL Scale level, and teachers utilised ESL Steps and ESL strategies to program effectively for all students K-6.

The SLL project employed Community Language Officers (CLOs) who spoke Dari, Arabic and Turkish. The CLO’s provided parent sessions in the areas of English, mathematics, technology, cooking, craft, organised parent excursions, supported school activities such as the Kindergarten Orientation program, and assisted parents with enrolment and completion of forms.

The project included the appointment of an ESL Assistant Principal, whose responsibilities included organisating and monitoring the different programs and the training and development of all staff in the area of language learning. The program will finish at the end of 2010.

According to school-based and system-based quantitative data, this two-year project led to
students improving their levels in the ESL Scales, and improved student’s and school NAPLAN results.

Aboriginal education
K-6 students participated in learning programs that enhanced their understanding of Aboriginal education and culture. In 2010:

- students learnt about Aboriginal history, culture and contemporary issues through integrated literacy and human society and its environment programs; and
- NAIDOC Week was acknowledged and Matthew Doyle, an Aboriginal performer, visited our school to demonstrate and teach Aboriginal culture through dance, music and storytelling.

Multicultural education
98% of our students come from a language background other than English. There is a strong emphasis on improving outcomes in literacy and cross-cultural understandings. To facilitate the achievement of these outcomes:

- Programs were organised on the basis of 5.4 English as a Second Language (ESL) positions, with one full-time teacher and one part-time teacher allocated to each stage.
- Community Language (CL) programs were organised for students whose first languages were Arabic, Chinese, Dari or Turkish. Students attended these classes for two hours per week and students’ results indicate that these programs developed first language literacy skills, supported the acquisition of English, and fostered a further understanding of each culture; and
- Positive cultural understandings and anti-racism principles were successfully cultivated with continued reference to the school’s ‘Code of Conduct’, high expectations for student self-discipline, mutual respect through community events such as Harmony Day, and the development of a strong partnership between the school and our Schools as Community Centres (SaCC) Program.

Respect and responsibility
Our school’s Values program continued to be integrated into all school programs. Our school’s commendation awards were modified to reflect the school values of respect, honesty, fairness, friendship, responsibility and kindness.

To ensure that students have a greater understanding of the school’s values, a particular value was emphasised each fortnight, was spoken about during assemblies, was displayed on our community notice board, and reinforced in all classes.

Primary Intensive English Program (PIEP)
The school received a 0.5 staffing supplementation for a qualified ESL teacher to support refugee students who have attended an Australian school for less than 3 years. The aim of the program was to assist these Year 3-6 students successfully adjust to school and develop language and literacy skills they need to participate successfully in the mainstream classroom.

A part-time CLO from a Dari background also supported these students. The PIEP teacher also implemented professional training for teachers and provided support for refugee families at the school. The PIEP program also funded an excursion for refugee/ESL students to the city which included a visit to the Australian museum and a walk to the Opera House.

According to school-based data, these students significantly improved their oral, reading and writing skills and further developed their self-esteem.

Middle Schooling – ‘Cooling Conflicts’
Funding was received from DET to continue to implement the ‘Cooling Conflicts’ program, a middle-school initiative. All Year 3-6 classes actively participated in the program. Using drama and play-building activities, students engaged in peer-teaching and developed skills in leadership and conflict management. The ‘Cooling Conflicts’ program will continue in 2011.
Progress on 2010 targets

Target 1: To improve literacy outcomes for all students.

Success in achieving this target was assisted by using PSP and LSES REI funds and additional staffing allocation. Based on quantitative and qualitative data, our achievements included:

- effective reading comprehension strategies were demonstrated to all teachers at a whole-school staff meeting;
- teachers effectively targeted comprehension strategies in teaching and learning programs and classrooms;
- 100% of Stage 2 and 3 classroom teachers and specialist teachers being more knowledgeable about teaching reading comprehension;
- 100% of Stage 2 and 3 classroom teachers and specialist teachers being more confident in teaching reading comprehension;
- 82% of students in Stage 3 could name and use the six targeted comprehension strategies;
- all K-2 students were assessed and tracked using the Best Start Continuum to improve teaching and learning; and
- all teachers were trained in using ESL scales as an assessment and programming tool to improve teaching and learning.

Target 2: To improve skills in numeracy for all K-6 students.

Success in achieving this target was assisted using PSP and LSES REI funds and additional staffing allocation. Based on quantitative and qualitative data, our achievements included:

- all staff trained in CMIT (K-4) or Counting On (5-6), as well as Newman’s Error Analysis. This resulted in all students being effectively assessed and learning programs being differentiated to cater for individual needs;
- stage-based training in ongoing assessment strategies ensured consistency of teacher judgement across stage groups was achieved as well as student progress being clearly tracked and monitored;
- all teachers trained in using ESL scales as an assessment and programming tool to improve teaching and learning.
- all teachers were trained in using ESL scales as an assessment and programming tool to improve teaching and learning.

Target 3: To improve levels of student engagement through improved attendance.

Success in achieving this target was assisted by using PSP and LSES REI funds and additional staffing allocation. Based on quantitative and qualitative data, our achievements included:

- consistent monitoring of student attendance using WebAttend software for current teaching staff and school administrative and support staff (SASS), and a WebAttend in-service for all new teaching staff;
- all teachers participated in an information session presented by the HSLO, who informed teachers of required procedures for intervention of ‘at-risk’ students, improved tracking of student attendance, with ‘at risk’ students being monitored through the Lateness/Attendance Monitoring Program (LAMP); and
- school referral of ‘at risk’ students to the HSLO each term.

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 2010, our school carried out evaluations of Leadership and Information Communication Technologies (ICT) in Literacy and Numeracy.

Educational and management practice

Leadership

Background

In 2010, the school became part of the ‘Low SES School Communities National Partnership Reform Extension Initiative’ under the following reforms:-
a. Reform 1: Interventions to attract high-performing teachers and principals.
b. Reform 4: Providing innovative and tailored learning opportunities.

**Findings and conclusions**

An extensive situational analysis was conducted by the school’s Situational Analysis Team. Data was gathered using external and school-based sources and using surveys and interviews. The following information was gathered from 152 parent surveys, 190 Yr 2-6 student surveys and 42 teacher surveys, as well as 42 parent interviews (interviewed in English, Arabic, Chinese, Dari, and Turkish), 40 Yr 2-6 student interviews and 42 teacher interviews. Data was gathered under the following headings:

a. ‘Teaching and Learning’
b. ‘Assessment of Student Learning For Future Teaching and Learning’
c. ‘Leadership, School Culture and Communication’

Findings from the Situational Analysis include:

a. ‘Teaching and Learning’
   - All teachers stated that the uninterrupted locked in literacy (LIL) program provided a consistent and well-structured routine for students.
   - Many teachers stated that using the explicit literacy program proforma gave them a clear direction on what to teach.
   - Majority of teachers stated that they wanted uninterrupted numeracy sessions across school.
   - All teachers stated that teacher professional learning was essential for ongoing improvement of their teaching practice.

b. ‘Assessment of Student Learning and for Future Teaching and Learning’
   - Majority of teachers stated that they used a variety of feedback strategies to reward students for effort or achievement.
   - Some teachers stated that they are trialled the implementation of learning intentions and success criteria for literacy and numeracy lessons.
   - Majority of teachers stated that there was a need for further professional learning in the area of assessment of learning and how to use this data to direct future teaching. This included how to effectively analyse NAPLAN data to inform future teaching and learning.

The following conclusions are underpinned by a focus on the further development of our school’s leadership density, leadership capacity and leadership skills, and a thorough evaluation of the findings from the situational analysis:

- Teachers need explicit support and opportunities to reflect on and, further improve, their teaching practice;
- Teachers need to develop a shared understanding of NAPLAN data and how to use it consistently across all stages to identify areas of focus to inform their teaching and learning programs;

- Majority of parents stated that our school’s teachers were accommodating, caring, friendly, facilitated appropriate student behaviour, produced harmonious classrooms, and had high expectations.
- Parents stated that they wanted more detailed information about their children’s learning.

The following conclusions are underpinned by a focus on the further development of our school’s leadership density, leadership capacity and leadership skills, and a thorough evaluation of the findings from the situational analysis:
• Teachers need to develop a deep understanding of programming using literacy and numeracy syllabus outcomes and embed this understanding into developing quality teaching practices to improve student learning outcomes;

• Teachers need to develop a deeper understanding of quality assessment practices based on the teaching-learning cycle, data analysis, and tracking student achievement K-6;

• Students need to be provided with opportunities to reflect on and, act on, their individual learning needs;

• Teachers need to develop and utilise effective, quality and positive feedback/feedback strategies and information to facilitate student self-reflection and self-assessment;

• Our school needs to increase parent and community participation to further develop their knowledge of the school’s priorities and needs, through increased parent participation in the school’s operations; and

• There is a need to develop more consistent and focused communication between teachers, students and parents about the school’s priorities and needs.

Future directions

As a result of the situational analysis fifteen recommendations, supported by numerous strategies to be implemented over the two year period of this initiative, have been included in the updated School Plan. The recommendations are listed below. Leadership team members to:

• develop leadership capacity and leadership skills in the area of facilitating teachers to self-reflect on, and analyse, their teaching practices.

• develop and implement professional learning programs so that all teachers are able to accurately and confidently reflect on, and analyse, their teaching practices to further improve teacher quality and to significantly improve student learning outcomes.

• develop leadership capacity and leadership skills in the area of NAPLAN data analysis.

• develop a professional learning program so that all teachers are able to utilise NAPLAN data effectively to inform teaching and learning programs and to develop strategies to significantly improve student learning outcomes.

• develop leadership capacity and leadership skills in the area of developing high quality programming and evaluation skills.

• develop and consistently implement and evaluate high quality K-6 practices in programming and planning of quality literacy and numeracy lessons to significantly improve student learning outcomes.

• develop leadership capacity and leadership skills in the area of developing and implementing whole school K-6 quality assessment and evaluation practices and strategies.

• develop and consistently implement whole school K-6 quality assessment and evaluation practices and strategies to significantly improve student learning outcomes.

• develop leadership capacity and leadership skills in the areas of facilitating self-reflection and provision of quality and positive feedback/feedback information to students by teachers, to teachers by their facilitator, and from the principal to teachers.

• embed a structured K-6 approach to student ‘Reflection on Learning’, and provide quality and positive feedback/feedback information to students to significantly improve student learning outcomes.

• develop leadership capacity and leadership skills to further develop their individual leadership skills, to improve the operation of the school, to improve teacher quality, and to significantly improve student learning outcomes.

• develop leadership capacity and leadership skills in the area of developing, implementing and evaluating school structures that promote and achieve active parent participation in our school and in the education of their children.

• develop, implement and evaluate school structures that promote and achieve the
active participation of parents and community members in our school which will significantly improve student learning outcomes.

- develop leadership capacity and leadership skills in the area of improving communication about student learning between teachers, students and the school community.
- further improve communication about student learning between teachers, students and the school community, this will significantly improve learning outcomes.

**Curriculum**

**ICT in Literacy and Numeracy**

**Background**

An ICT Mentor position was created through the PSP staffing allocation (0.5) to support teachers and students to access ICT in literacy and numeracy to improve learning outcomes. Each week all classes are supported by the ICT Mentor to embed ICT in literacy and numeracy sessions.

**Findings and conclusions**

Parent surveys revealed a range of information including:

- 96% of parents who were surveyed stated that their child had access to a computer at home, with 64% of these children using their computer for school work at home;
- 100% of parents surveyed stated that they wanted their child to access computer technology at school and that they wished their child to learn a range of ICT activities at school to support their learning in the classroom; and
- 32% of parents surveyed had accessed the school website and 9% of parents surveyed had accessed the school newsletter from the school website.

Results of student surveys stated that:

- 94% of K-6 students surveyed had access to a computer at home, and 70% of these students used their computer for school work at home;
- 100% of K-6 students surveyed had accessed ICT in their classroom, the Auburn North Technology Education Centre (ANTEC) and the school library. 100% of students had accessed an Interactive Whiteboard (IWB) from one or more of these learning spaces;
- 100% of students surveyed had used Microsoft Word and accessed digital photos for learning, 100% of Year 5-6 students surveyed had accessed blogED, and 100% of Year 3-6 students surveyed had accessed video conferencing (VC);
- 43% of Year 3-6 students surveyed use their school USB drive to save their school work; and
- 71% had accessed the school website and 98% of students had accessed the ANPS Library Links website.

Results of teacher surveys show that:

- While all staff can access ICT throughout the school, only 40% of staff surveyed have access to an IWB in their classroom. 84% of staff surveyed have access to IWB in the ANTEC and the library;
- 100% of staff surveyed felt confident to use Microsoft Word in the classroom, 98% felt confident to use IWBs, 72% felt confident to use digital photos in their classroom program, and 60% of staff felt confident to use blogs and VC with their students;
- 100% of staff surveyed felt that the school needed to purchase additional resources to support teaching and learning with ICT and further training and development opportunities were needed to implement ICT in literacy and numeracy more effectively; and
- 48% of staff surveyed stated that further training was required to develop the school website and create stronger home-school links.

**Future directions**

In 2011 the school will:
• Provide high quality training and development for staff and support teachers to embed ICT in literacy and numeracy, with the assistance of the ICT Mentor, the ICT Management Plan Team and consultants;
• Continue to purchase more ICT resources (IWB, digital cameras, DER laptops, wireless access points and robots) to support teaching and learning;
• Create more opportunities for all students to communicate to the world through blogs, VC and the school website;
• Participate in the Macquarie University ICT Bee Bots Project which will focus on embedding ICT in Early Stage 1 teaching and learning programs; and
• Provide further information and training workshops for parents in the area of ICT and create stronger home-school links through access to the school website.

Parent, student, and teacher satisfaction

In 2010, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Student feedback indicated high levels of satisfaction with the school. 98% of students surveyed enjoy coming to school, 98% believed they were successful at school, and 98% were proud of their school.

Staff feedback demonstrated high levels of satisfaction with the school and their contribution to school. 100% of staff indicated that sharing and learning from one another was valuable for their professional development, 100% indicated that effective classroom management strategies utilised in our school assisted in maximising student learning, and 97% believed that the school encouraged students to achieve their best.

Parent and community feedback indicated high levels of satisfaction with the school. 100% of parents surveyed believed that the things their child learn are important, 98% believed their child were successful at school, and 93% believed their children achieved a good standard of work at school.

Professional learning

All teachers participated in a range of professional learning activities throughout the year. These activities were funded by LSES REI, Teacher Professional Learning (TPL) and Priority Schools’ Program (PSP). The main areas of focus in 2010 were to achieve:

• improved teaching of effective reading practices through the implementation of ‘Focus on Reading’ strategies, including assessment and evaluation strategies, demonstration lessons and differentiated teaching and learning programs.
• improved consistent teacher judgement in all KLAS by providing regular opportunities for stage and grade collaborative planning, professional dialogue and reflection on assessment practices;
• improved quality of teaching and increased student engagement by implementing Count Me In Too (CMIT) strategies for teachers in K-4 and Counting On (CO) strategies for teachers in Years 5 and 6; and
• further development of school’s leadership density and leadership capacity through training and development which focused on leadership skills.

A total of $54,047 was spent on professional learning. This reflected an average spending of approximately $1256 per staff member.

School development 2009 – 2011

Targets for 2011

Target 1: To improve literacy outcomes for all students.

Strategies to achieve this target using LSES REI and PSP funds include:

• literacy team to provide and coordinate high quality school and regional-based professional learning programs that increase consistency of teacher judgement of literacy achievement based on qualitative and quantitative student assessment data, and which develops each teacher’s ability to set and evaluate explicit quality criteria and
provide feedback to students about their learning;
• provision of time for teachers and specialist teachers to meet and collaboratively plan differentiated teaching and learning programs that align to whole school targets and focus strategies;
• provide two hours of protected literacy time to all classes four days per week; and
• implement whole-school integrated literacy programming proforma, that integrates reading, writing and talking and listening tasks around a central language purpose or theme.

Our success will be measured by improved explicit individualised teaching and learning programs and assessment reflecting explicit quality criteria, as indicated by:
• improved student learning through consistency of quality collaborative teaching practices, programming and assessment;
• 100% of students achieving stage exit reading levels according to school-based data; and
• improved NAPLAN results, including:
  - 100% of Year 3 and Year 5 students achieving at or above minimum standards in NAPLAN literacy;
  - 50% of students achieving in the highest two bands in NAPLAN literacy; and
  - 95% of students achieving or exceeding state average growth.

**Target 2: To improve skills in numeracy for all K-6 students.**

Strategies to achieve this target using LSES REI and PSP funds include:
• provide team teaching opportunities and a range of high quality professional learning experiences to increase each teacher’s capacity in identifying and addressing individual student numeracy learning needs;
• incorporate into the planning process the use of data analysis and knowledge of the mathematics syllabus and support documents to improve the quality of numeracy teaching; and
• provide further information and training workshops for parents in the area of mathematics, including strategies in space and geometry, chance and ‘Best Start’ numeracy.

Our success will be measured by:
• improved teacher knowledge and use of the mathematics syllabus and support documents, as indicated by teacher surveys conducted pre- and post program;
• 80% of Kindergarten parents participating in workshops in mathematics to develop an understanding of ‘Best Start’;
• improved explicit teacher programming, assessment and differentiated classroom practice in numeracy, resulting in 100% of all students achieving stage-appropriate outcomes, according to school-based data;
• 100% of students K-6 achieving at or above grade level according to school based data; and
• improved NAPLAN results, including:
  - 50% of Year 3 and of Year 5 students achieving in the top two bands;
  - 100% of Year 3 and Year 5 students achieving at or above minimum standards in numeracy; and
  - 95% of Year 5 students achieving or exceeding state average growth.

**Target 3: To further develop our school’s leadership density, leadership capacity, and leadership skills.**

Strategies to achieve this target using LSES REI and PSP funds include leadership team members:
• participating in a school-based leadership developmental program where areas of focus will include leadership and management, change management and change leadership, moral purpose in leadership, different leadership styles, and emotional intelligence for effective school leadership.
• scheduling a significant percentage of stage meetings to focus on improving pedagogy utilising a range of strategies, including facilitating teachers to engage in professional dialogue based on research, analysis of class and staged-based data, peer assessment, self-reflection, self-analysis and self-evaluation.
• establishing high quality and consistent programming and evaluation expectations and practices with an emphasis on teachers
developing individual learning programs for each student, accurate evaluation of each student’s progress, and to implement systematic monitoring of these practices to facilitate on-going development of programming and evaluation skills.

- developing systems and to coordinate related professional learning programs to ensure that the ‘EduPro’ program is used to track and monitor each student’s performance and progress.

- observing each teacher regularly and provide feedback/ feedforward information on learning intentions, teaching and learning differentiation and student engagement.

Our success will be measured by:

- growth in the School Leadership Capability Framework 360 degree survey data gathered by executive staff 2010 and 2011;

- improved consistent teacher judgment of student work samples and school-based assessment data, as measured through stage and teacher surveys;

- all teachers receiving improved feedback/ feedforward from their facilitator each term regarding whole-school planning and programming guide;

- all staff effectively tracking school-based data on ‘Edupro’;

- significant improvement in teachers’ awareness and implementation of quality teaching practices as measured by teacher surveys completed 2010 and 2011; and

- improved teaching practices identified through regular observation and reflection meetings between facilitators and teachers.

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.

Mark Harris, Principal
Diane Donovick, Deputy Principal
Bronwen Camp, Assistant Principal
Leanne Hodges, Assistant Principal
Sophie Paterson, Assistant Principal
Danielle Tukuafu, Assistant Principal (Relieving)
Jan Heathcote, Teacher Mentor
Noor Jabeen, P & C President

School contact information

Auburn North Public School
100 Adderley Street, Auburn 2144
Ph: 9748 1036
Fax: 9748 0109
Email: auburnnth-p.school@det.nsw.edu.au
Web: http://www.auburnnth-p.schools.nsw.edu.au
School Code: 1073

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: