2009 Annual School Report
Auburn North Public School

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

Students
There are 577 students currently enrolled at Auburn North Public School. 96.5% of students have a language background other than English and these students represent 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 are highly committed to achieving excellent student learning outcomes for all students. Teaching and learning programs have a major focus on literacy, numeracy and student engagement, based on strong programming and effective and consistent assessment and evaluation strategies, all of which are supported by the Priority School Program (PSP) funding.

Our school has a high component of Early Career Teachers who received additional support through the appointment of a full-time teacher-mentor. Experienced teaching staff play 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 meet the professional requirements for teaching in NSW public schools.

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

- Priority Schools Program (PSP);
- Teacher Mentor Program; and
- Successful Language Learners (SLL) Program.

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, which was an additional staffing allocation, to further develop the skills of early career teachers using the Quality Teaching Framework.

The Successful Language Learners Program is a two year program and our school was allocated additional funding and an ESL Assistant Principal was appointed to improve the literacy and numeracy outcomes for students from refugee and non-English speaking backgrounds.

Student achievement in 2009
Our school performed well in many areas of NAPLAN. Areas of performance which we were not as strong will be areas for development in 2010.

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 activities 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 and/or School Council message
The Parents’ and Citizens’ (P&C) Association (P&C) met monthly throughout the year. Fundraising included Mothers’ and Fathers’ Day stalls and a sausage sizzle. From these events $5000 was donated to the school to provide technology for classrooms and for communication signs to be erected throughout the school. Representatives of the P&C also served on a merit selection panel.

Noor Jabeen, President P&C

Student representative’s message
The Student Representative Council (SRC) met once a week to look at ways to improve our school. Thirty students, 2 per class, represented Years 2 to 6 as well as our 8 captains and prefects. Sub-committees worked on various projects throughout the year.

The Fundraising committee raised $1 359.30 for the Victorian and Queensland Bushfires and $210.35 for Care Flight. The Sports committee distributed play equipment such as skipping ropes.
to students during recess and lunch breaks. The sign committee worked with the principal to determine the most suitable areas for signage. These signs should be displayed around the school once the six Building Education Revolution (BER) classrooms are completed in Term 4 2010.

Hadia Rahimy, Chairperson SRC

School context

Student information

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

Student Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>Male</td>
<td>284</td>
<td>315</td>
<td>329</td>
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<td>Female</td>
<td>312</td>
<td>343</td>
<td>335</td>
<td>312</td>
<td>286</td>
</tr>
</tbody>
</table>

There were 233 students in the K-2 section of the school and 344 in the 3-6 section. Students from language backgrounds other than English (LBOTE) made up 96.5% of student enrolment in 2009.

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</tr>
<tr>
<td>K</td>
<td>93.4</td>
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<td>95.8</td>
<td>94.3</td>
<td>94.4</td>
</tr>
<tr>
<td>1</td>
<td>94.6</td>
<td>94.3</td>
<td>94.2</td>
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<td>Region</td>
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<tr>
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<td>94.0</td>
<td>94.0</td>
<td>94.0</td>
<td>94.0</td>
</tr>
</tbody>
</table>

Student attendance above is both region and state percentages with a school improvement of nearly 1% in attendance shown in 2009. There were 79 students who were overseas for 15 days or more.

Management of non-attendance

In Semester 2, the school introduced Webattend, an on-line system for monitoring attendance. More precise information was able to be gathered on individual students as well as patterns of absences with individuals. A number of phone interviews and face-to-face parent interviews were conducted by the Deputy Principal and Home School Liaison Officer (HSLO), resulting in an improvement in attendance.

Class sizes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 AMBER</td>
<td>1</td>
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<tr>
<td>1 LAVENDER</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1 SIENNA</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 K RED</td>
<td>1</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>1 K RED K</td>
<td>K</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>2 MAGENTA</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2 OCHRE</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2 PUCE</td>
<td>2</td>
<td>23</td>
<td>23</td>
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<tr>
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<td>1</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>2/1 INDIGO</td>
<td>2</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>3 AQUA</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>3 PURPLE</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>3 TEAL</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4 CRIMSON</td>
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</tr>
<tr>
<td>4 RUBY</td>
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<tr>
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<td>5</td>
<td>11</td>
<td>28</td>
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<tr>
<td>6/5 LILAC</td>
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<td>14</td>
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<tr>
<td>6/5 LILAC</td>
<td>6</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>6/5 MAUVE</td>
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<td>13</td>
<td>30</td>
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<tr>
<td>6/5 MAUVE</td>
<td>6</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>6/5 ROSE</td>
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<td>30</td>
</tr>
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<td>29</td>
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<tr>
<td>6/5 VIOLET</td>
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</tr>
<tr>
<td>6/5 VIOLET</td>
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<td>K</td>
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<td>19</td>
</tr>
<tr>
<td>K ORANGE</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K YELLOW</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>
In March 2003 the 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 above table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Structure of classes
To ensure that class sizes are in line with DET recommendations, the school created 24 classes based on a parallel structured system. Classes were grade-based or composite groupings.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<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 - Mentor</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal – English as a Second Language (ESL)</td>
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</tr>
<tr>
<td>Primary Teachers</td>
<td>24</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
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</tr>
<tr>
<td>Primary Teacher Release from Face to Face</td>
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</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
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</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>3.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.8</td>
</tr>
<tr>
<td>Primary Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Primary Teacher of ESL</td>
<td>5.4</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
</tbody>
</table>

| Total Teacher Entitlement                         | 45.812 |
| School Administrative Staff (SASS)               | 3.062  |
| General Assistant (GA)                           | 1.0    |

| Total Non-Teacher Entitlement                     | 4.062  |

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

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
Creative and Performing Arts (CAPA) programs at our school enabled students to gain increasing skills, understandings and values that each of the art forms offers.
In 2009, students participated in the following arts programs:

- Years 3 - 6 Dance group performed at the Sydney Opera House and other dance groups performed at school and community events;
- Students were engaged in a variety of dance genres and also had the opportunity to assist in the choreography of dances; and
- The Choir performed at special assemblies, at various district community venues such as local nursing homes and at district events such as the Granville Schools’ Spectacular.

**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 Sport Association (PSSA) competing with the junior and senior cricket teams playing in the finals and the junior and senior soccer teams becoming district champions;
- K-6 cross country carnival, with thirty-eight students representing at district level and six students advancing to regional level;
- K-6 athletics carnival with thirty-two students representing at district level and three students advancing to regional level;
- Years 1 to 6 students participated in a cricket clinic where students participated in a variety of skills-based activities;
- Learn-to-Swim Swimming Scheme, which involved 120 students from Years 2 to 6 learning how to swim or further developing their swimming skills; and
- K-6 students participated in ‘Jump Rope for Heart’ program where students learnt a range of skipping skills and activities whilst raising money for the Heart Foundation.

**Academic**

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

In 2009, eighty-four students sat NAPLAN, 90% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 3 2009 NAPLAN literacy results:

- 58% of students achieved in the top three bands (Bands 4, 5 and 6) in literacy, with 33% achieving in the top two bands (Bands 5 and 6);
- 45% of students achieved in the top three bands (Bands 4, 5 and 6) in reading, with 26% achieving in the top two bands (Bands 5 and 6);

![Percentage of students in bands: Year 3 reading](chart)
73% of students achieved in the top three bands (Bands 4, 5 and 6) for spelling, with 50% being placed in the top two bands (Bands 5 and 6);

our school’s mean was above the Like School Group (LSG) in spelling; and

students demonstrated the necessary skills to locate directly stated information in a simple text, identify questions and questions marks as correct punctuation, and how to spell simple words correctly in writing.

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

- develop and implement effective comprehension assessments K-6;
- continue to expand students’ understanding of visual literacy skills;
- develop students’ ability to apply the ‘Four Resources of the Reader’ when reading unknown texts; and
- have 95% of students achieving at or above minimum national standard and at least 30% of students achieving in the highest two bands in NAPLAN literacy. (Refer to Target 1)

Numeracy – NAPLAN Year 3

In 2009, eighty-four students sat NAPLAN, 90% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 3 2009 NAPLAN numeracy results:

57% of students achieved in the top three bands with 33% achieving in the top two bands;

our school’s mean was above the Like School Group (LSG) in numeracy; and

students demonstrated the necessary skills to read and write three-digit numbers, identify time to the hour and half-hour, solve multi-step capacity word problems involving fractions, and solve relational thinking involving number sentences.

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

- develop and implement, effective ongoing, assessment strategies in ‘Count Me In Too’ (CMIT);
- further develop students’ ability to apply a range of strategies in number and problem solving tasks;
- continue to develop differentiated CMIT lessons in number;
- engage students through hands-on learning experiences; and
- have 91.4% of Year 3 students achieving at or above minimum standards in numeracy and at least 30% achieving in the top two bands (Bands 5 and 6). (Refer to Target 2)
Literacy – NAPLAN Year 5

In 2009, eighty-eight students sat NAPLAN, 90% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 5 2009 NAPLAN literacy results:

- 32% of students achieved in the top three bands (Bands 6, 7, and 8) in reading, with 17% achieving in the top two bands (Bands 7 and 8);

- 52% of students achieved in the top three bands for spelling, with 20% achieving in the top two bands;

- students achieved significantly higher results in writing and spelling than reading and grammar and punctuation; and

- students demonstrated the necessary skills to correctly spell high frequency words, identify correct use of grammar features such as pronouns and adverbs, and write a narrative including a beginning and complication.

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

- develop and implement a consistent reading and comprehension K-6 teaching and assessment program during term one, 2010;

- further increase opportunities for students to respond to texts using ICT (blogs, book raps, podcasting and wikis);

- engage all students, particularly boys, with authentic, higher level texts such as those written by authors such as Paul Jennings and Andy Griffith;

- continue to engage students with authentic texts and explicitly teach all students how to apply the Four Roles of the Reader when reading and writing their own texts; and

- have 95% of students achieving at or above minimum standards in NAPLAN literacy, with 30% of students achieving in the top two bands of NAPLAN literacy.

Numeracy – NAPLAN Year 5

In 2009, eighty-eight students sat NAPLAN, 90% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 5 2009 NAPLAN numeracy results:

- 36% of students achieved in the top three bands (Bands 6, 7 and 8) with 17% achieving in the top two bands (Bands 7 and 8); and

- students demonstrated the necessary skills to identify parallel sides in two-dimensional shapes, apply probability to random chance situations and follow instructions for a route on a map.

The main implications for our school’s numeracy program are to:
• improve teacher knowledge and use of the mathematics syllabus and support documents;

School-based Assessment Results

Progress in literacy
The above graph indicates that students who completed NAPLAN in Year 3 while attending Auburn North Public School and completed the Year 5 NAPLAN did not achieve state average growth in reading.

Progress in numeracy
The above graph indicates that students students who completed the NAPLAN in Year 3 while attending Auburn North Public School and completed the Year 5 NAPLAN did not achieve state average growth in numeracy.

• focus on explicit and systematic assessing, programming and teaching in numeracy;

• continue to develop students’ knowledge and use of the language of mathematics;

• enhance students’ skills in applying their number skills to problem solving and open ended tasks; and

• have 95.5% of students achieving at or above minimum standards in NAPLAN, with 30% of students achieving in the top two bands of NAPLAN numeracy.

In writing, students who completed NAPLAN in Year 3 while attending Auburn North Public School and completed the Year 5 NAPLAN achieved above the average state growth by 5.4 points.

Average progress in writing between Year 3 and Year 5

Progress in numeracy
The above graph indicates that students students who completed the NAPLAN in Year 3 while attending Auburn North Public School and completed the Year 5 NAPLAN did not achieve state average growth in numeracy.
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 achieving at and above minimum standard

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<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85</td>
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</table>

### Percentage of Year 5 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>77</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

Successful Language Learners Program

The school received Federal funding for inclusion in the Successful Language Learners (SLL) Program. Eleven public and private schools with a high percentage of refugee and non-English speaking background (NESB) students were involved in professional learning activities throughout the year to increase the outcomes of students in literacy and numeracy.

This two-year program saw the appointment of an ESL Assistant Principal whose responsibilities included the monitoring and evaluation of the program, the inclusion of focused training and development for all staff in the area of language learning, the implementation of a homework centre, and the effective management of all program funds.

Aboriginal education

K-6 students experienced learning programs that enhanced their understanding of Aboriginal education and culture: During 2009:

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

Multicultural education

Ninety-eight percent 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 allocated to each stage. The remaining positions were filled by part-time teachers who provided support to stages based on the needs of the students.
- Community Language (CL) programs were organised for students whose first language is Arabic, Chinese, Dari or Turkish. Students attended these classes for two hours per week and students’ results indicate that these programs have 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 and implementation of consistent reference to,
the school’s ‘Code of Conduct’, high expectations for student self-discipline and mutual respect through community events such as Harmony Day and Community Festival Day, and the development of a strong partnership between the school and Schools as Community Centres (SaCC) Program.

Barbara Perry MP, with recipients of the Harmony Day awards.

**Respect and responsibility**

A school’s values program was successfully implemented in 2009. After consultation with students, parents and staff the following values have been adopted as being important to the culture of the school; respect, honesty, fairness, friendship, responsibility and kindness. The school’s commendation awards will be modified in 2010 to reflect these values.

To ensure that students understand and are able to articulate and apply these values, the school promotes an anti-bullying ethos using the school’s ‘Code of Conduct’ and the STAND program. The school recognises outstanding effort and citizenship through the gold badge, principal and merit award systems and facilitates school leadership through the SRC, the Peer Support program and student-directed assemblies.

**Refugee Program**

Due to the significant number of students who were formally refugees, state funding was allocated to our school to employ a 0.5 teacher to teach newly arrived refugee students in Years 3-6. A part-time Community Liaison Officer (CLO), from a Dari background, also supported the class four days per week. The most significant outcome of this program was the success in fostering each student’s self-esteem. This resulted in significant improvement in each student’s oral and writing skills and a very significant improvement in reading skills.

**Teacher Mentor Program**

A full-time teacher mentor was appointed to our school to provide intensive support or 18 permanent and temporary Early Career Teachers in their first 3 years of teaching.

Teachers were supported to develop effective teaching and learning strategies using the Quality Teaching Framework and the Professional Teaching Standards. This included demonstration lessons, team teaching, classroom behaviour management strategies, and opportunities for professional learning and professional dialogue.

Two teachers received their Teaching Certificates and seven received their Accreditation with the Institute of Teachers.

**Middle Schooling – ‘Cooling Conflicts’**

Funding was received from DET to implement Phase Three, ‘Cooling Conflicts’, a middle-school initiative.

Four Stage 3 classes were actively involved in the program. Using drama activities, students engaged in peer-teaching to explore management skills to become positive school leaders and to manage conflict in their own lives.

Two Stage 2 classes were introduced to drama activities from the ‘Cooling Conflicts’ program in preparation for 2010. The ‘Cooling Conflicts’ program will include Stage 2 and 3 students in 2010.

**‘Beginning School Well’ Program**

Auburn North Public School received funding to implement the early intervention program ‘Beginning School Well’. This program aimed at assisting refugee parents and pre-school aged children to feel secure as a member of the school community prior to the child’s formal entry into Kindergarten in 2010.

Fourteen children and parents attended Harmony House (Schools as Community Centres) for two hours each Monday morning for five weeks prior to the commencement of our Kindergarten Orientation Program in November.

Staff involved in the program included two teachers, the ‘Schools as Community Centres’ coordinator, and two bilingual mentors who supported the Tamil and Somalian communities.

All children have made a successful transition to Kindergarten with their parents becoming positively involved within the Auburn North Public School Learning Community.
‘Harmony House’: ‘Schools as Community Centres Project’ (SaCC)

SaCC is an early intervention program for parents who have children from birth to 8 years of age. The initiatives in 2009 have included the following:

- parenting programs such as ‘Triple P Positive Parenting’, the ‘123 Magic’ program and ‘Laughter and Tears’ by Tresillian. Approximately 12 parents in each group successfully completed the programs;
- weekly playgroups in English and Turkish, with approximately 30 parents and their children participating;
- a first aide course for parents with 14 people receiving their first aide certificates;
- vision screening conducted by the Department of Health for 4-year-old children, with 40 children screened;
- ‘Bilingual Education Programs’ for parents;
- Afghan womens’ maths classes and English classes, with 10 women attending;
- Weekly breakfast program for our K-6 students. Approximately 45 children received free breakfast each Monday morning; and
- participation in the ‘Beginning School Well Program’ with 14 refugee children attending.

‘NSW Premier’s Reading Challenge’ (PRC)

The aim of this program was to motivate students to experience quality literature and to develop a love of reading for leisure and pleasure. In 2009:

- 61% of K-6 students completed the PRC;
- all K-2 students experienced 30 books being read to them by their class teacher;
- 125 Years 3 to 6 students read 20 books independently and entered the list of books online through the DET portal; and
- The school nominated to showcase seven students on the PRC Honour Roll for excellent participation and involvement with the challenge.

Success in achieving this target was assisted by using PSP funds. Our achievements include:

- effective utilisation of teacher mentors who assisted 17 classroom teachers to develop expertise in programming and assessing, according to school-based data;
- all staff collaboratively planned, implemented and evaluated integrating literacy teaching programs. This was highly successful in developing consistency of teacher judgement within and across each stage, according to school-based data;
- all staff trained in the ‘Four Resources of the Reader’ teaching techniques by regional consultant with 69% of staff stating that they had greater awareness of the literal and inferential implications of student reading comprehension; and
- all staff trained in using ESL scales and strategies as a programming and teaching resource. This resulted in all students being placed on individualised English learning and assessment programs, resulting in improved learning outcomes according to school-based data.

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

Success in achieving this target was assisted by using PSP funds. Our achievements include:

- all staff trained in one or more of the following strategies; CMIT, CO and Newman’s Error Analysis. This resulted in all students being effectively assessed and learning programs being differentiated to cater for individual needs; and
- PSP Teacher Mentor in Numeracy worked collaboratively with 15 class teachers to develop the language of mathematics, Newman’s Error Analysis and Count Me In Too strategies. This strategy was successful according to qualitative data.

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

Our achievements include:

- monitoring of student attendance using Webattend software following in-service for all staff and school administrative and support staff (SASS);
• improved tracking of student attendance with ‘at risk’ students being monitored through the Lateness/Attendance Monitoring Program (LAMP);

• all absences followed up and please elaborate letters provided; and

• school referral of ‘at risk’ students to Home School Liaison Officer (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 2009 our school carried out evaluations of Teaching and Reading.

Educational and management practice
Teaching
At Auburn North Public School all teachers, through structured consultative, collaborative and cooperative processes plan and implement programs that aim to ensure quality teaching and learning.

Background
The school is committed to the goal of continual growth and development in improving teaching practices and learning outcomes.

Students, parents and staff responded to the ‘School Map/Best Practice Survey’ on Teaching in order to assist us in evaluating present procedures and policies and to assist our school in future planning.

Findings and conclusions
Parent surveys and interviews revealed a range of information including:

• 95% believed that what students learn at school is important while 89% of parents stated that the way the teachers managed the class helped their child to learn effectively;

• 91% of respondents felt that the school provided clear information about their child’s achievements through the school’s reporting system and three-way conferences that are held twice a year; and

• 87% felt that teachers provide class activities that are interesting and appropriate to their child’s needs and abilities;

Student surveys and interviews showed that:

• 94% of students felt that the school reports and three-way conferences provided them with information about their learning;

• 90% of students agreed that their teachers tell them what they are learning and that teachers provide them with the intended learning outcomes for each lesson; and

• 86% of students stated that what they are learning at school is important.

Teacher surveys and interviews revealed that:

• 100% of staff provided their students with relevant curriculum and that their teaching programs responded to their students’ interests, needs and abilities. All staff believed that they implemented appropriate management strategies to maximise student learning;

• 100% of staff felt that the school’s reporting to parents clearly communicates information about student achievement and development;

• 92% believed that their assessment strategies are understood by parents and students; and

• 92% felt that they clarified the intended learning outcomes and the purpose of learning for each lesson with their students.

Future directions
As a result of these findings, in 2010 in the area of teaching, our school will develop and implement strategies that will:

• engage all class teachers in meaningful and regular feed-forward sessions with their grade supervisor to ensure that quality teaching and learning programs are fully implemented and to identify areas for future development in areas of program development, implementation and evaluation;

• inform students in each learning session of the lesson’s outcomes and how their learning will be assessed;

• engage all students in meaningful feed-forward sessions with their class teacher so that students will be fully aware of their achievements and how to further improve their knowledge, skills and learning outcomes; and

• increase communication with parents so that assessment strategies are more clearly understood by both parents and students.
Curriculum

Reading

Background

Results from NAPLAN and school-based data indicated the need for a school-initiated review in reading to impartially assess and analyse reading procedures across the school. After consultation with Maria Serafim, School Development Officer, a ‘Reading Snapshot’ was held in Term 2 over two days. At the conclusion of the review process, recommendations were made by the ‘Reading Snapshot’ Team.

Findings and conclusions

Parent surveys and focus groups revealed a range of information including:

- 100% of parents who participated in the review believed that reading was a crucial skill for all learners and 90% stated that they try to help their children with reading at home;

- all surveyed parents are interested in developing their own English language skills, in order to further assist their child’s learning; and

- 65% of parents surveyed stated that they were aware of how reading was taught but 100% were interested in learning more strategies through parent training sessions so that they can help their children further develop their reading skills.

Results of student surveys, after the implementation of the reading review recommendations, show that:

- 81% of Stage 1 students, 78% of Stage 2 students and 74% of Stage 3 students demonstrated an enthusiastic attitude towards reading and reading opportunities including the Premier’s Reading Challenge, reading clubs, library sessions and book-rapping; provided by the school;

- there has been a 75% increase in student awareness of the strategies required to improve their reading ability; and

- 98% of Stage 2 students and 93% of Stage 3 students have engaged in podcasting class and individual texts. 72% of Stage 1 students and 66% of Stage 1 students have engaged in blogging about class and individual texts. 86% of Stage 1 students have enjoyed book-rapping their class texts;

Results of teacher surveys, after the implementation of the reading review recommendations, show that:

- 50% of teachers have increased or maintained their explicit and guided reading lessons to occur each day, citing an importance for consistent, uninterrupted literacy teaching and 63% of teachers critically listened to each student read daily;

- 100% of staff now use a wider variety of reading assessment tools, including stage-based rubrics, observation recording sheets, ESL scales and reading records; and

- 71% of teachers found professional development on reading comprehension and the ‘Four Resources of the Reader’ the most effective program in improving teacher knowledge of reading teaching and assessment strategies and 10% of teachers would like further training on effective reading comprehension teaching and assessment strategies.

Future directions

In 2010 the school will:

- protect two hours of daily literacy teaching time from disruptions;

- provide regular training and development and support to implement consistent and effective K-6 literacy teaching and assessment;

- provide K-6 teachers with a systematic literacy teaching guide that integrates reading, writing and talking and listening outcomes that are explicitly taught through shared, guided and independent activities according to the English syllabus; and

- provide further information and training workshops for parents in the area of reading, including comprehension strategies.

Other evaluations

School-based assessment of reading

School assessment of reading indicates that 57% of students were reading at or above grade level by the end of 2009.

The percentage of students achieving at or above expected grade outcomes were:

- 46% of Early Stage One students,
- 57% of Year 1 students,
- 65% of Year 2 students,
- 66% of Year 3 students,
- 45% of Year 4 students,
- 50% of Year 5 students and
- 68% of Year 6 students.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about Auburn North Public School. Students were very positive about their school with 98% indicating that liked learning, felt their teachers helped them to do their best and were proud to be a student at Auburn North Public School.

97% of parents surveyed said they were very satisfied with the quality of learning programs in classrooms, the variety of extra-curricular activities offered to their children and also felt that they were made to feel extremely welcome to the school community on a daily basis and at special events.

Surveys with staff revealed that all staff felt much supported in their teaching and learning programs, that their opinions were valued and that there were many opportunities for professional dialogue and training and development.

**Professional learning**

All teachers participated in a range of professional learning activities throughout the year. Funds to support these activities were largely allocated from Teacher Professional Learning (TPL) and Priority Schools Program (PSP). The main areas of focus in 2009 were:

- improving consistent teacher judgement in all KLAs by providing regular opportunities for stage and grade collaborative planning, professional dialogue and reflection on assessment practices;
- improving the level of teaching skills and 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;
- further developing the teaching skills of staff in ICT including Interactive White Board (IWB), blogging and podcasting; and
- the improved teaching of effective reading practices including assessment and evaluation strategies and improved grouping methods.

A total of $55,101 was spent on professional learning. This reflects an average spending of approximately $1202 per staff member.

**School development 2009 – 2011**

**Targets for 2010**

**Target 1: To increase levels of literacy achievement for all students.**

Strategies to achieve this target include:

- literacy team to prepare, provide and coordinate school and region-based professional learning that increases teacher knowledge of the K-6 English syllabus and its implementation, and which also develops explicit and individualised learning and assessment programs;
- coordinate a program where classroom teacher and specialist teachers (e.g. ESL); and
- provision of time for teachers to meet and collaboratively plan teaching programs that align to whole school literacy targets and focus strategies.

Our success will be measured by:

- improved explicit individualised teaching programs and assessments reflecting improved professional knowledge of syllabus outcomes and content according to qualitative data;
- improved student learning through consistency of quality collaborative teaching practice, programming and assessment;
- improved student learning through quality individualised programming and differentiated ESL teaching techniques according to qualitative data;
- at least 75% of students achieving stage reading levels; and
- improved NAPLAN results, including:
  - 95% of students achieving at or above the minimum standard in NAPLAN literacy and at least 30% of students achieving in the highest two bands in NAPLAN literacy; and
  - at least 75% of Year 5 students achieving or exceeding state growth.

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

Strategies to achieve this target using PSP funds include:
provide team teaching opportunities and a range of 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 from the space and geometry strands 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;
- 40% of K-2 parents participating in workshops in mathematics to develop an understanding of ‘Best Start’ and the content taught in the space and geometry strands;
- improved explicit teacher programming, assessment and differentiated classroom practice in numeracy, resulting in 95% of all students achieving stage-appropriate outcomes, according to school-based data; and
- improved NAPLAN results, including:
  - 30% of Year 3 and of Year 5 students achieving in the top two bands;
  - 95% of Year 3 and Year 5 students achieving at or above minimum standards in numeracy; and
  - 70% of Year 5 students achieving or exceeding state average growth.

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

Strategies to achieve this target using PSP funds include:

- staff to monitor student attendance using Webattend software following training and development for all staff and School Administrative Staff (SASS);
- teachers track student attendance and place ‘at risk’ students on Lateness/Attendance Monitoring Program (LAMP);
- all absences and late arrivals monitored through interviews and/or letters to parents; and
- school referral of ‘at risk’ students to Home School Liaison Officer (HSLO) each term.

Our success will be measured by:

- increased student attendance rate by 3%, with students’ attendance rate being above regional and state level.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: