2008 Annual School Report
Auburn North Public School

NSW Public Schools – Leading the way
Messages

Principal's message

Auburn North Public School seeks to create a quality learning environment that encourages high expectations for success through development–appropriate instruction that allows for individual and cultural differences and learning styles.

Our school provides a respectful, safe, caring and supportive environment which promotes a love of learning. Each student's self esteem is fostered by positive relationships with students and staff.

We strive to have our parents, teachers and community members actively involved in our students' learning.

In the words of one family: “The staff at Auburn North epitomises what it means to make educational experiences rewarding: service, commitment and sincerity in developing social skills and the minds of our youth”

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.

Mr Mark Harris

P&C message

The Parents and Citizens’ Association held monthly meetings throughout the year and was actively involved in assisting with fundraising through the highly successful Auburn North Olympathon and food fundraisers. One laptop computer and four data projectors were purchased for the school and $7000 was presented to the school to further update and increase technology resources. The P&C was represented on a number of merit selection panels.

Sakini Zreika, President P&C

Student representative’s message

The Student Representative Council (SRC) met once a week to look at ways to improve our school. Forty-two students, led by captains and prefects, represented Years 2 to 6. Each elected representative conducted class meetings, shared ideas at council meetings and had the opportunity to speak in front of the whole school. Two representatives attended a special Olympic Torch event at Auburn Council.

The SRC raised $600 for the earthquake affected people of Myanmar and China, and $1206 on Bandanna Day for cancer research. The SRC made sport equipment available for playground use, considered student issues such as fencing at the base of demountables and successfully managed a whole-school recycling program.

Hamna Khan, 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.

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>KD K</td>
<td>K</td>
<td>K = 91</td>
<td>20</td>
</tr>
<tr>
<td>KP K</td>
<td></td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>KS K</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>KT K</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1/KB Y1 &amp; K</td>
<td>Y1</td>
<td>Y1 = 88</td>
<td>22</td>
</tr>
<tr>
<td>1CF 1</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1M 1</td>
<td></td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>1N 1</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2/1G Y2 &amp; Y1</td>
<td>Y2</td>
<td>Y2 = 90</td>
<td>24</td>
</tr>
<tr>
<td>2C 2</td>
<td></td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>2D 2</td>
<td></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>2S 2</td>
<td></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>3A 3</td>
<td>Y3</td>
<td>Y3 = 88</td>
<td>30</td>
</tr>
<tr>
<td>3L 3</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>3S 3</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>4C 4</td>
<td>Y4</td>
<td>Y4 =102</td>
<td>29</td>
</tr>
<tr>
<td>4S 4</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4T 4</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>5/4G Y5 &amp; Y4</td>
<td>Y5</td>
<td>Y5 = 91</td>
<td>29</td>
</tr>
<tr>
<td>6/5D Y6 &amp; Y5</td>
<td>Y6</td>
<td>Y6 =29</td>
<td>29</td>
</tr>
<tr>
<td>6/5F Y6 &amp; Y5</td>
<td>Y6</td>
<td>Y6 =29</td>
<td>29</td>
</tr>
<tr>
<td>6/5H Y6 &amp; Y5</td>
<td>Y6</td>
<td>Y6 =30</td>
<td>30</td>
</tr>
<tr>
<td>6/5N Y6 &amp; Y5</td>
<td>Y6</td>
<td>Y6 =101</td>
<td>29</td>
</tr>
<tr>
<td>6/5P Y6 &amp; Y5</td>
<td>Y6</td>
<td>Y6 =30</td>
<td>30</td>
</tr>
<tr>
<td>6/5R Y6 &amp; Y5</td>
<td>Y6</td>
<td>Y6 =30</td>
<td>30</td>
</tr>
</tbody>
</table>

Structure of classes

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>251</td>
<td>284</td>
<td>315</td>
<td>329</td>
<td>319</td>
</tr>
<tr>
<td>Female</td>
<td>262</td>
<td>312</td>
<td>343</td>
<td>335</td>
<td>312</td>
</tr>
</tbody>
</table>
There were 269 students in the K-2 section and 382 in the 3-6 section of the school. Students from language backgrounds other than English (LBOTE) made up 98% of student enrolment in 2008.

### Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.4</td>
<td>93.4</td>
<td>94.3</td>
<td>93.5</td>
</tr>
<tr>
<td>Region</td>
<td>93.8</td>
<td>94.2</td>
<td>94.0</td>
<td>94.3</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Student attendance rate is slightly below region and state percentages. Sixty-seven families applied for student leave longer than fifteen days.

### 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

School staff entitlement is calculated by NSW Department of Education and Training (DET) according to the number of student enrolments and special needs.

<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>0.333</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>21.0</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.134</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>6.4</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>1.3</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>3.2</td>
</tr>
<tr>
<td>Itinerant Teacher of Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>46.387</strong></td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>3.262</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total Non-Teacher Entitlement</strong></td>
<td><strong>4.262</strong></td>
</tr>
</tbody>
</table>

### Staff retention

Staff retention was high with 91% of 2007 permanent staff remaining at ANPS. Three temporary staff members gained permanency at this school.

### Staff attendance

Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.9%.

### Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33%</td>
</tr>
</tbody>
</table>

All teachers are accredited to teach with NSW DET as either permanent or temporary teachers. Temporary teachers replace teachers who are on leave.

### Financial summary

**Date of financial summary:** 30/11/2008

#### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>406 533.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>292 364.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>212 237.39</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>108 890.78</td>
</tr>
<tr>
<td>Interest</td>
<td>20 169.11</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>31 211.01</td>
</tr>
<tr>
<td>Canteen</td>
<td></td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 071 406.82</strong></td>
</tr>
</tbody>
</table>

#### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7 185.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>28 055.17</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>74 667.39</td>
</tr>
<tr>
<td>Library</td>
<td>13 075.53</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5 204.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>404 737.61</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>36 580.26</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>109 700.28</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>72 455.79</td>
</tr>
<tr>
<td>Maintenance</td>
<td>61 362.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>27 440.32</td>
</tr>
<tr>
<td>Capital programs</td>
<td></td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>804 464.35</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>230 942.47</strong></td>
</tr>
</tbody>
</table>

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 2008 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.
Our school at a glance

Students
There are 620 students currently enrolled at Auburn North Public School. 98% of students have a language background other than English and these students represent over 40 different cultures from around the world. The students respond enthusiastically to specific learning programs and the varied extra-curricula activities provided.

Staff
Teachers are committed to achieving excellent student learning outcomes for all students. Teaching and learning programs have a major focus on literacy and numeracy, based on strong programming and effective and consistent assessment and evaluation strategies, all of which are supported by the Priority School Program (PSP) funding.

There is a high component of Early Career Teachers, as well as experienced teaching staff. All teaching staff members meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Priority School Program (PSP)
Our school benefits from PSP funding support to improve literacy and numeracy outcomes and general involvement in schooling for our students. Funding has been directed towards a number of programs that support the school's identified targets, including:

- PSP funding dedicated to support and mentor Early Career Teachers (ECT) in developing their skills of assessing, programming and teaching in the literacy areas of reading and writing. This included the appointment of a part-time literacy mentor using PSP staffing supplementation and provision of time for collaborative planning for stage teams;
- PSP staffing allocation to support 2 part-time numeracy mentors, focusing on the implementation of the Count Me In Too (CMIT) program K-4, Counting On (CO) program for Y5-6 and Newman's Error Analysis Y3-6. Mathematics resources were also updated; and
- PSP funding supporting the release of teachers to participate in the In-school Mentoring Program Accentuating Quality Teaching (IMPAQT) with a focus on quality teaching in mathematics.

In-school Mentoring Program Accentuating Quality Teaching (IMPAQT)
Using the principles of ‘adult learning’, the IMPAQT program provided peer-tutoring opportunities for all teachers in a positive, supportive environment. Within a ten-week period, each teacher provided three demonstration lessons which were each observed by two different colleagues across two stages.

Post-observation meetings effectively developed valuable collegial discussion, which facilitated the sharing of knowledge, strategies, resources and expertise. Participation in IMPAQT consolidated teacher awareness of best teaching practice that integrates quality teaching elements into classroom activity. Survey results indicate that Early Career Teachers particularly found observations on the same grade to be significant in expanding knowledge of mathematics teaching strategies and all teachers agreed that continued across-stage IMPAQT sessions would be an essential learning resource.

Middle Schooling - Cooling Conflicts
This year Auburn North Public School completed the second phase of the middle schooling initiative called “Cooling Conflicts” which commenced in 2007 in collaboration with Auburn Girls’ High School.

Six teachers were trained to coordinate the implementation of phase two, which involved Stage 3 students peer-teaching two Stage 2 classes. Using drama activities students are taught strategies which enable more effective management of their own conflicts and to become leaders in conflict management in their school community.

The program has successfully achieved all intended 2008 outcomes and further funding has been allocated to implement phase 3. In 2009 “Cooling Conflicts” will include Stage 1 students.

Refugee Program
The refugee program, which provides additional support in literacy for identified students in Stage 2 and 3, has continued with great success. All students have improved their talking listening and reading skills and their understandings of writing features. Students gained confidence with peer interaction in playground situations. This program was extended across the school, helping refugee students settle into the school environment, develop literacy skills, resolve conflicts and improve self-esteem. Successful teaching strategies, which were developed and implemented, were presented at a district forum.
Active After-school Communities Program

The Active After-school Communities (AASC) program is a structured physical activity program delivered to children enrolled in Australian primary schools. This federally funded program is designed to engage traditionally non-active children in sport activities to improve motor skill development and provide opportunities for participation in a quality, safe and supervised environment after school.

Five teachers gained AASC training and accreditation in this ‘multi-skilled’ focus program and provided coaching to over 200 students. The students attended on either a Tuesday or Thursday afternoon, some participating over the four terms. With parents joining in on many occasions, the program successfully encompassed the school community in an exciting fitness initiative.

Connected Classrooms

As part of a state-wide initiative, our school was provided with an Interactive Classroom which facilitates video conferencing and data collaboration across schools and enables teaching with an interactive whiteboard.

The interactive whiteboard and video conferencing were effective tools in the context of delivering quality programs and assessment and enabled students and teachers in classrooms to connect with other classrooms.

This year 20 students communicated with other schools in a video conference led by the author, Morris Gleitzman. Two teachers attended the ‘iCommunicate, iCollaborate, iCreate Conference’, a state wide event which supported the Interactive Classroom Project.

NSW Premier’s Reading Challenge (PRC)

Initiated by the school librarian to encourage ongoing reading across the school, participating students completed a prescribed amount of reading to meet a set challenge. Teachers assisted students in choosing the challenge level and the books that were appropriate for their age, interest and maturity. 99% of K-2 students participated with teacher assistance and were awarded a PRC certificate while the participation rate of 3-6 students reading independently was 14%.

School performance 2008

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 offer.

During 2008 the school’s:

• choir performed at special assemblies, at district community venues such as local nursing homes, the opening of the Silverwater Fire Station and at events such as the Granville Schools’ Spectacular;

• the talented art group met frequently and one student gained recognition in the ‘Western Sydney Environmental Calendar Competition’; and

• dance groups performed at special events, such as the Sydney South West Dance
Festival and at the Sydney Opera House, as well as at school and community events.

Choir performed at the launch of the Western Sydney Environmental Calendar

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), with t-ball and cricket teams reaching the semi-finals and the senior soccer team became district champions;
- K-6 cross country carnival, with thirty-eight students representing at district level and two students advancing to regional level;
- K-6 athletics carnival with 41 students representing at district level and three students advancing to regional level; and
- Special Swim Scheme which involved 120 students from Year 2 to Year 6.

Academic
In the National Assessment Program – Literacy and Numeracy (NAPLAN), 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 2008, seventy-eight students sat NAPLAN, 98% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 3 2008 NAPLAN literacy results:

- 49% of students achieved in the top three bands in literacy, with 35% achieving in the top two bands;
- 48% of students achieved in the top three bands in reading, with 23% achieving in the top two bands;
• 52% of students achieved in the top three bands for writing, with 44% being placed in the top two bands;
• our school’s mean was above the region’s mean in writing;
• while there was no significant difference between Year 3 reading and language achievements, results showed 21% more students in the top two bands for writing; and
• students demonstrated the necessary skills to locate information directly stated in a short narrative with visual support, connect ideas in an information report, and segment a text into paragraphs.

The main implications for our school’s program are to:
• continue to expand students’ understanding and skills in text writing, grammar and punctuation;
• develop and implement an effective K-6 spelling program by Term 3, 2009;
• continue to develop student understanding that literal and inferential information is gained by linking images with accompanying text; and
• have 90% of students achieving at or above minimum national standard and at least 25% of students achieving in the highest two bands in NAPLAN literacy. (Refer to Target 1)

Numeracy – NAPLAN Year 3
In 2008, seventy-eight students sat NAPLAN, 98% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 3 2008 NAPLAN numeracy results:
• 51% of students achieved in the top three bands with 33% achieving in the top two bands;
• our school’s mean was above the region’s mean; and
• students demonstrated the necessary skills to compare and estimate length, match digital time to analogue time, use a key to interpret and compare data on horizontal column graph and picture graph, interpret and solve a practical problem involving grouping and money, use language of chance, and indentify common 3D objects.

The main implications for our school’s program for all students are to improve their:
• skills in interpreting data using a table or diagram;
• skills in subtraction and division problem solving;
• ability to identify elements in a repetitive 2D pattern, and 3D objects within a composite model or from different perspectives; and
• performance, so that 90% of students achieve at or above minimum national standard in numeracy and at least 25% of Year 3 students achieve in the top two bands. (Refer to Target 2)

Literacy – NAPLAN Year 5
In 2008, eighty-eight students sat NAPLAN, 98% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 5 2008 NAPLAN literacy results:
• students who completed the Basic Skills Test (BST) in Year 3 while attending ANPS achieved above the average state growth in reading by 9.2 points;
• 25% of students achieved in the top three bands in reading, with 9% achieving in the top two bands;
• 43% of students achieved in the top three bands for writing with 10% achieving in the top two bands;
• there was no significant difference between reading and writing results; and
• students demonstrated the necessary skills to identify the cause and effect in a short narrative, identify the idea common to two short narratives, identify the correct personal pronouns in a sentence, and segment a text into paragraphs.
The main implications for our school’s program are:

- develop students’ comprehension skills and visual literacy with a particular focus on literal and inferential meaning;
- develop students’ understanding and use of correct punctuation and grammar in reading and text writing;
- expand students’ understanding and skills in writing cohesive texts with specific purpose;
- continue to develop and expand students’ vocabulary skills and the use of descriptive and technical language in varying text types, both written and spoken; and
- have at least 90% of students achieving at or above minimum national standard and at least 25% of students achieving in the highest bands in NAPLAN literacy. (Refer to Target 1)

School-based Assessment Results

Data for student performance in achieving stage-appropriate outcomes in reading indicate that the percentage of students who were at or above expected stage levels were 22% of Kindergarten, 15% of Year 2, 36% of Year 4 and 64% of Year 6 students.

Numeracy – NAPLAN Year 5

In 2008, eighty-seven students sat NAPLAN, 98% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 5 2008 NAPLAN numeracy results:

- students who completed the BST in Year 3 while attending ANPS achieved above the average state growth in numeracy by 17.7 points;
- 28% of students achieved in the top three bands with 14% achieving in the top two bands;
- our school’s mean was below the region’s and the state’s mean; and
- students demonstrated the necessary skills to divide a 4-digit number by a single-digit number, match 4-digit number to its word
form, compare angles to determine the largest, recognise the side view of a 3D model, visualise and identify a cut out from a folded piece of paper, identify an irregular hexagon and match digital time to analogue time.

The main implications for our school’s program for all students are to improve their:
- skill in interpreting data using a grid and two-way table;
- ability to read and convert units of measurement to solve a problem;
- language of mathematics to include terms of chance, position and perspective; and
- performance, so that 90% of students achieve at or above minimum national standard in numeracy and at least 25% of Year 5 students achieve in the top two bands. (Refer to Target 2)

Progress in numeracy

The above graphs indicate that since 2004, students who completed the BST in Year 3 while attending ANPS and who have continued to be educated at this school, show very significant growth by Year 5 compared to like school group (LSG) and state growth in reading, writing and numeracy.

School-based Assessment Results

Data for student performance in achieving stage-appropriate outcomes in numeracy indicate that the percentage of students who were working within or above expected stage levels were 81% of Kindergarten, 86% of Year 2, 87% of Year 4 and 78% of Year 6 students.

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 (NAPLAN) is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>84</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90</td>
</tr>
<tr>
<td>Percentage of Year 5 students achieving at and above minimum standard in 2008</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Reading</td>
<td>70</td>
</tr>
<tr>
<td>Writing</td>
<td>82</td>
</tr>
<tr>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>75</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86</td>
</tr>
</tbody>
</table>

**Equity Programs**

**Aboriginal education**

K-6 pupils experienced learning programs that enhanced their understanding of Aboriginal education and culture. During 2008:

- NAIDOC Week was acknowledged by our students attending an Aboriginal performance of dance, music and storytelling by experienced performer Monty Boori Pryor; and
- students learnt about Aboriginal history, culture and contemporary issues through integrated literacy and human society and its environment programs.

**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 6.4 English as a Second Language (ESL) positions, with one full-time teacher allocated to each stage of learning for the New Arrivals programs;
- Community Language (CL) programs were offered to students of Turkish, Arabic and Chinese backgrounds and a full-time school learning support officer was provided for Dari speaking students. Students were provided with instruction in their first language for at least two hours per week;
- specialist support was provided by English as a Second Language (ESL), Community Language (CL) and Support Teacher Learning Assistance (STLA) teachers in literacy and numeracy programs; and
- positive cultural understandings and anti-racism principles were successfully implemented through community events such as Harmony Day with the assistance of a strong partnership between the school and Schools as Community Centres (SaCC).

**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 2008 have been the following:

- playgroup for toddlers, playgroup for developmentally delayed pre-schoolers, Turkish playgroup and Afghan playgroup;
- parents’ English classes;
- Afghan mothers’ mathematics classes;
- ‘Little School to Big School’ program for 4 year olds;
- weekly school breakfast program; and
- community garden development at the school.

**Refugee Mentor Program**

Refugee mentors from Afghanistan and Africa involved students with an African background participating in social group activities, which effectively increased student self-esteem. The African Club program also provided playground support and team-teaching activities within classrooms which developed positive oral interaction, coping strategies and anger management in the school setting. The refugee mentors also assisted parents at meetings.
School Lift

To ensure that all students have equal access to premises and educational materials, wheelchair access to Auburn North Technology Education Centre (ANTEC) was established this year with the provision of a lift. Six members of staff were trained in its operation.

Respect and Responsibility

The staff, parent body and school community aim to provide a non-threatening learning environment where students can develop self-discipline and high self-esteem while assisting students to fulfil their personal potential.

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

Progress on 2008 targets

Target 1: To improve skills in literacy for all K-6 students

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

• effective utilisation of literacy mentor who assisted 11 classroom teachers to develop expertise in assessing, programming and teaching literacy strategies, according to school-based data;
• all staff evaluating team-teaching and collaborative planning as highly effective in developing consistent teacher judgement and explicit teaching and assessment practices;
• all staff trained in visual literacy by district consultant with 77% of staff stating that greater awareness of the literal and inferential implications were improving student response to text meaning; and
• higher average growth than state average growth in reading and writing for matched students in NAPLAN.

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; and 85% of staff effectively implementing the numeracy activities incorporating the elements of QT;
• 75% of numeracy review recommendations effectively implemented across the school; and
• NAPLAN numeracy results indicating that 33% of Year 3 students achieved in the top two bands and 51% of Year 3 students achieved in the top three bands, while 14% of Year 5 students achieved in the top 2 bands and 28% achieved in the top three bands;
• higher average growth than state average growth in numeracy for matched students in NAPLAN.

Target 3: To enable staff to confidently use the Quality Teaching (QT) Framework to assess, program, teach and evaluate.

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

• participation by all staff in QT training and effectively implementing elements into teaching practice, according to school-based data; and
• participation of all staff in collegial discussions related to a deep understanding of QT and critically reflecting on planned demonstration lessons and improved student engagement, according to school-based data.

Target 4: To increase parent participation in school life

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

• 68% of parents attending Term One parent-teacher meetings, 97% of prospective parents of 2009 Kindergarten students attending orientation sessions and more than 80% of parents participating in both Term 1 and Term 2 three-way conferences; and
• 55 parents participating in numeracy workshops, which were conducted in five different languages.

**Target 5: To increase school attendance**
Success in achieving this target was assisted by using PSP funds. Our achievements include:
• all staff participating in an information session directed by the Home School Liaison Officer (HSLO) who informed teachers of required procedures for intervention of at-risk students; and
• school attendance rate at 93.5%, which was slightly below state attendance percentage.

**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 2008 our school carried out evaluations of Planning and Mathematics.

**Educational and management practice**

**Planning**

**Background**
Effective planning is critical for continued success in developing the school’s educative process and reaching definitive targets that maximise student learning outcomes.
This year the school’s self-evaluation committee, in consultation with staff, made it a priority to evaluate and report on how planning for the school was perceived by the school community. During Term 4, data was provided through surveys and interviews.

**Findings and conclusions**
Parent surveys and interviews revealed a range of information including:
• 92% of parents who responded stated that the annual school report gives reasons for school targets which are to improve student learning outcomes;
• 88% of parents stated that the school uses a three year plan to ensure strong direction and improvement, and 92% believed that the school follows a written management plan;
• 54% of parents who responded stated that they rarely had the opportunity to be part of school planning and 24% said they rarely expressed their opinions or school concerns at Parents and Citizens (P&C) meetings; and
• 27% of parents stated that they were not always aware of the resources the school has bought or why they were purchased.

Results of student surveys show that:
• 88% of students surveyed stated that the school purpose is to develop their academic, social, emotional and physical skills and that teachers follow a detailed management plan to improve their learning outcomes;
• 75% of students surveyed agreed that the school makes changes to plans to meet changing needs and that a yearly school report states school achievements; and
• 75% of students stated that they could express ideas or concerns regarding school matters through class discussions or at School Representative Council meetings.

Results of teacher surveys and interviews show that:
• all teachers believed that the school implements a comprehensive management plan and that the main purpose of school targets are to improve student learning outcomes;
• 91% of teachers believed that decisions about the school purpose involved teachers, parents and students, while 87% stated that the statement of school purpose and the planning processes are responsive to emerging needs; and
• 76% of teachers believed that school planning documents were developed with support of staff, parents and students and 79% believed that processes used to allocate resources was open and understood.

**Future directions**
In 2009 the school will:
• continue to improve school performance by monitoring and evaluating the school’s plans;
• ensure that school planning documents are developed with support of staff, parents and students;
• endeavour to increase parent participation in P&C meetings and planning sessions; and
• ensure that the school community is aware of resources purchased and that the processes used to allocate resources are open and understood.

**Curriculum**

**Mathematics**

**Background**
Results from the 2007 Basic Skills Test (BST) and school-based data indicated the need for a mathematics review to impartially assess and analyse teaching and learning procedures of
mathematics across the school. This occurred in Term 1 and recommendations were made.

Due to the emphasis given across the school to the teaching and learning of mathematics skills this year, the school’s self-evaluation committee, in consultation with staff, identified this area of learning for appraisal.

Findings and conclusions

Parent surveys and interviews revealed a range of information including:

- all parents who responded believed that mathematics is a very important subject, and 96% stated that they helped their child with mathematics at home and believed that their child enjoyed mathematics lessons at school;
- 41% of parents who responded stated that they had attended effective mathematics training sessions; and
- 69% of those who responded stated that they had an understanding of how mathematics is taught and 59% were interested in attending more training sessions in mathematics.

Results of student surveys, after the school’s implementation of the mathematics review recommendations, show that:

- 78% of students stated that they enjoy mathematics more, the lessons had variety, they could relate their assessment tasks to the concepts that had been taught and that their mathematics understandings had improved;
- 81% of students stated that they regularly received mathematics homework, while 70% stated that their parents knew about their mathematics homework and they were helped at home; and
- 48% stated that mathematics lessons happened at regular times and were uninterrupted.

Results of teacher surveys and interviews show:

- 92% of teachers stated that their knowledge and use of mathematics documents have increased and that they have used a greater variety of strategies to engage and challenge students;
- 88% of teachers agreed that they more often used ability grouping to improve student learning outcomes;
- 71% of teachers believed that while training and development was relevant, more training is needed; and
- 39% of teachers stated that the time given to the teaching of mathematics was protected from disruptions.

Future directions

In 2009 the school will:

- protect mathematics teaching time from disruptions;
- provide further training and development for teachers in the area of mathematics; and
- provide further information and training workshops for parents in the area of mathematics, including CMIT homework expectations. (Refer to Target 2)

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

The vast majority of responses were very positive, with over 93% of respondents indicating that the school:

- has friendly, caring teachers who are fair and understand the students’ varied needs;
- is a supportive environment where students have fun and where they like to attend;

- has teaching and learning programs that are relevant, challenging and high in expectations; and
- supports teachers in providing quality education that is significant in the preparation for students’ futures

Professional learning

All teachers participated in a range of professional learning activities throughout the year. The main areas of focus in 2008 were:

- improving teacher knowledge and use of the Quality Teaching Framework through IMPAQT to further consolidate awareness of best teaching practices particularly in the area of numeracy assessment;
- improving the level of teaching skills and student engagement by implementing CMIT and CO strategies and integrating QT practice into daily numeracy learning activities;
• improving consistent teacher judgement through implementation of Best Start, where K-2 teachers were trained in the use of assessment tools, how to analyse and use data and provide feedback to parents in the student’s vital first year of school;

• improving consistent teacher judgement in all key learning areas by providing regular opportunities for stage and grade collaborative planning, professional dialogue and reflection on assessment practices;

• training and development in the use of the interactive white-board and video conferencing. All staff were trained on Staff Development Day, eight staff members had additional 2 days intensive training by the ICT consultant and two staff members attended the South Western Sydney Regional Information and Communication Technology (ICT) conference; and

• providing additional staff training and development which included inservicing on ESL teaching and learning, Cooling Conflicts, NAPLAN-SMART Data, CPR and emergency evacuation, literacy, numeracy and refugee conferences and Early Career Teachers mentor workshops.

A total of $37 639 was allocated to professional learning activities. This reflects an average spending of approximately $724 per staff member.

School development 2009 – 2011

Targets for 2009

Target 1: To increase levels of literacy achievement for every student

Strategies to achieve this target include:
• literacy team prepare, provide and coordinate school-based training & development (T&D) as whole school presentations embedding knowledge of syllabus support documents, Quality Teaching Framework (QTF) and ESL Scales; and

• provision of planning time for appropriate staff to develop a whole school approach to address areas of focus based on item analysis and provide further T&D on assessment criteria and consistent teacher judgement in workshop sessions (writing review target).

Our success will be measured by:
• improved teacher knowledge and use of the English syllabus and support documents, as indicated by teacher survey evaluation conducted pre- and post training and development;

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

Strategies to achieve this target using PSP funds include:
• provide a range of professional learning experiences to increase teacher’s capacity in identifying and addressing student numeracy learning needs; and

• 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 CMIT homework expectations.

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;

• 30% increase in parent participation in workshops in mathematics to develop an understanding of CMIT homework expectations.

• developed and improved teacher programming, assessment and classroom practice in numeracy, resulting in improved accuracy of 20% for all students in achieving stage-appropriate outcomes across all strands, according to school data; and

• improved NAPLAN results, including:
  − 25% of Year 3 and of Year 5 students achieving in the top two bands;
  − 90% of Year 3 and Year 5 students achieving at or above minimum standards in numeracy; and
  − 65% of Year 3 and 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 in-service for all staff & SASS;
- teachers track student attendance and place ‘at risk’ students on Lateness/Attendance Monitoring Program (LAMP);
- all absences followed up and letters provided; 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.

Target 4: To improve levels of student engagement through increased parental participation in supporting students’ learning

Strategies to achieve this target using PSP funds include:

- information opportunities and inservicing for parents leading to parent classroom visits to observe literacy sessions;
- Best Start information sessions targeting K-2 parents in 2009; and
- Best Start feedback and information on strategies to assist student learning at home.

Our success will be measured by:

- improved parent participation in school literacy activities, with a 30% increase in parent participation in workshops to develop a greater awareness of teaching techniques and quality teaching practices being used in classrooms.

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.

Mr M Harris - Principal
Ms D Donovick – Deputy Principal
Ms L Hodges - Assistant Principal
Miss B Camp - Assistant Principal
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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: