Our school at a glance

Students

Auburn North Public School is a dynamic learning community where students come to school to learn, have fun and create lifelong memories. There were 565 students enrolled at Auburn North Public School in 2012. 98% of students came from a language background other than English, representing over 40 different cultures from around the world. The major languages spoken by students included Arabic, Dari, Chinese, Turkish and Urdu. The school continues to enrol refugee students, primarily from Afghanistan and Pakistan. 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 with an increased emphasis on incorporating ICT. Teachers continued to develop skills in 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 had a high component of Early Career Teachers (ECT) who received additional support from a part-time teacher mentor. ECTs also received assistance through a school-based Beginning Teachers’ Program and from school leaders and peer mentoring.

Experienced teaching staff played a vital role within the school taking on various leadership roles in curriculum, extra-curricular activities and as members of the school’s 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 programs:

- National Partnership Low Socio-economic Communities Reform Extension Initiative (LSES REI)
- Priority Schools’ Program (PSP)
- Teacher Mentor Program
- New Arrivals Program.

In 2012, we received $ 35 300.00 from the National Partnerships LSES RE1. In Semester 1, we continued to employ a Highly Accomplished Teacher (H.A.T.) and an Educational Paraprofessional. We were also able to continue to employ two part-time Community Liaison Officers (CLOs) for Semesters 1 and 2.

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

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

An additional staffing allocation of 0.5 for the New Arrivals Program enabled our school to successfully support newly arrived students with an experienced ESL teacher in a 2 hour per day English enriching program.

Student achievement in 2012

According to school-based data and external data (NAPLAN), our students and school achieved high quality outcomes in a wide range of areas. In 2013, our school will consolidate areas of achievement as well as focus on areas where our school’s performance and student achievement need to further develop.

Messages

Principal’s message

Auburn North Public School, set in attractive school grounds, provided an excellent education for all students.

In addition to emphasising literacy and numeracy, the school provided a range of high quality programs to extend and enrich student learning. We value excellence in each of the key learning areas, 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, Principal

P & C message

In 2012, the Parent and Citizen’s Association met twice a term on Thursday mornings with at least six parents in attendance at each meeting.

At these meetings the parents discussed a variety of issues such as fundraising, school uniforms, the installation of a school fence and National Partnerships funding. The main focus of the P&C activities was to liaise with the local, state and federal parliamentary members about the status of ANPS in terms of receiving funding under the National Partnerships initiative. Two extraordinary meetings were held, both of which had in excess of 190 parents attend. The first was in May, attended by local members of the Labor government, the Hon. Barbara Perry (local member for Auburn) and the Hon John Murphy (Federal Member for Reid); the second meeting was in November and at this meeting the Hon. Christopher Pyne (Federal Shadow Minister for Education) and the Federal Member for Reid, Mr Laundy, addressed the parents. In addition, the P&C, accompanied by over 80 parents, went to Parliament House in May to meet with representatives from the Hon. Adrian Piccoli’s office.

The P&C held a highly successful sausage sizzle and bake stall in December, raising over $1000. Contributions were made to Harmony House’s Father’s Day Raffle and the P&C once again contributed to the organisation of the Year 6 graduation T-shirts. Three students in Year 6 were presented prizes by the P&C at the annual Presentation Assembly, those being the recipients of the ‘Forward’ award, the ‘Mark Harris Citizenship’ award and the school dux award for 2012.

The P and C enjoyed a highly productive year in which they worked closely with all members of the school community.

Zenna Diab, President

Student representative’s message

The Student Representative Council (SRC) is organised for students to discuss ideas to improve our school and to support local charities. Twenty-five students from Years 1 to 6 were elected as representatives and along with the captains and prefects met on a regular basis. Major achievements in 2012 included the SRC ‘Charity Week’ in which 640 cans of food were donated to Anglicare who then distributed to those in need in the community. The ‘No Uniform Day’ raised $460 and this money was distributed amongst five charities.

Alaa Alfaraon and Shiwani Thornton
Year 6 SRC representatives 2012

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>329</td>
<td>319</td>
<td>291</td>
<td>279</td>
<td>300</td>
<td>272</td>
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<tr>
<td>Female</td>
<td>335</td>
<td>312</td>
<td>286</td>
<td>268</td>
<td>294</td>
<td>284</td>
</tr>
</tbody>
</table>
Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KK</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/KL</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>1/KL</td>
<td>1</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1KI</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/2P</td>
<td>2</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>3/2P</td>
<td>3</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3O</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4V</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5/4P</td>
<td>4</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>5/4P</td>
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<td>26</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6A</td>
<td>6</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>6I</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>

Management of non-attendance

In 2012, the school continued to track student attendance through WebAttend, an on-line system for monitoring attendance. Many strategies were used to improve attendance.

- Daily attendance was entered into WebAttend by classroom teachers, enabling teachers to monitor student attendance issues and attendance patterns.
- A School Administrative Officer (SAO) was employed for 1 day per week to assist in the monitoring and management of attendance.
- Phone calls and interviews were conducted by the Deputy Principal, SAO (Attendance) and Home School Liaison Officer (HSLO), with families whose children’s attendance rates were unsatisfactory or whose children where frequently late.
- Parents were informed through school newsletters, parent/teacher conferences and at morning assemblies of the importance of regular school attendance.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
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<tr>
<td>K</td>
<td>93.4</td>
<td>95.1</td>
<td>95.2</td>
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<tr>
<td>1</td>
<td>93.2</td>
<td>94.1</td>
<td>94.0</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.6</td>
<td>95.0</td>
<td>94.4</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.0</td>
<td>95.4</td>
<td>95.9</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.3</td>
<td>96.1</td>
<td>94.5</td>
<td>96.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.8</td>
<td>95.0</td>
<td>95.4</td>
<td>96.1</td>
<td></td>
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<tr>
<td>6</td>
<td>94.3</td>
<td>96.5</td>
<td>95.6</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.5</td>
<td>94.4</td>
<td>95.4</td>
<td>95.0</td>
<td>95.6</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Teacher Mentor</td>
<td>0.5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18.0</td>
</tr>
<tr>
<td>Primary Teacher Release from Face</td>
<td>1.05</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>1.1</td>
</tr>
<tr>
<td>Primary Community Language Teachers</td>
<td>3.2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>4.8</td>
</tr>
<tr>
<td>Primary District School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Hearing</td>
<td>2.0</td>
</tr>
<tr>
<td>Primary General Assistant (GA)</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.062</td>
</tr>
<tr>
<td>Total</td>
<td>46.142</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012, there were no staff members from an Indigenous background.

**Staff retention**

Staff retention has continued to remain high although there are a number of temporary teaching positions due to permanent staff members being on maternity leave. Three new class teachers were appointed to the school through merit selection in 2012.

**Teacher qualifications**

All teaching staff met the professional requirements for teaching in NSW public schools as either permanent or temporary teachers. Temporary teachers were selected by an application and interview process, to replace permanent teachers on leave.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>483565.75</td>
</tr>
<tr>
<td>Global funds</td>
<td>359450.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>334614.54</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>88594.48</td>
</tr>
<tr>
<td>Interest</td>
<td>19334.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>31392.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1316952.59</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 4513.92    |
| Excursions                | 41112.69   |
| Extracurricular dissections| 73241.91   |
| Library                   | 8634.05    |
| Training & development    | 20121.68   |
| Tied funds                | 535934.14  |
| Casual relief teachers    | 56444.07   |
| Administration & office   | 116746.52  |
| School-operated canteen   | 0.00       |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Awards**

Auburn North PS was the proud recipient of three significant awards in 2012.

The first award was the ‘Regional Award for School Excellence in Staff Professional Learning’. This was presented at the annual regional awards ceremony in December in recognition of our exemplary differentiated professional learning programs for all staff.

The second award presented on the same night was ‘The Director General’s School Achievement Award’ for our school’s ‘Good to Great Project’. This project was developed to facilitate our school to develop from a good to great school by improving leadership, teaching, and learning outcomes.

The third award Auburn North PS received was the ‘Director General’s Cohesive School Community Award’. The school had been runners-up in this category in 2010 and 2011. Auburn North is especially proud to have been recognised in 2012 for the outstanding relationship it has developed with the wider school community. This award will be officially presented to the school community early in 2012.

**Arts**

**Dance**

In 2012, students participated in a wide range of dance programs including:
• Thirty-five boys and girls participating in the Senior Dance Group and performing in the Granville District’s ‘Our Spectacular’ at the Sydney Opera House.

• Eighteen Stage 3 students participating in a ‘Hip Hop’ dance program. This was taught in partnership with a teacher from Granville South Performing Arts High School.

Senior Choir

In 2012, students in the senior choir had the opportunity to participate in many programs including:

• Eighteen boys and girls rehearsing weekly and training their voices to sing songs around the theme ‘Great Southern Land’. These 18 students performed in the Granville District’s ‘Our Spectacular’ at the Sydney Opera House.

• Eighteen students performing five songs at the Glenn Lyn Nursing Home in Auburn for the nursing home’s annual Christmas party.

‘Mirror’ Choir

Auburn North was selected to be one of only four NSW public schools to participate in a special production with members of the Sydney Children’s Choir. This performance was based on the award-winning children’s picture book ‘Mirror’. The book, written by Jeannie Baker, has a special message: ‘Even with all these differences, we are all the same. We are the mirror of each other’. Every week, 35 specially selected students from Auburn North PS rehearsed and trained their voices to sing original songs such as ‘The Arrival’, which the students co-wrote. ‘Mirror’ was composed by Dan Walker. The choir performed at the Riverside Theatre with families, teachers and members of the community witnessing an extraordinary event.

Six students from ANPS were then selected to sing with the Sydney Children’s Choir at the Sydney Recital Hall in Angel Place for the world premiere of ‘Mirror’.

ANCLIC/ANTEC

The integrated ‘Auburn North Curriculum and Learning Innovation Centre’ (ANCLIC) and ‘Auburn North Technology Centre’ (ANTEC) program successfully continued throughout 2012, which promoted high student engagement and provided quality team teaching experiences that embedded technology into the teaching and learning.

In 2012, there were many successful ANCLIC/ANTEC programs including:

• ‘Locked in Literacy’ for every class, each week for two hours, allowing two classes to be regrouped into three smaller groups with three teachers. This opportunity provided quality teaching and learning programs through innovative rotational group activities.

• Learning focused on embedding technology into every literacy session with explicit teaching of the Information Literacy Skills Process.

• The development of OneNote notebooks for collaborative programming and communication, with staff reflecting and
sharing successful strategies and resources and providing lesson feedback. This resulted in ‘Best Practice’ quality teaching and learning.

• 100% of students participated in ‘National Simultaneous Story Time’, a national strategy initiated by the Australian School Library Association to engage students with reading and promote quality literature.

• The Children’s Book Council of Australia ‘Book Week Celebration’ included a character parade, classes being read books by surprise visitors, and collaborative art displays based on the shortlisted books for 2012.

• Every student at Auburn North Public School received nine books and three book bags over the duration of the year as part of the ‘Books in Homes’ program, which encouraged all students to actively read books at home by providing them with quality literature to keep. This program was only possible thanks to our sponsors, The University of Western Sydney.

• A workshop conducted by Leigh Hobbs provided students with an opportunity to meet a quality Australian author and illustrator and learn new skills and strategies which are used when illustrating and writing a children’s book.

• Explicit teaching of Information and Communication Technology (ICT) skills, including using Microsoft Word, SMART Notebook and PowerPoint, as well as website evaluation skills, digital citizenship, explicit bibliography writing programs, research skills and practice, blogging and comprehension through visual literacy.

• All K-6 students participated in the Auburn North Public School Mini Olympics. Students competed in soccer, hockey, athletics and netball as well as a range of tabloid activities. Gold, silver and bronze medals were awarded and students also received sporting excellence certificates.

• K-6 class fitness programs and K-6 sports programs.

• New South Wales Primary Schools Sports Association (NSWPSSA) program, with both the junior soccer and junior cricket teams becoming district champions.

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:

• All K-6 students participated in the Auburn North Public School Mini Olympics. Students competed in soccer, hockey, athletics and netball as well as a range of tabloid activities. Gold, silver and bronze medals were awarded and students also received sporting excellence certificates.

• K-6 class fitness programs and K-6 sports programs.

• New South Wales Primary Schools Sports Association (NSWPSSA) program, with both the junior soccer and junior cricket teams becoming district champions.

Junior Soccer Team

• K-6 cross country carnival, with 36 students representing at zone level and 2 students advancing to the regional level.

• K-6 athletics carnival, with 50 students representing at zone level and 2 students advancing to regional level.

• ‘Learn-to-Swim Swimming Scheme’, involved 120 students from Years 2 to Year 6 learning how to swim or further develop their swimming skills.

• The ‘Active After Schools Sports Program’, which was funded by the Federal Government. 50 students in K-2 participated each Monday after school and 50 students in 3-6 participated each Wednesday after school for 7 weeks each term. Students participated in a variety of sporting activities including indoor hockey, cheerleading, and frisbee games.
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 these assessments.

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

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

Literacy – NAPLAN Year 3

In 2012, 67 Year 3 students completed NAPLAN, 98% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 3 2012 NAPLAN literacy results:

- 92.5% of students achieved at or above national minimum standard in reading;
- 40% of students achieved in the highest two bands (Bands 5 and 6) in writing;
- 47.7% of students achieved in the highest two bands (Bands 5 and 6) in spelling;
- 40% of students achieved in the highest two bands (Bands 5 and 6) in spelling;

Students demonstrated the necessary skills to display an awareness of the organisational structure of persuasive texts, write elementary persuasive texts, identify spelling errors to correctly spell a two syllable word with a suffix, and identify appropriate prepositions in a simple sentence.

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

- continue to implement explicit, balanced and systematic literacy packets with an increased focus on comprehension;
- trial a standardised diagnostic reading assessment to enhance the tracking of student reading and comprehension;
- develop a K-6 scope and sequence for spelling, including standardised assessment and tracking strategies; and
- increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN reading from 88.5% to 91% in 2013.
Numeracy – NAPLAN Year 3

In 2012, 67 Year 3 students completed NAPLAN, 98% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 3 2011 NAPLAN numeracy results:

- 89.3% of students achieved at or above national minimum standard in numeracy;
- 28.8% of students achieved in the top two bands (Bands 5 and 6);
- 50% of students achieved in the top three bands (4,5 and 6); and
- students demonstrated the necessary skills to identify symmetry, add 2 two-digit numbers together, determine the most likely outcome in a simple experiment, read and record in cm and mm, interpret a rule to determine the first value in a pattern, and use informal units to calculate an area on a grid.

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

- continue to develop differentiated CMIT lessons in number;
- develop and implement effective consistent teacher judgement and assessment strategies in ‘Count Me In Too’ (CMIT);
- develop further each student’s ability to apply a range of strategies in number and problem solving tasks;
- continue to implement numeracy ‘packets’ K-6;
- continue to effectively use support staff to team teach with classroom teachers during numeracy time;
- continue to engage students through hands-on learning experiences to enable them to develop a deeper understanding of concepts taught; and
- increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN numeracy from 88.5% to 91 in 2013.

Literacy – NAPLAN Year 5

In 2012, 67 Year 5 students completed NAPLAN, 98% of whom were students with a language background other than English (LBOTE). The following is an analysis of Year 5 2010 NAPLAN literacy results:

- 83.6% of students achieved at or above national minimum standard in reading;
• 43.3% of students achieved in the highest two bands (Bands 7 and 8) in spelling;

• students demonstrated the necessary skills to infer the meaning of a phrase in an information text, evaluate whole text to make a judgement in an information text, develop ideas using language choices and devices to engage and persuade the reader, identify the verb in a simple sentence, and identify the correct word to complete a complex sentence.

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

• continue to implement explicit, balanced and systematic literacy ‘packets’ with an increased focus on comprehension;

• trial a standardised diagnostic reading assessment to enhance the tracking of student reading and comprehension;

• implement comprehension training and development for staff with a focus on inferring;

• develop a K-6 scope and sequence for spelling, including standardised assessment and tracking strategies; and

• increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN reading from 78% to 83% in 2013.

Numeracy – NAPLAN Year 5

In 2012, 66 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 2011 NAPLAN numeracy results:

• 83.3% of students achieved at or above minimum standard in numeracy;

• 41% of students achieved in the top three bands (bands 6, 7 and 8);

• 22.8% of students achieved in the top two bands (bands 7 and 8); and

• Students demonstrated the necessary skills to identify the appropriate unit for measuring mass, use the face value of coins to find the total and then calculate the change, and use multiplication strategies to solve multi-step problems.

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 using backward mapping in numeracy;

• continue to effectively use support staff to team teach with classroom teachers during numeracy lessons;

• 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;

• develop further each student’s skills in applying their number skills to problem solving and open ended tasks; and

• increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN numeracy from 85.5% to 88% in 2013.

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 14.6 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 below state average growth in numeracy by 13.6 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 NAPLAN is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Our school has a Primary Intensive English Program (PIEP) for students in Years 3-6 with a language background other than English and who have attended an Australian school for less than 3 years. Students in Years 3 and 5 who have been attending school for less than a year are exempt from sitting the NAPLAN tests. There were 3 students in Year 3 and 2 students in Year 5 who were exempt from taking NAPLAN. The following tables represent the percentage of students below the National Minimum Standard with the exempt students excluded from the data.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
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<tr>
<td>Reading</td>
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<td>Grammar &amp; Punctuation</td>
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<td>Numeracy</td>
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<table>
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<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
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<td>Numeracy</td>
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Significant programs and initiatives

National Partnership Program National Partnership Low Socio-economic Communities Reform Extension Initiative (LSES RE1):

Auburn North Public School participated in the National Partnership Program from the beginning of semester 2, 2010 to the end of semester 1, 2012.

In 2012, the school had:

a. received additional funding allocation of $35,300.00;

b. continued the employment of a Highly Accomplished Teacher (HAT) for semester 1;

c. utilised the skills of an educational Paraprofessional;

d. continued to employ an AP ESL teacher; and

e. employed Community Liaison Officer/s.

A number of initiatives were implemented as a result of the National Partnerships program. They included:
• A homework centre which provided support for students who required additional assistance in completing weekly homework tasks. Fifty-five students attended this program each Monday and Wednesday afternoon. As part of this program, 25 refugee students also received one-to-one tutoring from volunteers from St Vincent De Paul Society Assisting Refugee Kids (SPARK).

• Students in Years 1-6 met with their teachers individually to reflect on their learning (feedback) and to set goals to improve their learning (feed forward).

• Teachers also participated in feedback/feed forward sessions with their stage supervisors and Principal.

• Training and development of staff through mentoring, as well as providing teachers with release time to plan quality teaching and learning programs.

• The HAT continued to facilitate a whole school-based professional learning program where all teachers worked in small teams where they concentrated on specific quality teaching skills. The teams participated in professional dialogue, research and classroom observations.

• The educational paraprofessional assisted staff to implement and imbed quality ICT into their teaching and learning programs including, training and development in school communication sites, use of Interactive White Boards (IWB) and various technologies (e.g. Podcasting). Classes were supported in incorporating class-based websites, blogging and IWB in teaching and learning programs and in developing skills in the internet, cyber safety, OneNote, Adobe Connect, Adobe Acrobat and BeeBots.

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

PSP funding contributed to school improvement in 2012 with:

• All K-4 teachers trained or refreshed in Count Me In Too (CMIT).

• All 3-6 teachers trained or refreshed in Counting On and Newman’s’ Error Analysis, resulting in explicit teaching and enhanced student progress in mathematics.

• All staff trained in assessment strategies using consistency of teacher judgement, and using backward mapping techniques to collaboratively plan explicit lessons in all strands of mathematics.

• Progress in student outcomes across the school, which is evident in SENA data, Best Start data school based benchmarking data and NAPLAN data.

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. These included:

• PSP staffing allocation that supported a part-time numeracy mentor (0.6) Semester 1, focusing on the implementation of the Count Me In Too (CMIT) program K-4 and Counting On (CO) program.

• PSP staffing allocation that supported a part-time literacy mentor (0.6) Semester 2, focusing on the implementation of Focus on Reading teaching and programming strategies and Spelling K-6.

• PSP staffing allocation that supported part-time Information and Communication Technology (ICT) mentor (0.5), focusing on training and development in school communication sites, use of Interactive White Boards (IWB) and various technologies (e.g. Podcasting). Classes were supported in incorporating class-based websites, blogging and IWB in teaching and learning programs and in developing skills in the internet, cyber safety, OneNote, Adobe Connect, Adobe Acrobat and BeeBots.
• Collaborative planning days, funded through PSP, having a significant impact on improving student learning outcomes and improving teacher practice.

• A whole school approach enabling the development of a collaborative school culture where knowledge sharing practices and team teaching resulted in significant improvement in learning outcomes for students and the development of a collaborative and cohesive learning community.

• Teachers developed their knowledge and skills through collaborating with their stage and specialist support teachers to deliver high quality teaching and learning programs that use backward mapping and collaboratively designed assessment rubrics to enable consistent teacher judgment and knowledge integration, resulting in high quality teaching and learning programs.

• All teachers were trained in using OneNote notebooks for collaborative programming and communication where staff reflect and share successful strategies and resources and provide lesson feedback, resulting in ‘Best Practice’ quality teaching and learning.

• All teachers participating in collaborative planning days for literacy, including the development of integrated literacy programs, incorporating listening, talking, reading and writing around a specific language focus and using backward mapping to incorporate the ESL Scales, the NSW K-6 syllabus and the Literacy continuum.

• All new teachers to Auburn North PS participated in training and development in literacy, including ‘Focus on Reading’, ‘The Four Forms of Spelling’, ESL pedagogy and ESL Scales.

• 10% of PSP funds being directed towards technology hardware. Four Interactive White Boards (IWBs) were purchased and strategically fitted into a classroom where there were greater opportunities for team teaching and mentoring.

• Training and Development (T&D) assisted teachers incorporate this technology into quality teaching and learning programs. Specific team teaching opportunities supported the introduction of ICT hardware and software into classrooms, including a whole school student data tracking system (Edupro) using the ICT mentor and Teacher Librarian to collaboratively plan, teach and assess ICT integrated programs with all teachers, K-6. This resulted in an increase in staff confidence to integrate technology into daily programs and an increase in the skills of students in the use of all technology. All student academic and welfare data has been entered and tracked on an electronic system.

• A school administrative officer (SAO) being employed 1 day per week to assist with the monitoring of student attendance. Her role included daily monitoring of students late to school, verifying absences with parents and liaising with the Deputy Principal and HSLO regarding attendance concerns.

Teacher Mentor Program
A part-time teacher mentor (0.5) provided intensive support to 22 permanent and temporary Early Career Teachers (ECT) 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 provided support in the form of team teaching, demonstration lessons, classroom/behaviour management strategies, professional learning opportunities, and professional dialogue and collegial support.

The teacher mentor also led an intensive Beginning Teacher’s Program for the first term of the school year to assist teachers in their first year of teaching or those teachers who, for the first time, were teaching at Auburn North Public School.
**Aboriginal education**

K-6 students participated in a range of learning programs that enhanced their understanding of Aboriginal education and culture. In 2012 these included:

- acknowledgment of Harmony Day and NAIDOC Week with visits from Aboriginal performers to celebrate and share Aboriginal culture through dance, music and storytelling; and
- integrated literacy and human society and its environment programs with students learning about Aboriginal history, culture and contemporary issues.

**Multicultural education**

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

- English as a Second Language (ESL) programs were organised to support students on the basis of 4.8 ESL teacher positions as well as a 0.7 supplementation for new arrivals students and a 0.5 staffing supplementation for supporting refugee students through the Primary Intensive English Program.
- Community Language (CL) programs were organised for students whose first languages were Arabic, Chinese, Dari or Turkish. Students attended these classes for up to 2 hours per week with students’ results indicating that these programs developed first language literacy skills, supported the acquisition of English and fostered a further understanding of each culture.

**The Primary Intensive English Program (PIEP) For Refugee Students**

- A qualified ESL teacher provided intensive support for newly arrived refugee students in Years 3-6. Targeted students included 13 newly arrived refugee students with little English and minimal schooling and 4 students who have been in an Australian school more than one year but still requiring intensive support. The focus of the PIEP program was to help refugee students feel safe, learn English and develop literacy and mathematical skills. The PIEP program also funded an excursion for refugee students in Years 1-6 to Sydney Tower.
- The PIEP program supported refugee students and their families. To support ESL/refugee students, School Language Support Officers (SLSO) in Dari and Arabic were employed. The PIEP teacher and SLSO assisted in the organization of 14 ‘Learning for Life’ scholarships with the Smith Family. They also organised winter uniforms for 42 students which was funded by the Salvation Army. The PIEP teacher and SLSO were involved in the school’s enrolment process of refugee families.
- The PIEP teacher conducted a teacher training session sharing effective strategies to support ESL/ refugee students. The PIEP teacher was also part of the Learning Support Team.

**Respect and responsibility**

Our school values of respect, honesty, fairness, friendship, responsibility and kindness have become embedded in all school programs. Students receive commendation awards based on these values and all students aim to reach the level of achieving morning tea with the principal at the end of the school year.

Each week a particular value is emphasised and highlighted during assemblies, displayed on the school notice board and reinforced in all classes.

**Auburn Schools as Community Centres (SaCC): Harmony House**

The Auburn Schools as Community Centres project is an early intervention program for parents who have children from birth to 8 years of age.

New initiatives for 2012 included:

- A ‘Young Auburn Mums Program’ for five weeks for mothers under 25 years of age. Eleven young mothers attended and
received information on baby massage, healthy relationships, sleeping and feeding issues for baby, and self-care for mum. Partnerships with the community included Auburn Council, Auburn Diversity Service, Brighter Futures, Auburn Community Health, Barnardos and Save the Children.

- The ‘SHAPE Health and Fitness Program’ with 20 mothers participating. Partnership with the community included WentWest Health.

- ‘Playtime in the Park Program’ with relationships developed with 25 new parents, including hard to reach families with children. Partnerships with the community included Brighter Futures, Barnardos and Auburn Diversity Service.

- A weekly cooking class with 15 mothers attending. As a result, the ‘Auburn Cultural Cuisine Cookbook’ was successfully launched in October with 100 copies of the cookbook sold.

Ongoing programs for 2012 included:

- A weekly playgroup held each Tuesday with 40 parents attending on a regular basis.

- ‘Caring for Children’, a first aid course for parents with young children, attended by 12 mothers. Partnership with the community included Barnardos.

- A transition to school program organised for four weeks with a new partnership being developed with Auburn Pre-School.

- A weekly Breakfast Program for Auburn North children organised for each Monday morning with approximately 100 children attending each term. Our partnership continued with Bakers Delight in Auburn.

- An Afghan mums program included English classes, math classes and computer classes and was attended by 12 parents.

- A Father’s Day afternoon tea was attended by 11 fathers.

- A parent excursion was held each term. This year, 12 parents visited Manly and the Botanical Gardens.

**Debating & Public Speaking**

Auburn North Public School recognises the importance of students learning to speak in front of an audience in a positive environment. All students in Kindergarten to Year 2 were taught how to present a prepared speech which included a grade competition in the school hall. All teachers and students in Years 3 to 6 were taught strategies to deliver an impromptu speech. In Term 2, each grade from Years 3 to 6 conducted an impromptu speech competition where students were only given 5 minutes to prepare a speech on a set topic. Students and teachers in Stage 3 were also taught debating skills, which included an inter-class debating competition. Ten students were selected to participate in the Granville District Debating Competition during Terms 2 to 4.

**Progress on 2012 targets**

**Improved Literacy and Numeracy outcomes for all students.**

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

- The percentage of students in Year 5 achieving proficiency in NAPLAN reading was 19.4%. This represents an increase of 1.9% against the projected 2012 target and 6.9% increase from 2011.

- The percentage of students in Year 3 achieving proficiency in NAPLAN spelling was 47.7%, a 4.7% increase from 2011 and 1.2% above our 2012 projected target.

- The percentage of students in Year 5 who achieved proficiency in NAPLAN spelling was 43%, a 12% increase above our 2012 target.
The percentage of students in Year 5 achieving proficiency in NAPLAN numeracy was 24.3%, an increase in our 2012 target by 0.7% and 4.3% above the 2011 results.

All new staff trained in ‘Focus on Reading’ techniques, including the ‘Super Six’ comprehension strategies.

All K-4 staff trained or refreshed in Count Me In Too (CMIT) and all 3-6 teachers trained or refreshed in Counting On and Newman’s Error Analysis.

Leadership development programs enabled grade leaders to develop and implement grade-based, targeted literacy and numeracy training and development programs including the ‘Great to Grand’ project.

All staff participated in the ‘Great to Grand’ project, resulting in increased teacher knowledge, skills, expertise and performance and improved student learning outcomes.

Increased student engagement

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

- An increase in the average student attendance rate to 95.6%, representing an increase of 0.6% from 2011.
- Improved social and emotional wellbeing and skills for life for every student with a decrease in negative behaviours, as recorded on the tracking system EduPro by 5%.
- Increased student access to ICT with 4 additional classrooms upgraded with interactive whiteboards, resulting in 24 classrooms, the ANTEC and the ANCLIC being fitted with IWBs.
- Increased participation in the ‘Cooling Conflicts’ program with 2 additional classes participating in this wellbeing program.
- Increased numbers of parents accessing opportunities created by the school including 3-Way Conferences by 2% and parent training workshops by an average of 5%.
- Increased levels of parent feedback through whole school evaluation processes by 5% with additional non-English speaking parents responding as a result of translations by the Community Language teachers.

Increased leadership capacity, density and skills for all leaders.

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

- An increase in leadership density and capacity resulting from a school-based leadership development program for executive teachers in substantive and relieving positions.
- An increase in the leadership capacity of school executive to drive school improvement with 6 executive teachers and 1 stage leader successfully completing the ASAM colloquium during semester 2, the first NSW public school to attain this achievement.
- An increase in leadership density and capacity with a school-based leadership development program for 7 aspiring leaders, which was led by the school executive.
- An increase in the quality of technology in learning programs as a result of high quality training coordinated by school leaders, with all stages successfully implementing OneNote for programming and maintaining professional dialogue through the use of Wikis for each stage and professional learning groups.

Improved student learning through quality teaching practices.

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

- An increase in the teaching capacity, knowledge and skills of all teachers through
the development and implementation of a differentiated, small group professional learning program in the areas of learning styles, open-ended questioning, gifted and talented and questioning techniques.

- All teachers using appropriate and consistent assessment and reporting practices which were embedded in all teaching and learning programs with all teachers participating in collaborative planning days each term using backward mapping to incorporate the ESL Scales, the NSW K-6 syllabus and the Literacy and Numeracy continua.

- An increase in student learning outcomes through strategic planning in literacy, with school-based data indicating that there was an average of a 15% increase in students achieving grade reading targets as a result of professional development in reading in programs such as the ‘Great to Grand’ project.

- An increase in student learning outcomes through strategic planning in mathematics, with school-based data indicating an average of 96% of students being able to use and discuss Newman’s Error Analysis in solving mathematical problems as a result of professional development in programs such as the ‘Great to Grand’ project.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of PD/H/PE and school culture.

**Personal Development / Health / Physical Education (PD/H/PE)**

**Background**

During 2012, our school’s emphasis in the area of PD/H/PE, was to improve student fitness levels and raise awareness of the importance of a healthy lifestyle. In term 4, the school sought the opinions of students and staff about the teaching of Personal Development, Health and Physical Education. On-line surveys were utilised and the data collated and analysed. A total of 66 students and 22 staff completed the surveys.

**Findings and conclusions**

**Results of staff surveys indicated that:**

- 73% of teachers knew the syllabus and modules well in relation to Personal Development and Health, as they had either had excellent university training or they had programmed it for their stage.

- 64% of teachers are aware of the Auburn North Public School scope and sequence for Personal Development and Health and school sport.

- 72% of teachers said their stage successfully programmed, taught and maximised student learning outcomes for Personal Development and Health by using the syllabus, modules, previous programs and Interactive Whiteboard resources.

- 70% of teachers could maximise student learning further in Personal Development and Health with better resources (books and Interactive Whiteboard resources), if their stages programmed Personal Development and Health collaboratively and if it was integrated with literacy and numeracy.

- 91% of teachers are happy for either the classroom teacher or RFF teacher to program and teach Personal Development and Health topics.

- 95% of teachers stated that they would maximise student learning in Personal Development, Health by knowing what resources were currently available at Auburn North Public School; if there were Interactive Whiteboard resources on the network; and if there was an opportunity for incursions / excursions.

- All teachers tried a variety of strategies to program school sport depending on what the topic being taught was.

- Teachers were divided as to the best way to conduct school sport, however, 41% preferred that classes stay together and rotate between different teachers.
Teachers have successfully programmed, taught and maximised student learning outcomes in school sport in 2012, by utilising previous programs; using syllabus and module documents; programming collaboratively; and one teacher taking on the programming.

Teachers stated that student learning outcomes could be further improved in school sport through collaboratively planning with the stage; better resources; more support from Personal Development, Health and Physical Education team and training and development in syllabus and modules.

Results of student surveys indicated that:

- 49% of students identified road safety as their favourite Personal Development and Health topic, and 47% of students identified child protection as their favourite Personal Development and Health topic.

- 27% of students identified sun safety as their least favourite Personal Development and Health topic, and 21% of students identified emergency procedures, healthy eating/food pyramid as their least favourite Personal Development Health topic. Overall, students' responses were divided in this area.

- Students stated that activities which make learning enjoyable in Personal Development and Health were drama activities and scenarios, interactive games and activities, drawing, labeling and making posters.

- Students indicated that their favourite school sport activities in order were soccer 39%, dancing 29%, newcombe ball 20% and ball skills 18%.

- Students indicated that their least favourite school sport activities were, in order, skipping 42%, soccer 24%, dancing 23% and relays and gymnastics 18%.

Future directions
In 2013, in the area of PD/H/PE, the school will:

- Conduct training with all staff on how to successfully integrate Personal Development, Health and school sport into other key learning areas.

- Use both classroom teachers and RFF teachers to conduct Personal Development and Health lessons to improve the focus of Personal Development and Health as a valuable learning experience and to support positive classroom environments.

- Develop a catalogue of teaching resources readily available for Auburn North Public School teachers for Personal Development and Health lessons, with the aim to make lessons interactive, hands-on and engaging.

- Focus on including Personal Development, Health and Physical Education into collaborative planning days.

- Review Auburn North Public School scope and sequence for school sport with the aim to incorporate more PSSA sport skills.

Culture
Background
Each year as part of a cyclic evaluation, the school is expected to reflect upon one of the key components of educational management and practice. In 2012 our school evaluated ‘School Culture’.

There were 52 parents who responded to the survey, either in written form or verbally with the assistance of the Community Language teachers as well as 120 students from Years 2-6 and 34 staff members who completed a written survey.

Findings and conclusions
Results of parent surveys indicated that:

- 100% of parents believed that the school community values cultural diversity and that values and beliefs are promoted and celebrated.

- 100% of parents agreed that the school praises and rewards individuals who are successful and communicates this to the school community.
• 72% of parents felt that the school always caters for the learning needs of all students while 28% felt it usually caters for the diverse learning needs.

Results of student surveys indicated that:
• 100% of students believed that the school community values cultural diversity through inclusive programs such as the celebration of important cultural events.
• 72% of students felt that the school always appreciated having them as students.

Results of staff surveys indicated that:
• 100% of staff agreed that the school recognises and celebrates achievement and that achievements are communicated to the community at assemblies, in the fortnightly newsletters and on the school website.
• 83% believed that the school always finds ways to improve what it does while 17% felt that the school usually does find ways.
• 73% agreed that the school culture supports a sense of ownership and 27% believed that structures usually exist which promote open communication and debate.

Future directions
In 2013, the school will:
• Continue to celebrate the cultural diversity of Auburn North’s community and encourage greater community participation in Harmony Day and Community Festival Day and in special events such as ANZAC Day and NAIDOC week.
• Develop professional learning for all staff based on Professor John Hattie’s research that positive teacher and student relationships have a very significant effect on improving student learning outcomes.
• Cater for the diverse learning needs of Auburn North students through the implementation of its Gifted and Talent Policy and through the development and implementation of Individual Learning Plans (ILPs) for students identified by the Learning and Support Team as benefitting from additional support.

Parent, student, and teacher satisfaction
In 2012, the school sought the opinions of parents, students and teachers about the school. School satisfaction data was collected from surveys, formal interviews and informal conversations.

Their responses are presented below:
• Parents, students and staff are overwhelmingly proud of the school and agree that the school encourages everyone to learn and to achieve their personal best.
• Parents continue to value events which celebrate their children’s achievements by attending gold badge assemblies and sporting carnivals as well as supporting their children’s learning by attending 3-Way conferences and parent information sessions.
• Parents have enthusiastically supported the many initiatives implemented by Christine Daujotis and the Harmony House programs. There has been an increase in attendance in activities in Harmony House, including 35 mothers and their children attending the playgroup on Tuesday mornings and an average of 15 women attending the cooking classes on Thursdays.

Professional learning
All teachers participated in a range of professional learning activities throughout the year. These activities were funded by LSES RE1 in Semester 1 ($100,000), Teacher Professional Learning (TPL) ($25,984) and Priority Schools’ Program (PSP) ($20,940). 48 full- time and part- time teachers received an average of $1315 towards their professional learning.

The main areas of focus in 2012 included:
• Increased leadership capacity, density and skills with two substantive executive, four executive in a relieving capacity, and one stage leader successfully completing the eight month Australian School of Applied
Management (ASAM) Colloquium in Semester 2.

- A school-based leadership development program for executive and aspiring leaders each Monday afternoon.
- Executive teachers collaboratively developing and co-leading the award winning ‘Great to Grand’ project with all teachers.
- The Global Online Leadership Development (G.O.L.D.) Program.
- The continued development of principal/teacher, principal/executive facilitator and teacher/student feedback and feedforward sessions.
- Differentiated teacher professional learning for all staff in the focus areas of differentiation, questioning, open-ended tasks, learning styles and the teaching of gifted and talented students.

Teachers engaged in small group learning

- Collaborative planning days for each teacher to meet with their stage team each term to reflect on the previous term’s student data and plan and program for the next term.
- There were 3 Early Career Teachers working towards accreditation and 10 teachers working towards maintenance.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Literacy and Numeracy

Outcome for 2012–2014

Improved Literacy and Numeracy outcomes for all students.

2013 reading targets to achieve this outcome include:

- Increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN reading from 88.5% to 91% in 2013.
- Increase the percentage of students in Year 3 achieving proficiency in NAPLAN reading from 26% to 28.5% in 2013.
- Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN reading from 78% to 83% in 2013.
- Increase the percentage of students in Year 5 achieving proficiency in NAPLAN reading from 13.5% to 16% in 2013.
- Increase the percentage of all year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN reading from 58% to 63% in 2013.
- Increase the percentage of students achieving expected grade reading levels to 100%.

2013 spelling targets to achieve this outcome include:

- Increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN spelling from 87.5% to 90% in 2013.
- Increase the percentage of students in Year 3 achieving proficiency in NAPLAN spelling from 42% to 44.5% in 2013.
- Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN spelling from 88.5% to 91% in 2013;  
- Increase the percentage of students in Year 5 achieving proficiency in NAPLAN spelling from 33.3% to 36% in 2013.
- Increase the percentage of all Year 5 students who achieve expected growth between Year
3 and Year 5 in NAPLAN spelling from 58.5% to 63.5% in 2013.

• Increase the percentage of students achieving expected grade spelling levels to 100%.

Our success will be measured by:

• NAPLAN targets in reading and spelling achieved as stated above;

• school-based literacy targets achieved as stated in the 2012-2014 School Plan; and

• improved achievement of students in their early years.

2013 numeracy targets to achieve this outcome include:

• Increase the percentage of students in Year 3 achieving at or above the minimum standard in NAPLAN numeracy from 88.5% to 91% in 2013.

• Increase the percentage of students in Year 3 achieving proficiency in NAPLAN numeracy from 26.5% to 29% in 2013.

• Increase the percentage of students in Year 5 achieving at or above the minimum standard in NAPLAN numeracy from 85.5% to 88% in 2013.

• Increase the percentage of students in Year 5 achieving proficiency in NAPLAN numeracy from 21.5% to 24% in 2013.

• Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN numeracy from 60% to 62.5% in 2013.

• Increase the percentage of students achieving expected grade number targets to 100%.

Strategies to achieve these targets include:

• Allocation of two hours of protected learning time to all classes four days per week.

• Development of a K-6 scope and sequence for spelling, including standardised assessment and tracking strategies to enable a systematic and explicit approach to teaching the four forms of spelling.

• Development and implementation of a grammar scope and sequence to enable a systematic and explicit approach to teaching grammar K-6.

• Continue to implement explicit, balanced and systematic literacy packets with an increased focus on comprehension.

• Monitoring of short term reading targets for each grade each term.

• Continue to implement explicit, balanced and systematic numeracy packets.

• Monitoring of short term numeracy targets for each grade each term.

• Provide and implement training and development for identified areas of need from NAPLAN analysis 2012.

• Numeracy Review in Term 2 to identify areas of strength and areas to further enhance. Numeracy team to implement recommendations from the review.

Our success will be measured by:

• NAPLAN targets in numeracy achieved as stated above.

• School-based numeracy targets achieved as stated in the 2012-2014 School Plan.

• Improved achievement of students in their early years.

Student Engagement and Attainment

Outcome for 2012–2014

Increased student engagement

2013 Targets to achieve this outcome include:

• Increase the average student attendance rate by 0.2% to equal or exceed the state and regional level.
• Improve social and emotional wellbeing and skills for life for every student with a decrease in negative behaviours as recorded on tracking system EduPro by 5%.

• Increase participation in a range of quality student wellbeing and transition programs.

• Coordinated Learning and Support team with student welfare data entered, tracked and monitored on SENTRAL and all teachers following the LAST referral procedures.

• Increase number of parents accessing opportunities created by the school (Harmony Day, 3-Way Conferences, Parent Training Workshops).

• Increase levels of positive parent feedback through whole school evaluation processes.

**Strategies to achieve these targets include:**

- Employ a SAO 1 day per week to continue to monitor attendance patterns and liaise with parents to ensure students’ lateness and attendance are explained and justified.

- Actively support parents and students through the Learning and Support Team and with the assistance of the Home School Liaison Officer (HSLO) ensure students attend school every day and arrive on time.

- Reinforce the STAND program and ANPS Values consistently in class lessons and in the playground.

- Encourage an increase in parent participation through verbal and written notices in English and in the 4 community languages (Arabic, Chinese, Dari and Turkish) at assemblies, school newsletters, the school website and the school notice boards.

- Continue to encourage effective communication between school and home and value the opinions and suggestions from parents such as during P&C meetings.

- Conduct staff survey to ensure the ongoing effectiveness of the Learning and Support Team.

- Implement and monitor ILPs through the Learning and Support Team for students identified as requiring additional support.

**Our success will be measured by:**

- increase of students attending school according to WebAttend data with the attendance rate increased by 0.2%;

- increase in the percentage of students receiving gold badge awards and school awards according to EduPro data by 2.5%;

- increase in the number of students targeted in Gifted and Talented programs as measured by the G&T team;

- increase in a range of quality student wellbeing programs school-based and community-based;

- increase in the participation of parents and community members in school programs by 10%; and

- the percentage of parents providing feedback to school evaluations increased by 10%.

**Leadership and Management**

**Outcome for 2012–2014**

**Increased leadership capacity, density and skills for all leaders.**

**2013 Targets to achieve this outcome include:**

- Increase leadership capacity of school leaders to drive school improvement.

- Leaders coordinate training and development to increase teachers’ understanding of the teaching and learning cycle using syllabus outcomes and embed this understanding into developing quality teaching practices to improve student learning outcomes.

- Increase Early Career Teachers’ success in their beginning years of teaching as a result of high quality leadership.

- Increase skills for all leaders in the area of ICT to enable them to lead ICT sessions for teachers.
• Increase management skills and capacity of school leaders to drive school improvement, through participation in the ASAM Colloquium and GROWTH Coaching.

**Strategies to achieve these targets include:**

• Develop leadership capacity, density and skills by facilitating the Leadership Team to lead whole school programs.

• Develop and implement a school-based differentiated Leadership Development Program for all leaders.

• Develop leadership capacity, density and skills by utilising strategies and skills developed from participation in programs such as ASAM.

• Leadership Team and Early Careers Teacher Mentor to mentor all ECTs; and

• The ICT team to coordinate and lead ICT practices and pedagogy using strategies such as attending ICT conferences and maintaining the ICT policy.

**Our success will be measured by:**

• leaders leading innovative whole school programs, as measured in professional learning logs based on the NSW Institute of Teachers Professional Standards;

• all executive having a professional development plan linked to career planning, professional learning, performance and student outcomes;

• leaders participating in competency and evidence based leadership modules;

• evidence of teachers embedding professional learning practices that improve student learning outcomes as observed by stage/grade facilitator;

• ECTs achieving accreditation and experience opportunities to observe and develop best practice as measured by an ECT checklist; and

• all teachers improving their capacity to integrate ICT into the teaching and learning programs as measured by facilitator observation and teacher PLPs.

**Curriculum and Assessment**

**Outcome for 2012–2014**

**Improved student learning through quality teaching practices.**

**2013 Targets to achieve this outcome include:**

• Increase teaching capacity, knowledge and skills for all teachers.

• Increase the use of appropriate and consistent assessment and reporting practices which are embedded in all teaching and learning programs.

• Increase student learning outcomes through strategic planning in literacy and numeracy.

• Increase use of appropriate and consistent assessment and reporting practices which are embedded in all teaching and learning programs.

**Strategies to achieve these targets include:**

• Monitor and develop IMPAQ with a focus on pedagogy.

• Implement standardized lists of required assessment and programming items that incorporate the Quality Teaching framework.

• Facilitate teachers understanding of SMART data as a tool to analyse student performance and to assist teachers to incorporate teaching strategies effectively into classrooms by completing DASA survey/data analysis.

• Promote appropriate and contextually relevant feedback/feed forward for improved student outcomes.

• Develop student self-assessment skills (including student work folders).

• Leadership Team to develop a model of consistent and valid programming and assessment practices.
Our success will be measured by:

- teacher surveys will demonstrate an improvement in teaching capacity, skills and knowledge of all teachers;
- standardised lists will be developed, distributed and utilised by all K-6 teachers;
- programming and assessment practices will be aligned and consistent K-6.
- DASA survey will demonstrate growth in teacher understanding of SMART data as a tool to analyse student performance;
- facilitator observation of best practice programming and teaching in all classrooms;
- evidence of a range of feedback practices at all levels (teacher/student, teacher/facilitator, teacher/principal) in the school.

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: